Partnership Strategy of Course and Training Institutions in Guaranteing the Quality of Education with the World of Work Industry: A Review

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Abstract: The role of the Unna Course and Training Institute (LKP) is very necessary in obtaining competent skills to meet the needs of society, especially in the field of beauty. LKP Unna aims to be able to produce graduates who are competent, efficient, and able to compete in the Business World, Industry, and Work World (DUDIKA) in the field of beauty. This research method is a review method. Journal review method by comparing one journal with another journal in the sense of integrating the results of analysis of research journals based on the similarities and differences of each and then providing new conclusions. This research aims to create an effective strategy for LKP Unna to ensure the quality of graduates so they can compete in the labor market. The government implements various policies so that the quality of Course and Training Institutions (LKP) is guaranteed, including LKP must have; NPSN; Accredited; Have Institutional Performance Assessment and process quality assurance, Course and Training Institutions (LKP) must implement curriculum standards using: the Indonesian National Framework (KKNI), Graduate Competency Standards (SKL), and Project Based Learning (PBL) based curriculum and translated into Learning Implementation Plans (RPP) and Teaching Materials. The partnership strategy used is to be equal and in line with the needs of the world of work industry, the aim of which is to penetrate the labor market both nationally and internationally. In the industrial world of work, several aspects can collaborate including curriculum, instructors, marketing, mentoring, apprenticeships, and job placement of LKP graduates in related industrial worlds.

Keywords: Course and training institutions; Dudika; Partnerships; Quality assurance

Introduction

Non-formal education is provided for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, do independent business, and continue their education to a higher level. The non-formal education program is an educational service organized to empower the community through life skills education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing people's learning abilities.

LKP Unna is a non-formal education unit that operates in the field of beauty skills. LKP Unna was founded in 1978 until now by producing graduates who are competent in their fields. LKP Unna has won various awards at regional, provincial, national, and international levels. However, the reality is that currently, government policy has a big influence on what LKP Unna has done (Rodríguez-Cano et al., 2021). The existence of a policy that LKP must align its educational quality assurance with the industrial world of work indirectly changes the previous world order of LKP education, LKP which was originally intended only to train people to have skills but now must be able to create a competent workforce, has character and is competitive so that able to penetrate the global labor market (Wiesner & Yuniarti, 2018). As we know, the Course and Training Institute (LKP) is one of the

institutions that is currently being promoted as a balanced media institution and supports non-formal channels as part of the preparation of high-quality human resources.

The Work Skills Education Program (PKK) is a non-formal education program oriented towards developing work skills by the needs of the world of work, given to students so that they have competence in certain skill areas as proven by a competency certificate for work and are absorbed in the world of work (Wahyuni, 2021). In preparing students to be ready for work, course and training institutions must partner with DUDIKA so that students have the skills to enter the world of work by their competencies. In today's world developments, the role of LKP is very necessary in fulfilling people's interest in acquiring relevant skills. Fulfilling the requirements to participate in a long-term program, an LKP must be able to continue its existence and maintain its sustainability through partnerships used to access the labor market. From these problems, it can be concluded that LKP must currently align the quality of its education quality assurance, the quality of the institution, the leveling process, and the quality of graduates with industry standards in the world of work (Ahyanuardi et al., 2022).

The strategy of building LKP partnerships to increase the readiness of LKP graduates to be able to work in the World of Work Industry has a very important role. This is an important factor in implementing a course and training institution (LKP) so that it can maintain its existence. Based on the background above, we can formulate the problem that will be discussed as follows (Utomo, 2019): What is LKP Unna's strategy to maintain the quality assurance of course and training institutions, so that job graduates can be absorbed by the labor market; What is the partnership strategy between LKP Unna and the World of Work Industry so that LKP Unna can maintain its existence in providing services to the wider community.

Method

This research method is a review method. Journal review method by comparing one journal with another journal in the sense of integrating the results of analysis of research journals based on the similarities and differences of each and then providing new conclusions (Gentles et al., 2016; Rashid et al., 2019).

Result and Discussion

LKP Quality Assurance

There are several ways for the government to implement various policies so that the quality of courses

and training institutions is guaranteed, including LKP must have; NPSN; be accredited; have institutional performance assessments and process quality assurance, course and training institutions (LKP) must implement curriculum standards using: the Indonesian National Framework (KKNI) (Sibarani, 2021), Graduate Competency Standards (SKL), and Project Based Learning (PBL) based curriculum and translated into Learning Implementation Plans (RPP) and Teaching Materials (Elisanti & Budiwan, 2021; Fitriyani et al., 2023; Sudarsono et al., 2022; Sukackė et al., 2022).

The LKP Obligation Must Have NPSN

Minister of Education and Culture Regulation no. 99 of 2013 concerning Information and Communication Technology Governance within the Ministry of Education and Culture. Minister of National Education No. 2 of 2011 concerning Education Data Management Activities of the Minister of National Education. Decree of the Head of Research and Development Department of National Education Number 3574/G. G4/KL/2009, dated 22 October 2009, concerning National School Identification Numbers as unique educational unit numbers. The legality aspects above will be a strength for LKP if in the future there are problems with the community (Irvansyah et al., 2023; Herwina et al., 2022).

LKP Must be Accredited

Based on Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards, accreditation is carried out by the government and independent institutions that are authorized by the government to carry out accreditation. Accreditation of PNF units carried out by the government is carried out by BAN-PNF (PP Number 19 of 2005 article 87 paragraph 1.c.). As an accreditation body, BAN-PNF is independent. PNF unit accreditation activities aim to provide objective, transparent, and sustainable assessments of the suitability of a PNF program and unit based on the criteria set out in the 8 national education standards (Wijoyo, 2020; Vykydal et al., 2020). LKP Of course, as an informal education unit, it must be managed well so that the results are good and can complete the process correctly and meet national education standards, including: Graduate Competency Standards (Permendikbud Number 131 of 2014 concerning Competency Standards for Course and Training Graduates) (Manurung et al., 2021; Karmila & Yaswinda, 2022); Content Standards (Curriculum); Process Standards (RPP, Syllabus, PJBL); Standards for Educators (Permendikbud Number 90 of 2014 concerning Qualification and Competency Standards for Instructors in Courses and Training) and Education

Personnel (Permendiknas Number 42 of 2009 concerning Standards for Course Management); Facilities and Infrastructure Standards (Permendikbud Number 127 of 2014 concerning LKP Facilities and Infrastructure Standards); Management Standards (Permendiknas Number 49 of 2007 concerning Education Management Standards by Non-formal Education Units, (Course Management Standards are currently in the process of being prepared); Financing Standards; Assessment Standards.

Each LKP must understand the 8 standards mentioned above and be able to fulfill the requirements set out in the national education standards as part of quality assurance carried out through the accreditation mechanism by BAN PAUD and PNF (Surahman, 2022). Accreditation is a necessity to create quality LKP management based on 8 national education standards. This is by government regulation number 19 of 2005 article 89 paragraph (5) which states that competency certificates as referred to in paragraph (1) are issued by accredited educational units or by independent certification institutions formed by professional organizations recognized by the Government as a sign that The student concerned has passed the competency test.

Performance Assessment

Performance assessment aims to map the performance achievements of LKP based on the world of work, categorize LKP based on the performance achieved, and provide data for planning and determining strategic steps to achieve the vision and mission of LKP based on the world of work so that each LKP can be known from its performance. achieved in the field. Based on the Directorate of Courses and Training, performance assessments are classified A, B, C, and D. Performance assessments for LKP can currently be accessed on the page https://banper.binsuslat.kemdikbud.go.id/pklkp. The benefits of performance assessment are for self-evaluation and development planning, LKP can be prioritized as a training provider, LKP can be prioritized as a collaboration partner, increasing confidence in the world of work, and increasing branding.

The scope of the performance assessment of industry-standard courses and training institutions can be seen in Figure 2. In this figure, the performance assessment of industry-standard institutions (LKP) can be seen from 4 assessment perspectives, namely in the areas of; input (readiness of materials, tools, and human resources); process (learning process with the application of 8+i); output (graduate evaluation and certification) and; outcome (graduate distribution; employment, entrepreneurship, continuing to a higher

level. From an input perspective, LKP must have facilities and infrastructure that support the learning process, institutional management standards that are appropriate for the current era, and human resources that match the qualifications (Firman & Arnyana, 2023; Yulianingsih et al., 2023).

Figure 1. LKP Transformation of the World of Work Industry, Source: Directorate of Courses and Training

Figure 2. Main Performance Indicators of LKP Based on the World of Work, Source: Directorate of Courses and Training
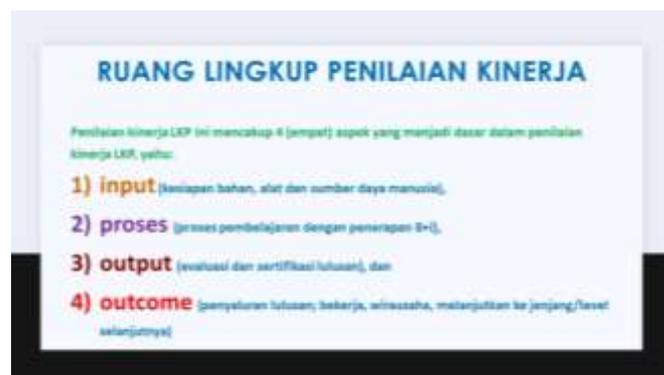

Figure 3. Scope of Performance Assessment, Source: Directorate of Courses and Training

From the perspective of the LKP process, it must have the latest curriculum, such as the application of Project Based Learning (PBL) in its learning, collaboration with the world of work industry in terms of teaching factories, apprenticeships, professional experts, and new learning innovations (Asri et al., 2021). Administrators must prepare personal information and qualifications. From an output perspective, LKP must

have standards for complete learning, competency tests, and Intellectual Property Rights (IPR). From the outcome perspective, LKP must have data on graduates who are employed and the provision of services after students graduate.

Quality Assurance of the Education Process

Course and training institutions in maintaining the quality of the educational process can be guided by the Indonesian National Framework (KKNI), Graduate Competency Standards (SKL), and Project-Based Learning (PBL). These standards can be sorted and divided into teaching materials according to the curriculum in each LKP. In terms of support from the community and course managers, course and training management helps prepare the quality of learning by creating SKKNI, SKL, and PJBL, based on the type of expertise determined and validated by downloading on the website karet.kemdikbud.go.id in the teaching materials menu (Sudira et al., 2022). As for quality assurance, course managers must take part in the Industrial Standard Human Resources Competency Improvement Program (PPKSDM-BI) as well as quality assurance for graduates by standardizing competency tests in certain fields at the Competency Certification Institute (LSK) (Aliyyah et al., 2023; Budiyanto & Suyanto, 2020).

Figure 4. Scheme for implementing PJBL in LKP, Source: Directorate of Courses and Training

Partnership Strategy with the World of Work Industry

A partnership is a cooperative relationship carried out by two or more parties within a certain period to achieve mutual benefits based on the principle of mutual need, which is expressed in the form of a memorandum of understanding or Memorandum of Understanding (MoU) document. Establishing cooperation with the world of the work industry is very important for the survival of LKP (Kasim, 2022). Without building partnerships, it will be difficult for LKP to develop because competition is increasingly intense and tougher. The industrial sector of the world of work Education is a

tool to prepare the country for development and improve the skills of human resources through job training (Kolade & Owoseni, 2022; Li, 2022; Haleem et al., 2022). "Private Public Partnership and Technical Vocation Education and Training (TVET) In A Developing Economy"; states that vocational training is widely recognized as an education system that is expected to produce skilled workers who can compete and develop in a rapidly changing environment and improve the country's economy (Oviawe, 1970). The partnership cooperation between LKP Unna and the World of Work Industry includes the following:

Alignment of Learning Programs According to Industry Needs (Curriculum)

Adapted to the needs of the professional life industry or users such as graduate users to enable people to learn at LKP after graduation that can be accepted by users, the Unna LKP management created an industry-based curriculum that directly involves graduate users by sitting with a group discussion (FGD).

Providing Training Instructors

In the learning activities of students at the course and training institution (LKP) Unna involves industrial practitioners or users directly involved in teaching students, the main aim is so that students can follow directly what is needed or used in industry in the moment. By transferring knowledge from the industry directly, it can make it easier for the industry to select good prospective employees from students studying at LKP so that if there is a selection at the user company, the students can be recommended to become employees.

Cooperation in Apprenticeship and Graduate Absorption

Collaboration is carried out by LKP Unna so that students can be accepted to work in industry, namely apprenticeships. This apprenticeship will have a direct impact on students to implement their knowledge in the world of work so that students will not be stiff or doubtful about the activities in the world of work that they will later pursue. Apprenticeships are also usually used as an opportunity for residents to learn to demonstrate their abilities to be accepted for work at the company.

Provision of Facilities and Infrastructure

Collaboration carried out between LKP Unna and Industry in terms of providing facilities and infrastructure includes borrowing technological tools for learning activities and apprenticeships for students as well as teaching factories.

Figure 5. Evidence of alignment collaboration between LKP Unna and Industry, Source: LKP Unna

Figure 6. Apprenticeships in the World of Work Industry, Source: LKP Unna

Figure 7. Absorption of Graduates in the Industrial World of Work, Source: LKP Unna

Conclusion

Amid increasingly fierce competition in the world of the work industry and the free market today, course and training institutions need to be improved to deal with it. The strategy implemented in the LKP quality assurance partnership which is in harmony with the world of work industry can improve the quality and qualities of graduates so that they can absorbed in the job market. This strategy can also benefit both parties in creating superior and efficient human resources. What has been done by the government for course and training institutions to guarantee quality (LKP): LKP must have; NPSN; be accredited; have an institutional performance assessment and process quality assurance, course institutions and Training (LKP) must implement curriculum standards using: the Indonesian National Framework (KKNI), Graduate Competency Standards (SKL), and Project Based Learning (PBL) based curriculum and translated into Learning Implementation Plans (RPP) and Teaching Materials to help LKP to maintain its existence in the face of current developments so that it is hoped that LKP can be even more advanced in the future.

Conflicts of Interest
The authors declare no conflict of interest.

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