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**PRODUCTION UNIT MANAGEMENT TRAINING WITH
 “SUSTAINABLE COMPETITIVE ADVANTAGE”
 PERSPECTIVE AT 71 STATE VOCATIONAL SCHOOL, EAST
 JAKARTA**

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Abstract: *One of the crucial problems faced by vocational education is the competence of graduates who do not meet the criteria for qualifying students' abilities according to the specified standards. A number of factual obstacles include many SMKs that do not yet have a training center, which allows SMK students to practice industrial work. This study aims to: (1) determine the factors that hinder the implementation of the work of the Production Unit; (2) produce a suitable Production Unit management model to be applied; and (3) knowing the feasibility of the model management of the SMK Production Unit. This research uses research and development method which consists of three stages: research and information gathering, model planning, and model development. The activity was carried out at SMK Negeri 71 Jakarta. Collecting research data using in-depth interviews and observation. The results of the study show that: (1) the implementation of the Management of the Production Unit of the Vocational School of the Fashion Design study program still has several obstacles; (2) produce a suitable Production Unit management model to be applied in the Vocational School of Fashion Design Skills Study Program which consists of two components, namely the Production Unit as a learning resource and the Production Unit as a funding source; and (3) the results of internal tests conducted on SMK managers concluded that 85% agreed that this model would be effective if implemented.*

	Keywords: model development, management, SMK Production Unit.
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1. Introduction

Vocational High School is a school in which it emphasizes more on productive learning that will produce a product or will open up opportunities with the services they have, so that it will produce products that can be sold or can receive orders according to the wishes of the customer. Production units in SMK are already very relevant to the conditions in their respective schools. School production units, apart from being able to provide added value for schools, can also provide students with provisions on skills that must be mastered when entering the world of work, so that students will be more skilled in competition in the world of work. In addition, teachers will also increase their competence according to their respective fields, and will also increase the welfare of the school.

Education in SMK according to the 2004 curriculum aims to produce skilled workers. Education in SMK uses the following approaches: (a) academic approach, (b) life skills approach, (c) competency-based curriculum approach, (d) broad-based curriculum approach curriculum), (e) a production-based curriculum approach.

The function of the production unit is intended so that students can be trained for entrepreneurship in order to develop small businesses that can accept orders from outsiders, so that with the habits carried out in the production unit, the entrepreneurial spirit of students will be well developed. After graduating, students will be able to easily apply the knowledge gained from production units in industry as well as for self-employment. When they enter the industrial world, they are no longer confused about what is currently being done in the industry because the production unit in the school is a mini industry in the school. The Production Unit is a means of learning entrepreneurship for students and teachers and provides school operational support. The production unit is a business program of school quality improvement activities which are basically designed as a means of increasing the capabilities and skills of human resources. Human resources in question are managers of production units and students. Apart from improving the quality of human resources in the existing production unit, it is also useful for optimizing existing facilities in schools so that the tools that exist between learning activities can be used optimally.

Preliminary studies through interviews and observations show a number of problems in the management of the Production Unit. Ideally, the Production Unit is managed by applying good management principles. In fact, the manager of the Production Unit does not have a written plan that can be used as a guide in running the Production Unit. Planning can be said to be based solely on informal talks among Production Unit managers. Planning that is not optimal or even without planning has consequences, namely the implementation of the Production Units that have not been fully running well even though the Production Units in SMKN are already considered the best compared to Production Units in SMKs in DKI Jakarta. The Production Unit should also function to learn entrepreneurship practices, in fact it is still limited to workshops and no more as a means of practice for students.

The implementation of the Production Unit based on the results of observations runs in accordance with existing orders from outside parties. The implementation of production units in SMK requires good coordination between managers and builders as well as with students as a place for them to practice in the production unit. The implementation of the Production Unit in this SMK has not implemented regular or periodic evaluations and is measurable. The absence of a routine and measurable evaluation makes the manager or the school only see the progress of the Production Unit from comparing the Production Units in other schools or seeing the functioning of the Production Units as a means of practice for their students.

2. Method

This study uses the Research and Development model. In accordance with the research and development procedure by Borg & Gall (1983, p.775), the stages in this study were converted from ten stages to three stages. For the tenth stage, namely the dissemination and implementation stage, it will be carried out in further research.

The first stage carried out is research and information collection. The second stage is planning the model. The third stage is to develop the model. At the stage of research and information collection, data and information were collected from the specified field. The data and information obtained are used as the basis for developing the initial management model for the SMK Production Unit. In addition to being based on data and information from the field, the development of the initial model, data and information were also obtained through a literature review that is relevant to theory, research results, and laws and regulations regarding Production Units in Vocational High Schools. The activities carried out at this stage include: (1) formulating the objectives, uses, and roles of research results; (2) conduct a literature study; and (3) determine the research setting

The activity dimension in this research is the management of the Production Unit which consists of the Production Unit as a source of learning and the Production Unit as a source of funding. The activities of the Production Unit as a source of learning and the Production Unit as a source of funding are seen from the management function of POAC (Planning, Organizing, Actuating, and Controlling). The data collection techniques used in this study were: direct observation at the research site with the help of an image and sound recorder, in-depth interviews with all predetermined informants. In addition, a review of existing documents in the school is carried out which includes: the vision and mission of the Production Unit, organizational structure, regulations of the Production Unit, and other required data. The instrument in this research is the researcher himself. However, after the focus of the research became clear, another, simpler instrument was developed, which is expected to be used to collect sharper and broader data to complement the observations. Testing the validity of the data in this study used source triangulation. In this case, triangulation is done by comparing the information obtained from the first informant, the second informant, and so on. The data obtained which is the result of interviews, observations, and documentation are analyzed and interpreted to meet the demands of research objectives and other information.

3. Results and Discussion

The Production/Service Unit at SMK Negeri 71 is planned as a place for vocational practice with industrial nuances, and also for alternative funding for education, therefore the planning of UP/J SMK Negeri 71 takes into account the following factors: (1) Type of Product, (2) Learning Planning, (3) Human Resources, (4) Facilities and Infrastructure, (5) Business Capital, (6) Availability of raw materials, (7) Marketing, (8) Work strategy

Organizing activities in the implementation of UP/J SMK Negeri 71 include: (1) Organizing Learning, (2) Organizing Human Resources, (3) Organizing Infrastructure, (4) Organizing Production Processes, and (5) Organizing Marketing. The implementation of UP/J at SMK Negeri 71 consists of two places (locations), namely at school and outside school which in this case is a shop for product sales and at the same time as a place for product promotion. The control/supervision of UP/J in SMK Negeri 71 aims to prevent deviations/mismatches between the plan and implementation. Quality control/supervision of UP/J products in SMK Negeri 71 is carried out in the following ways: 1) Quality control is not only carried out by the quality control department but also by the production manager, because the production manager is the person responsible for the production; 2) Quality control is carried out to consumers who use the product, which in this case is to determine the degree of customer satisfaction.

Planning for Production/Service Units at SMK Negeri 71 is carried out under the coordination of the principal. The principal as the person in charge of the activities held UP/J socialization to school residents (teachers and employees) which included the benefits of UP/J in vocational high schools. As a follow-up to this socialization, the principal together with the school community held a meeting to create a vision and mission, goals, strategies, policies, procedures, rules, programs and budgets as well as the resources needed for UP/J activities. The organization of the Production/Service Unit at SMK Negeri 71 includes several aspects. First, the organization of learning in UP/J activities aims to synchronize productive practice learning activities with UP/J so that mutually beneficial conditions occur. Second, Organizing Human Resources. The elements involved in organizing the UP/J at SMK Negeri 71 are the Principal, Teachers, Employees, and OSIS (students) of SMK Negeri 71. Organizing is one of the management functions, and is defined as the process of preparing organizational structures in accordance with the objectives -objectives, sources, and the environment, thus the result of organizing is the organizational structure.

In connection with the organization of infrastructure facilities, the limitations of the facilities and infrastructure owned, in the utilization of these facilities and infrastructure a schedule of use is made between for the purposes of teaching and learning activities and UP/J. The implementation of teaching and learning activities in SMK is generally with a moving class model. To organize the production process at UP/J at SMK Negeri 71 is a mechanism for completing orders/orders from consumers, or making products that can be offered to consumers. Production managers must be able to organize production activities properly so that service to customers can be maintained.

The marketing of the products of UP/J SMK Negeri 71 carried out by school residents is all under the control of the head of UP/J, so it is clear and will still be under control. Marketing involves all teachers, employees, and students, for those who can market then those concerned will receive marketing services whose value is 20% of the profits, regardless of whether they are teachers, employees, or students.

The implementation of the Production/Service Unit of SMK Negeri 71 is carried out every day starting at 08.00-21.00 WIB. The implementation of the production system aims to produce or regulate the production of goods and services in a certain quantity, quality, price, time and place according to needs.

Factors that need to be considered in production planning include: 1) The nature of the production process is of two types, namely discontinuous, (production based on orders), and continuous production processes (done based on forecasting). The production process in UP/J at SMK Negeri 71 includes both, namely the intermittent and continuous production process; 2) Determination of the type and quality of goods produced by considering: (a) studying and analyzing the types of goods to be produced, (b) whether the goods to be produced are consumer's goods, (c) the nature of the products to be produced, whether they are durable goods. old or not, (d) the nature of the demand for goods to be produced, whether they are seasonal, or are in demand over time, and (e) the nature of the goods produced, whether new goods or old goods.

The marketing model carried out by UP/J at SMK Negeri 71.

4. Conclusion

Based on the research on the implementation of UP/J that the researcher has carried out on UP/J in SMK Negeri 71, the researcher can conclude that the implementation of the Production/Service Unit (UP/J) in SMK, if managed like a business unit should, will have a positive impact on the school. The positive impacts of implementing UP/J in Vocational High Schools include: 1) becoming a place of productive practice for students with industrial nuances; 2) be an alternative to raising funds for educational purposes by selling products; 3) is a liaison between students and the community through product marketing activities; 4) as a place for students to practice business management, and others.

In order to carry out UP/J in Vocational High Schools in order to run like a business unit, the researcher submits the following suggestions: 1) UP/J Vocational Schools must be managed by people (teachers) who have an entrepreneurial spirit, so they have a strategy to be able to compete with business institutions managed by the community. by conducting public exhibitions; 2) Instill the spirit of entrepreneurship in all school members, especially productive practice teachers, that the implementation of productive practices must be able to generate money by selling the results of the practice; 3) Maximize the existence of school workshops for UP/J activities so as to produce products that can be sold; 4) Synchronize the student learning process with the skills in the workshop (UP/J), accompanied by complete administrative documents; 5) Learning planning through UP/J activities should refer to the existing skills in the Indonesian National Work Competency Standards (SKKNI); 6) Each activity implementation should be accompanied by a progress report; 7) Production control/supervision should not only focus on results but also on processes, so that discrepancies between plans and implementation can be identified as soon as possible. This serves to reduce operational costs (cost) of production; 8) Do not disappoint consumers. Consumers as product users also have an important role in business continuity.

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