

PLACEMENT PATTERNS OF GRADUATES OF DRESS MAKING COURSES AND TRAINING INSTITUTE (LKP) BASED ON PARTNERSHIPS WITH INDUSTRY AND THE BUSINESS WORLD (IDUKA)

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ABSTRACT

The high unemployment rate in West Java, especially in Cimahi City after the COVID-19 pandemic, is undoubtedly a concern for all parties, especially the government and education units in the area. In the last three years, Cimahi City has succeeded in reducing unemployment to 2.3% or above the average of West Java Province, which is only 1.51%. The Dress Making Course and Training Institute (LKP) plays a vital role in improving life skills for learning citizens and can be channeled into the world of work through the partnership network built. This study aims to analyze the placement pattern of LKP Dress Making graduates based on partnerships with industry and the world of work. This research was conducted using a descriptive method with a qualitative approach. Data collection techniques are interviews, documentation, and observation. The results showed that LKP Dress Making carried out a pattern of placing graduates through partnerships with industry and the world of work through 3 patterns. Pattern I is an activity that goes through steps: registering, learning, graduating, and placement. Pattern II through steps: recruitment of non-skills, placement, registering at LKP Dress Making, learning, graduating, and returning to placement. Pattern III is an activity that goes through an internship process. The three patterns effectively place graduates in industry and the world of work.

Keywords: Course and Training Institutions, industry and the world of work, Graduate Placement

INTRODUCTION

Indonesia is improving its economy in various sectors, especially after the Covid-19 pandemic hit. Based on data from the Central Bureau of Statistics in 2023, in the last three years, July 2021-2023, the open unemployment rate (TPT) has decreased. In the February 2021 period, the open unemployment rate of 6.26% decreased in the February 2022 period to 5.83% or a decrease of 0.43%. As for the February 2023 period, it also decreased by 0.38% to 5.45%.

This figure continues to improve compared to 2019-2020, when open unemployment was 5.23% 2019, increasing by 1.84% to 7.07% in 2020. Furthermore, data from the World Bank (2020) shows that as many as 24% of the Indonesian population stopped working (layoffs/layoffs/job losses) in that period. The Ministry of Manpower's release shows that in that period, as many as 2.1 million workers were affected by COVID-19, around 383.6 thousand workers were laid off, 1.13 million workers were laid off, and 630.9 thousand informal workers lost their jobs/bankruptcy.

West Java, as a province with the largest population in Indonesia at 49.40 million people (Databoks, 2022), certainly has positive and negative impacts on employment figures. On the positive side, abundant productive labor can be relied upon. This situation can be seen from the number of factories, companies, and industries that have grown in West Java. However, the downside is that unemployment is no less high (Mahsunah, 2013; Rochaida, 2016; Ganie, 2017).

The open unemployment rate in West Java in 2022 was recorded at two million people or 8.31% of the total population, a decrease of 1.58% from 9.82% in 2021. Compared to 2020, the open unemployment rate reached 10.46%, with a yearly reduction in the last three years. Based on this figure, it shows that there has been a reduction in open unemployment in West Java Province. However, it had not reached the point before the COVID-19 pandemic occurred, namely in the range of February 2019-February 2020 at an open unemployment rate of 7.7%.

Some of the efforts made to reduce the unemployment rate in West Java include (1) increasing investment and increasing the number of companies and business sectors; (2) preparing superior and competent human resources through the provision of education and training; (3) population control related to controlling the population in an area; (4) increasing community participation in the village and sub-district level employment sector through the development of local labor (Kompas.com, 2022; IDN Times, 2023; Humas Jabar, 2023).

One of the efforts to reduce unemployment is empowering the community to have life skills that can support daily activities and even become income through economic activities. Courses and Training Institute (LKP) with their programs are an alternative to reducing unemployment (Simamora et al., 2023; Sholeh et al., 2023; Latifa & Pribadi, 2021). Courses and training institutions (LKP) have benefits for the community, namely as an effort to increase knowledge and skills, add the skills needed, increase competitiveness, and become strong working capital (Fauzi & Widiastuti, 2018; Hidayat, 2018). The Institute of Courses and Training is a non-formal education unit with a choice of programs that anyone can follow without any restrictions on age, space and time. The existence of flexible LKPs that run programs according to the community's needs in obtaining vocational skills certainly has the flexibility to collaborate with partners and develop the right curriculum and programs according to community needs.

Cimahi City, as an area in West Java, has the second highest unemployment rate after Bogor City, with an unemployment rate of 10.77% or only 0.1%, adrift of Bogor City with 10.78% (BPS, 2022). This figure certainly shows the impact of COVID-19 and the high labor force (Rahadyan, 2023). In the last three years, various efforts have been made by the Cimahi City government to reduce the open unemployment rate, one of which is by involving external stakeholders who have a strategic role in assisting government programs to reduce the open unemployment rate, namely the Courses and Training Institute (LKP), Special Job Exchange (BKK), Companies and academics. This step is quite fruitful; in 2020, the unemployment rate reached 13.30%, it managed to fall in 2021 to 13.07%, and in 2022, it fell to 10.77% or decreased by 2.3%. This decrease in the unemployment rate is the highest in West Java Province and is above the average decrease in the unemployment rate in West Java, which is only 1.51%.

Employment training and a good cooperation pattern between the job-seeking community, courses and training institutions, the labor office, and the industry and business world (IDUKA) have a significant influence in reducing the number of unemployed people in Cimahi City. Cooperation with various parties in national and international-scale industries has created significant job vacancies in Cimahi City. In addition, training conducted for job seekers is also directed toward independence (entrepreneurship), which is also one of the efforts made.

The Dress Making Course and Training Institute (LKP) of Cimahi City is one of the leading non-formal education units that provide life skills in sewing/fashion styling to the community in Cimahi City and its surroundings. This experienced LKP has various human resources, adequate facilities and infrastructure in carrying out its activities, and even becomes a competency test site for other Courses and Training Institutions in the Cimahi City area and a competency test site for Vocational High School students in the field of sewing/fashion styling. LKP Dress Making also has a good network of cooperation with the industry in the field of fashion in job placement, job orders and apprenticeships. Routinely, 6 industries cooperate: PT Sansan Saudaratex Jaya, PT Yolita, PT Perdana Firsta Garmen, PT Aswani, PT Dialogue Baby, CV Wira Utama.

The graduate placement pattern carried out by LKP Dress Making effectively provides services for students to be absorbed in the industrial and business world. From 2021 to mid-2023, at least 90% of LKP Dress Making alums were absorbed in the industrial world. Even in 2021, 100% of graduates were absorbed in the industry, with the most participants reaching 800 people (Antika et al., 2022).

RESEARCH METHODS

This research was conducted using a descriptive method with a qualitative approach. Descriptive research is research conducted to explore and portray the social situation to be studied thoroughly and in-depth. According to Sukmadinata (2011), descriptive qualitative research aims to describe existing phenomena naturally or with human engineering that pays more attention to the characteristics, quality, and interrelationships between activities without manipulation. This research will describe the placement pattern of graduates at the Dress Making Course and Training Institution (LKP) in Cimahi City, West Java Province.

The informants of this research are the managers of the Dress Making Course and Training Institute, instructors, students, and alums. To obtain objective data, triangulation of data sources was done by checking data through several sources. Checking is done with one LKP manager, one instructor, three students, and two alums working in the industry. Data collection was done through interviews, observation, and documentation. Data analysis was carried out using the steps Miles and Hubermes proposed: data reduction, data display, and verification/conclusion drawing (Sugiyono, 2020).

RESULTS AND DISCUSSION

Result

In this study, researchers analyzed the four stages of managing a course and training institution in alignment with industry and the business world before obtaining the ideal graduate placement pattern. The four stages are: 1) mapping Industry and the business world (IDUKA) and cooperation; 2) learning activities; 3) apprenticeship and placement activities; 4) control (Kamil, 2012; Kemdikbud, 2016):

The first stage is to map the industrial and business world (IDUKA) and cooperation. At this stage, the activity is to map the area of the Dress Making Course and Training Institute. The Dress Making Institute is located in Cimahi City and is close to factories or garments related to clothing or fashion and creative industries. Geographically, it is a supportive area to open a sewing industry program because Cimahi City, Bandung City, Bandung Regency, West Bandung Regency and Sumedang Regency are the areas with the most clothing, textile and garment factories.

The results of the mapping of industry and the business world (IDUKA) obtained will be identified first according to the competency needs of industry and the business world (IDUKA). Identifying these needs becomes a concern for the Institute of Courses and Training (LKP) in developing the program. The industrial fashion sewing program is necessary for the industry. The next step is to prepare a cooperation proposal based on the mapping done. The cooperation proposal can include internships, direct placement, or recruitment of non-skills to be trained at the Dress Making Course and Training Institute. In preparing the cooperation proposal, it also follows the provisions and recommendations of the company that will be invited to cooperate. After the proposal is accepted, a cooperation agreement is then made. The cooperation agreement can be in the form of a cooperation agreement letter.

After the cooperation activities take place, monitoring and evaluation of cooperation activities are carried out. This activity is carried out to discover obstacles during the apprenticeship and placement process. The results of monitoring and evaluation are used for improvement and input for the Dress Making Course and Training Institute in organizing activities at the next stage.

The second stage is learning activities. At the learning stage, a suitable strategy to apply is one that can provide direct experience to students in developing their skills in sewing industrial clothing. Learning activities at the Dress Making Course and Training Institute have led to the industry along with the standards applied at the Course and Training Institute by the Regulation of the Minister of Manpower of the Republic of Indonesia Number 34 of 2016 concerning Accreditation of Vocational

Training Institutions by the Indonesian Training Quality Framework. The accreditation policy at the Institute of Courses and Training (LKP) no longer has to follow the accreditation of the National Accreditation Board for PAUD and Non-formal Education.

Work-based learning (WBL) is very suitable for the Dress Making Course and Training Institute because it uses an educational approach that integrates practical learning in the workplace with theoretical learning in a non-formal education unit environment. This provides students with direct experience in the industry, especially sewing fashion. Work-based learning is suitable because it includes forms of learning such as internships, partnerships with companies, industry-based projects and other practical learning programs.

The third stage is apprenticeship and placement. At this stage, apprenticeship can be part of learning and a direct placement with the Company. This depends on the agreement with the industry and the situation and conditions that exist in a particular period. Apprenticeship activities at the Dress Making Course and Training Institute are based on the agreement and standards applied to the Course and Training Institute (LKP) and the Company. Namely, field supervisors and supervisors from the Company will later assess the learning process.

At the apprenticeship stage, students can choose an apprenticeship place according to their needs. However, they still need more than the competencies mastered by the learning outcomes and implementation standards at the apprenticeship place. In this process, 2 kinds of apprenticeship placements are often encountered by LKP Dress Making: 1) apprenticeship in the industry by conducting tests in advance, which are determined according to industry needs. 2) Apprenticeship in the industry without any tests can be done as long as it is according to the quota set by the industry.

The stages of apprenticeship implementation at the Dress Making Course and Training Institute are as follows: 1) submission of apprenticeship places, students being allowed to choose according to the interests and needs of students, then adjustment to the test results and/or learning outcomes. 2) Selection is a process to determine students' competence with the needs of the company or institution where the internship is based. 3) debriefing is an activity that aims to provide an understanding of the learning activities that must be carried out in the company/institution. 4) apprenticeship implementation; 5) control, conducted to see how far graduates can get working hours and be involved in various activities in the workplace.

In general, there are several patterns or schemes in the graduate placement process according to the needs of the industry and the cooperation carried out:

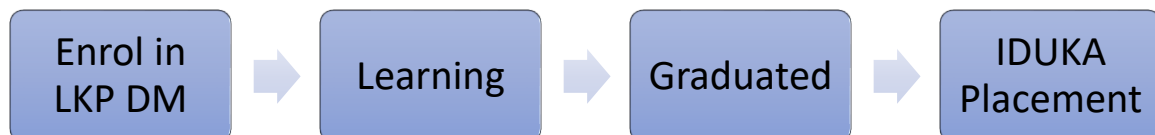


Figure 1. Graduate Placement Pattern 1

In the first pattern of placement of graduates, the process starts with registering at the Dress Making Course and Training Institute, following the learning process until graduating from a certain skill program. After that, it is proposed that they be placed in the industry, either through direct placement according to industry needs or through a test first. As for graduates who want to be entrepreneurs or independent, the Dress Making Course and Training Institute also provides freedom.

The following pattern of graduate placement is the recruitment of non-skilled learners directly by the industry.

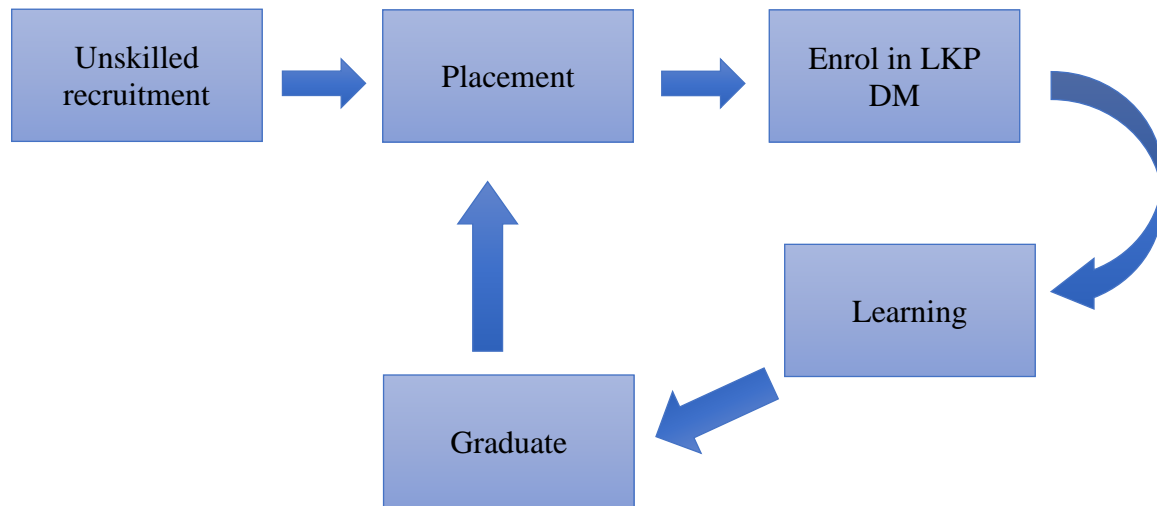


Figure 2. Graduate Placement Pattern II

In graduate placement pattern II, the initial process is that the industry recruits prospective employees with the criteria they want. However, these recruits are people who are not skilled in the field of industrial fashion sewing, but they are recruited and placed in certain positions. In general, the position given is sewing industrial clothing. Participants recruited with a work agreement must be willing to attend education and training at the Dress Making Course and Training Institute. They are enrolled in the Dress Making Course and Training Institute, which has the programs required by the industry to follow the learning until they graduate. After graduating, the learners return to the industry with an agreed placement. They are adjusted to the abilities and learning outcomes at the Dress Making Course and Training Institute.

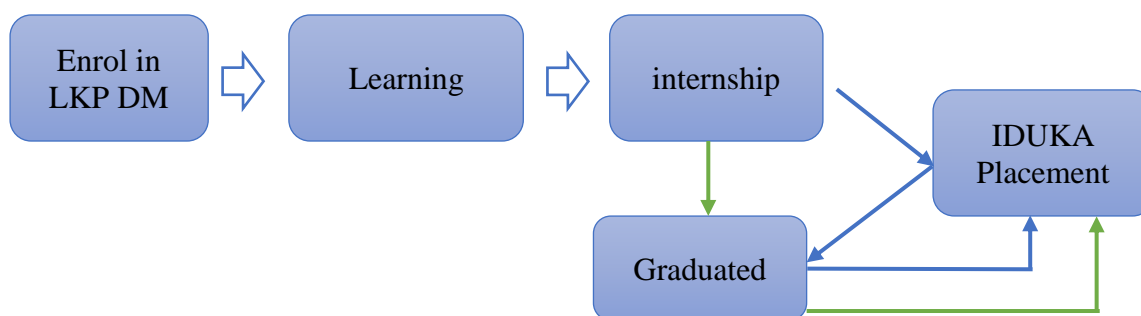


Figure 3. Graduate Placement Pattern III

The placement pattern of III graduates in the learning process involves internship activities. What is interesting about this pattern is that internship activities can be directly recruited in the company/industry and placed in the appropriate position. In general, there are 2 placement paths in this pattern; the first is an internship as well as placement until graduation and then return to the position at the time of placement. The second pattern is only an internship, without placement until graduation, then looking for placement in other industries and business worlds (IDUKA) after graduation.

The fourth stage is controlled, a phase where monitoring and checking how far the graduates are used in their workplace is necessary. Input from graduate users is significant for the Dress Making Course and Training Institute in improving the quality of graduates to match the needs and expectations of industry and the world of work. The Dress Making Institute conducts a tracer study annually. Tracer study to alums and where alums work. Tracer studies were conducted on alums through the group network in the official Dress Making social media (WhatsApp, Facebook and Instagram). So that alums can fill out a tracer study questionnaire online. As for graduate users, it is done by going directly to the industry and the business world to get direct input about alums through the interview process. This is done in order to continue to establish cooperation and, at the same time, maintain good communication with partners of the Dress Making Course and Training Institute.

Discussion

Job placement refers to placing a person in a particular position or job within an organization or company. It includes matching an individual's skills, knowledge, and characteristics with the requirements and responsibilities of the job at hand. The job placement process can involve a variety of factors and stages to ensure that the selected employee has the appropriate abilities and suitability for the job's demands.

Some aspects related to job placement involve: (1) Job analysis, i.e., job placement begins with a good understanding of the job that needs to be filled. This involves analyzing the job to determine the skills, knowledge, and characteristics required to succeed. (2) Recruitment, i.e., the job placement process, is often closely linked to recruitment activities, which involve finding and recruiting suitable individuals to fill available positions. (3) Selection, i.e., once candidates are found through the recruitment process, the next step is selection, where the most suitable candidates are chosen for the position. This process may involve interviews, skills tests, and other assessments. (4) Orientation and Training, i.e., once a person is placed in a position, orientation and training may be required to ensure that new employees understand their duties and responsibilities and can adapt to the work environment. (5) Performance Evaluation job placement also involves continuous monitoring and evaluation of employee performance to ensure that they meet the expectations and needs of the organization. (6) Flexibility and Renewal, i.e., in the ever-changing world of work, job placement also includes policies and practices that support flexibility, skills renewal, and changes in duties where necessary.

The job placement process aims to create alignment between individuals and the work they do so that organizations can harness the full potential of their employees and employees feel satisfied with their roles and responsibilities (Marayasa et al, 2017; Rahman et al, 2014).

Job placement patterns may vary depending on the industry sector, economic conditions, and recruitment policies. This means that today's labor market is dynamic, so job placement patterns can change over time and according to various social and economic factors (Sari, 2018; Reza et al., 2017; Utami et al., 2021).

The key to attracting graduates from Course and Training Institutes (LKP) is to form partnerships that can benefit both parties and support a healthy work ecosystem. This is what the Dress Making Course and Training Institute has been doing so far: building partnerships with the industrial and business worlds independently and through government agencies (education services, labor services). Apart from that, the Dress Making Course and Training Institute is also active in professional organizations and the entrepreneur and MSME community, thus opening up opportunities for collaboration and employee recruitment.

Developing partnerships with the business world and industry has several significant benefits and interests for educational institutions, students, trainees, and companies. Here are some reasons why developing such partnerships is so important:

1. Opening networks and job opportunities, with partnerships with Industry and the Business World (IDUKA), will help build crucial professional partnership networks. Students can benefit from being given access to internships and work placements, which are a gateway for students to enter the professional world (Sujanto, 2016).
2. Improving the quality of graduates. Partnerships with the world of business and industry can help improve the quality of graduates by aligning the learning programs implemented with the demands of the world of work (Maydatullaela, 2023).
3. Increasing curriculum relevance: Partnerships between educational units and industry can ensure that the curriculum remains relevant to the latest industry needs so that graduates can immediately contribute and adapt quickly to the work environment (Sujanto, 2016).
4. Reducing the gap between industry needs and graduate competencies (Hasanah, 2010; Ministry of Education and Culture, 2016).
5. Provider of resources and facilities. Collaboration with companies can provide educational institutions with access to additional resources, including the latest equipment, facilities, and technology, that may be difficult for them to access independently (Kemdikbud, 2016).
6. Increasing the reputation of educational institutions. By collaborating with Industry and the Business World (IDUKA), the absorption of alum facilities and human resources will have a positive record. This will also influence the accreditation process, improving the institution's reputation and quality (Demirel, 2015).

Apprenticeship activities play an essential role in improving the quality of graduates and their absorption in industry and the business world (IDUKA) because apprenticeships provide practical experience to students by knowing the actual state of the industry and the business world (IDUKA). This is also an effort so that students can adjust to the company's work environment and work culture so that later, they are ready to enter the world of work with qualified adaptation skills. Not only that, but internship activities can also increase students' self-confidence and stabilization of the career choices that will be pursued and, of course, will add experience and affect the CV or resume of students (Purantiningrum et al., 2016; Sitanggang, 2020; Samidjo, 2017).

The placement pattern of graduates is influenced by the development and dynamics that occur in the industry and business world (IDUKA). The Dress-Making Course and Training Institution needs to collaborate with the industry and business World (IDUKA) through a cooperation agreement / MoU. The existence of cooperation will provide benefits for institutions and the Industry and Business World (IDUKA), especially internships, placement of graduates, and other forms of learning activities.

CONCLUSIONS

The manager of the Dress Making Course and Training Institute's efforts in placing graduates in the Industry and Business World (IDUKA) involve several strategic stages, which will later result in a graduate placement pattern that is in accordance with the agreement of both parties. These stages are Industry and Business World (IDUKA) mapping, learning activities, apprenticeship, and placement.

The Dress Making Course and Training Institute has collaborated with the Industry and Business World (IDUKA). Three patterns occur; a pattern I am an activity that goes through steps: registering at LKP Dress Making - learning - passing - placement. Pattern II goes through steps: recruitment of non-skills - placement -enrollment in LKP Dress Making, learning, passing, and returning to placement. Pattern III is an activity that goes through an internship process. The three patterns effectively place graduates in the Industry and Business World (IDUKA).

In addition to cooperation patterns with industry and the business world (IDUKA), promotion and socialization carried out by the Dress Making Course and Training Institution to government agencies, the private sector, and related associations can provide support and intervention both directly and indirectly to the placement of graduates, internships, and other learning activities.

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