



Partnership Model between Vocational High Schools and the Industry Sectors in East Lombok Regency – Indonesia

Marliati Isnaini; Untung Waluyo; Sudirman; Mustari; Lalu Sumardi

Master of Educational Administration, a Graduate School of University of Mataram, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i5.6841>

Abstract

This study aims to account for the partnership model between SMK Negeri 1 Masbagik and the Business and Industrial World (BIW) in East Lombok Regency. Effective collaborations between vocational education institutions and industries are absolutely vital in the age of fast technological development and more dynamic labor market expectations. Data were gathered by means of a qualitative case study approach comprising interviews, observations, and document studies including school leaders, teachers, and industry partners. The results show that the SMKN 1 Masbagik partnership emphasizes curriculum alignment, internship programs, and the active participation of industry in the learning process under a cooperative and mutualistic model. Notwithstanding these initiatives, issues including insufficient industrial partners, insufficient school facilities, and discrepancies in student discipline continue to be major barriers. The cooperation has improved student ability, job prospects, and school-industry ties, though. The study emphasizes the need of sustainable communication, mutual commitment, and government support to strengthen vocational education by means of industry partnerships. Schools, business partners, and legislators get pragmatic advice to improve the efficacy of such alliances. The results also suggest that more extensive research is required to better grasp the dynamic interaction between vocational schools and industries, especially in areas with little industrial development.

Keywords: *School-Stakeholder; Partnerships; Graduate Employability*

Introduction

Vocational education institutions' growth seeks to create competent graduates prepared to satisfy the needs of the world of work. By equipping students with the skills required by the business and industrial world (BIW), Vocational High Schools (SMK) are meant to close the gap between education and industry. Many vocational schools, meanwhile, struggle to form strong alliances with businesses in reality. Among these difficulties are discrepancies between graduate skills and business demands, usually resulting from out-of-date courses and insufficient hands-on experience. Without extra training, graduates find it difficult to adjust fast in actual work settings. Dealing with this gap calls for organized, ongoing cooperation between businesses and schools. Good alliances give students pertinent practical experiences and let curriculum synchronization with labor market dynamics. Research has demonstrated that good industry collaborations greatly increase the employability of vocational school graduates (Orbawati, et al.,

2022). Examining partnership models in vocational education thus becomes all the more important if we are to guarantee the relevance and quality of graduates joining the labor market. This paper emphasizes on examining the partnership model used by SMKN 1 Masbagik, a newly founded vocational school in East Lombok. The school's work in building active partnerships with BIW is a significant example to grasp how vocational education might change via calculated alliances. The pressing need to match educational outcomes with the dynamic demands of modern industries drives this study.

To stay relevant, vocational education schools have to change with the fast shifting technological and economic scene (Maria, 2022). Working with businesses gives vocational schools a chance to access professional standards, technology, and contemporary practices. Policy level in Indonesia acknowledges the need of such cooperation, stressing school-industry alliances to raise the standard of education. Creating successful alliances, especially for newly founded or geographically remote institutions, is not without difficulties, though. Empirical research is required to investigate the mechanisms, obstacles, and effects of vocational school-industry collaborations. Studies on partnership patterns will help to identify elements affecting the success and sustainability of these cooperations (McQuaid, 2010). The partnership model in SMKN 1 Masbagik stresses curriculum alignment, internship opportunities, and industry participation in the educational process. The experiences of SMKN 1 Masbagik can provide insightful lessons for other vocational schools seeking to improve their ties to industry. Furthermore, knowing the challenges encountered in forming alliances can assist in creating improvement plans. Thus, by methodically examining the partnership practices at SMKN 1 Masbagik, this study intends to close the research gap. It helps to further the larger conversation on improving vocational education by means of significant industry cooperation by this means.

Partnership theory stresses mutual advantages, trust, and dedication between cooperating entities. Mulyasa (2014) claims that to improve the relevance of education to industrial demands, educational partnerships have to be founded on common objectives and duties. Likewise, Zinaida et al. (2023) contend that partnerships flourish when they are based on mutual advantages and open communication. Partnerships in vocational education should include job placement projects, practical training, and curriculum creation. Marlioni (2019) and Niswati et al. (2020) underline the importance of legal contracts defining roles and duties for the success of partnerships. These ideas are put into practice in SMKN 1 Masbagik via Memorandums of Understanding (MoU) with several businesses. Such agreements help guarantee that both the school and the businesses stay dedicated to reaching common goals. These alliances' main components are cooperative curriculum creation, internship assignments, and teacher industry internships. Knowing how these theoretical ideas translate into practice at SMKN 1 Masbagik offers a great chance to assess the efficacy of educational partnerships. This study looks at how partnership ideas are implemented and how they affect vocational students' educational results.

Sustainable cooperation depends on principles of partnership such as mutual benefit, openness, common interest, and shared commitment. Zinaida et al. (2023) claim that successful collaborations call for both sides to gain and trust one another to preserve a win-win relationship. In the vocational setting, businesses get access to a qualified labor while schools improve their educational relevance. Transparency guarantees open lines of communication and unambiguous expectations for both schools and businesses. A culture of responsibility and ongoing development is created by mutual dedication from both sides. For SMKN 1 Masbagik, consistent communication platforms, joint curriculum assessments, and cooperative assessments of internship projects all reflect these values. But issues like lack of resources and student preparedness seriously endanger the preservation of these values. Thus, keeping to partnership values calls for ongoing conversation, adaptability, and readiness to change. Looking at how these ideas work in reality helps one to grasp the dynamics of vocational education partnerships. This study aims to find how far SMKN 1 Masbagik and its industrial partners reflect these values. In the end, the research intends to provide ideas on enhancing vocational partnerships depending on known theoretical frameworks.

Different partnership patterns have been imagined to steer the cooperation between industries and schools. Sudjana (2000) categorizes partnerships into pseudo-partnerships, mutualistic partnerships, and conjugation partnerships, each with varying degrees of balance and mutual benefit. Mulyasa (2014) also divides partnerships into symmetric, complementary, subordinate, and cooperative types. SMKN 1 Masbagik's partnership strategy fits closely with mutualistic and cooperative models, in which both industry and school partners play active roles in student training and curriculum development. Such cooperation is evident in the participation of businesses in offering practical training, tools, and comments on student performance. Joint ventures highlight shared decision-making and equal responsibility in reaching partnership objectives. Evaluating the efficacy of SMKN 1 Masbagik depends on knowing the pattern of partnership put into practice. Good partnership patterns help to better match educational results with business demands. The study examines how the selected partnership model at SMKN 1 Masbagik affects student competency growth. Best practices for vocational schools hoping to create efficient and sustainable industry partnerships are helped by this knowledge.

Maintaining a successful partnership calls for both sides' formal contracts as well as good attitudes and actions. Waryanto (2021) claims that partners should give group objectives top priority, value different points of view, and promote reciprocal knowledge. Key behaviors in good collaborations are building trust, demonstrating flexibility, and keeping open-mindedness. Regarding vocational education, schools have to show readiness to match their programs with industry expectations. Industries, on the other hand, have to be prepared to spend time and money mentoring future generations and working together on curriculum development (Cox-Petersen, 2010). Maintaining close relationships with industry partners at SMKN 1 Masbagik has been dependent on promoting a culture of mutual respect and trust. Industry leaders, administrators, and teachers participate in ongoing conversation to guarantee expectation alignment. Collaborative problem-solving tackles issues including student discipline problems or resource constraints. Positive partnership behaviour development has helped SMKN 1 Masbagik to negotiate challenges and maintain effective relationships with industry. This study looks at how the sustainability and success of school partnerships are affected by attitudes and behaviors.

In Indonesia, the legal basis for school-industry partnerships enhances the legitimacy and organization of such cooperation. Vocational schools are required by the National Education System Law No. 20 of 2003 and the Regulation of the Minister of Education and Culture No. 34 of 2018 to form alliances with businesses. These rules underline the need of curriculum synchronization, industrial internships, and the creation of teaching factories. Legal systems set expectations and rules for both schools and businesses engaged in partnerships. In SMKN 1 Masbagik, the formalization of MoUs and consistent reporting to the Education Office shows compliance with these legal provisions. Legal support also offers clarity and protection in the rights and duties of all parties. Evaluating how partnerships are carried out and monitored requires knowledge of the legal setting. Furthermore, it guarantees that partnerships are not only symbolic but rather significantly support educational development. This paper investigates how SMKN 1 Masbagik uses legal requirements to improve its partnership projects and how it follows them.

Earlier research has underlined the need of vocational partnerships in improving academic results. Subhan's (2022) study on SMKN 5 Tanjung Jabung Timur revealed that mutualistic partnerships with businesses greatly increased graduate competencies and curriculum relevance. Basri (2022) and Styani (2017), too, showed that organised cooperation via MoUs, curriculum alignment, and internships increased student employability. These studies, on the other hand, underlined issues including low industry involvement and unmet expectations alignment. SMKN 1 Masbagik presents a special situation since the school is fairly young and under resource limits but actively seeks industry partnerships. Studying this case therefore offers understanding of the dynamics of developing partnerships from an emerging school viewpoint. It also lets one compare with more established vocational schools. By looking at partnership models, challenges, and effects in a developing vocational education environment, this study contributes to the current body of work.

Understanding how new vocational schools grow and maintain industry partnerships still presents a notable research gap. Most past studies concentrate on well-established institutions with long-standing ties to industry. Few studies look at the experiences of newer colleges under operational and infrastructural limits. Founded in 2020, SMKN 1 Masbagik offers a chance to examine partnership growth in a fledgling vocational school. Given the rising need for digital skills, the school's emphasis on Information and Communication Technology (ICT) initiatives even more relevance. Studying the mechanisms, obstacles, and results of SMKN 1 Masbagik partnerships will deepen the knowledge of partnership dynamics in several settings. The results are meant to guide best practices for new vocational schools seeking strong industry partnerships. Furthermore, knowing the support systems required by new schools can help to direct policy actions. This paper offers a thorough examination of SMKN 1 Masbagik's partnership experiences, therefore closing this knowledge gap.

The objectives of the current study are to investigate the partnership models used, highlight difficulties experienced, and evaluate the effect on vocational education quality and graduate employability. By achieving these objectives, the study aims to contribute both theoretically and practically to the field of vocational education development. The theoretical contribution is validating and extending current partnership models in the Indonesian vocational education environment. The practical contribution is providing schools, businesses, and governments sensible advice they can use. This study also aims to underline the importance of ongoing communication, mutual commitment, and legal compliance in preserving partnerships. In the end, the study hopes to assist the larger objective of enhancing vocational education to fit labor market needs. Focusing on SMKN 1 Masbagik helps the study to provide a concentrated, context-rich investigation of the dynamics of vocational school-industry cooperation. By so doing, it supports the national agenda of enhancing vocational education for economic development.

Method

The partnership model between SMKN 1 Masbagik and the Business and Industrial World (BIW) was investigated in this study using a case study design and qualitative method. Understanding social phenomena via the experiences and viewpoints of participants calls for qualitative research (Mustari & Taupiq Rahman, 2012). Bogdan and Taylor, as quoted in Nugrahani (2008), say that qualitative research generates descriptive data in the shape of words and observed behaviors. The case study approach was selected since it lets one thoroughly investigate the partnership practices at a particular location. According to Yin (2018), a case study is appropriate if the researcher wants to grasp a phenomenon in its actual setting. The case study concentrated on how SMKN 1 Masbagik created, carried out, and assessed its collaborations with several businesses. Using this approach, the study sought to offer a thorough and detailed image of the dynamics and difficulties of the partnerships. Moreover, the study design allowed the researcher to change with developing results by means of data collecting. Case studies increase the validity of the results by supporting the triangulation of data from several sources. Thus, the case study approach was considered most appropriate for fulfilling the goals of this study.

SMKN 1 Masbagik in East Lombok Regency, West Nusa Tenggara Province, Indonesia served as the site of the study. Chosen as the study location, SMKN 1 Masbagik is a fairly new vocational school founded in 2020. The school's proactive initiatives in forming alliances with businesses and its focus on Information and Communication Technology (ICT) set it apart. Though it's a young school, SMKN 1 Masbagik has done well in building partnerships with local and regional businesses. This makes it a fascinating example for examining the dynamics of vocational partnerships in developing educational environments. From December 2024 to February 2025, data gathering spanned three months. The timing let the researcher gather data from several events including student internships, curriculum development meetings, and partnership assessments. School facilities including classrooms, laboratories, and administrative offices were part of the study environment. Field visits to partner companies were also

carried out to see student internships and collect viewpoints from industry supervisors. The rich background offered by the study location helped to holistically grasp the partnership activities.

School leaders, vocational program heads, teachers, and industry partners engaged in the partnership with SMKN 1 Masbagik made up the subjects of this study. Informants with direct roles and experiences with the partnership activities were chosen using purposeful sampling. Key informants were the Vice Principal of Curriculum, Heads of Vocational Programs, Partnership Coordinators, and industry partners' representatives. Students who took part in industrial internships also contributed to offer insights into their encounters. To guarantee a thorough viewpoint, data were collected from both internal school stakeholders and outside industry partners. The choice of informants was guided by their knowledge, engagement, and desire to take part in the research. Supporting papers like Memorandums of Understanding (MoUs), internship reports, and partnership evaluation records were also gathered to augment the data. The results were confirmed and bias reduced by means of source triangulation. The study recorded various points of view on the partnership dynamics by means of careful subject choice. This strategy increased the richness and credibility of the data.

Data gathering used several methods to guarantee accuracy and depth of the data. Observation was done to grasp the real execution of partnership activities inside the school and industry environments. Observations centered on partnership meetings, teacher-industry cooperation, and student internships. School leaders, teachers, and business partners were interviewed in depth to investigate their views, experiences, and issues. Interview guides were designed to guarantee consistency even under probing latitude. Document analysis on partnership agreements, curriculum papers, and internship assessments was also done. The validity of the study results was enhanced by this triangulation of observation, interviews, and document analysis (Bowen, 2009; Rukajat, 2018). Interview data was captured by audio recordings and field notes; observation data was methodically recorded in field diaries. Documents were carefully reviewed to identify themes relevant to partnership models and practices. These approaches taken together offered a complete data set for study. The study guaranteed strong and credible results by using several data collecting strategies.

Following the Miles and Huberman (1994) suggested approach, data analysis consisted of three main stages: data reduction, data display, and conclusion drawing/verification. Data reduction meant choosing, concentrating, and simplifying the raw data gathered from interviews, observations, and papers. Important comments were coded and classified according to developing themes connected to partnership models, issues, and consequences. To enable pattern recognition, data display was done by arranging the categorized data into matrices and narrative summaries (Verdinelli & Scagnoli, 2013). Data was presented methodically and clearly using visual representations like tables and graphs. Drawing conclusions meant spotting relationships, similarities, and differences among the themes. Throughout the analysis, continual comparison was made between several data sources to ensure consistency. Verification involved going back to data sources and looking for different readings (Mekarisce, 2020). Findings were verified by member checking with chosen informants. This thorough analysis technique sought to produce reliable and perceptive insights on the partnership practices at SMKN 1 Masbagik.

Qualitative research depends on the validity and reliability of data. Credibility was attained by using methods including prolonged engagement, constant observation, and triangulation. Triangulation was the process of comparing data from interviews, observations, and document analysis to find consistencies and discrepancies. Sharing interview summaries with informants for verification helped to member check. Thick descriptions of the research setting and processes helped to handle transferability. Thorough documentation of the research processes guaranteed dependability and so allowed future replication. Keeping an audit trail of data collecting and analysis operations has helped to ensure confirmability. Academic supervisors and peers also held peer debriefings to question readings and improve the objectivity of the research. The researcher's ongoing self-reflection helped to keep reflexivity

also across the whole process. These policies taken together improved the reliability of the study. Thus, the results of this study are believable, reliable, and verifiable inside the qualitative research paradigm.

Preliminary field visits to build rapport and acquire a contextual knowledge of the school's partnership practices started the research process. The researcher did an initial survey and got required approvals from the school authorities during the pre-fieldwork phase. Research tools including observation checklists and interview guides were created next. Systematic data collecting according to the planned timetable balanced school activities with industrial commitments. Classroom, laboratory, and partnership meeting and student internship activities all provided opportunities for observation. Interviews were planned flexibly to fit informants' availability. Fieldwork was run alongside document analysis to triangulate data. Daily organization of field notes, interview recordings, and gathered papers ensured data integrity. Data analysis followed data collecting in an iterative fashion including data coding, categorization, and thematic study. The study ended with the preparation of the research report and the confirmation of results.

Ethical issues were rigorously followed all during the study process. Before interviews and observations, all participants gave informed consent. Participants were told of their rights to leave at any time, as well as the goals and methods of the study. Using pseudonyms and safe data storage techniques, confidentiality and anonymity were assured. Data were only for research, and results were published in a way that safeguarded participant identities. The study underlined respect of participant autonomy and voluntary involvement. Before starting the study, ethical clearance was sought from the pertinent academic authorities. The researcher followed ethical rules throughout fieldwork to guarantee the dignity and rights of all participants were preserved. Results were also given to the involved school as a means of research distribution and contribution. These ethical policies increased the social responsibility and integrity of the study. Following ethical guidelines guaranteed the study appreciated the rights and welfare of all concerned parties.

Findings and Discussion

The results of this study showed that the partnership model at SMKN 1 Masbagik was mostly cooperative and mutualistic in character. Interviews with industry partners and school leaders revealed that both sides had duties in student assessment, internship supervision, and curriculum development. This result fits Mulyasa's (2014) idea of a cooperative partnership in which both partners actively support educational results. Regular meetings between the school and businesses helped to review and match curriculum material with industry requirements. Some vocational courses had been changed depending on industry input, according to observations. Emphasizing Zinaida et al. (2023), this mutual adjustment shows compliance to the concept of mutual benefit. While the school updated the relevance of its curriculum, industries gained from tapping a pool of semi-trained possible workers. Moreover, the cooperation promoted openness, as evidenced by the frank interaction between industry supervisors and school personnel. The records of Memorandums of Understanding (MoUs) showed obvious expectations and responsibilities. These policies confirm the need of openness in sustaining strong alliances. Thus, the partnership model at SMKN 1 Masbagik reflects both theoretical and practical components of efficient educational cooperation.

Industries' major contribution to the learning process at SMKN 1 Masbagik was another important discovery. During internships, industries were actively engaged in assessing student performance, offering training materials, and presenting guest lectures. Waryanto's (2021) suggested ideas say that good collaborations call for active involvement and mutual education. This study revealed that businesses helped to shape the educational process rather than just passive receivers of interns. Industries gave the school limited resources more value by providing useful tools. Inspections at the school showed some industrial partner donations of laboratory equipment. This donation shows the

Zinaida et al. (2023) idea of mutual strengthening in action. It also emphasizes the need of constant conversation and dedication from both sides to be involved. Interviews revealed that industry supervisors often came to the school to talk about internship results and future partnerships. Such exchanges promote a culture of ongoing development and adaptation. Therefore, participation of industry at SMKN 1 Masbagik reflects the genuine spirit of educational collaborations rather than mere formality.

Implementing and maintaining the collaboration between SMKN 1 Masbagik and the businesses, however, proved difficult in several areas. One significant problem noted was the lack of industrial partners able to offer thorough internship experiences. Some vocational programs had difficulty locating suitable placements that fit their area of expertise. This result corresponds to Marlina et al. (2022), who underlined the importance of industry availability and compatibility in successful collaborations. Local businesses sometimes lacked the ability to offer advanced training in line with school curriculum in the case of SMKN 1 Masbagik. Some students therefore had to be assigned to businesses outside the nearby area. Monitoring and assisting student internships under this circumstances proved logistically difficult. Furthermore, low industry participation in curriculum development outside of a few engaged partners limited the depth of cooperation. The school thus has to keep increasing and diversifying business alliances. Dealing with this issue calls for proactive networking and maybe government assistance to draw more business participation. These results underline that sustainable partnerships rely on industry involvement both in number and in quality.

The study also revealed that limited school resources created major obstacles to maximizing partnership outcomes. Observations showed that a lack of dedicated facilities caused several classrooms to double as practical laboratories. Insufficient tools and equipment hampered students' capacity to hone industry-relevant skills. This result supports the idea of mutual strengthening, which holds that both sides must provide resources for shared advantage. Interviews with teachers underlined the challenge of getting students ready for internships without appropriate practice resources. Some sectors let long internships run or lent equipment to offer temporary fixes. These initiatives, meanwhile, fell short to completely close the resource disparity. Huxham and Vangen (2005) claim that shared investment helps to overcome collaborative inertia, thus it enables effective cooperation. Achieving collaborative advantage in the framework of SMKN 1 Masbagik calls for more resource mobilization from both industrial and educational partners. The management of the school acknowledged this deficiency and looked for more help from industry networks and government initiatives. Strengthening infrastructure is essential to guarantee that the cooperation results in significant competency growth for students (Triwahyudi, 2020). Insufficient resources could undermine the possible advantages of the partnership.

Student discipline and readiness during industrial internships was another important issue. Industry partners noted some students' absenteeism, disregard of workplace policies, and unprofessional attitudes. These results support Sanjaya et al. (2020)'s focus on the need of work attitudes in effective partnerships. Preparing students for the reality of the workplace requires not just technical knowledge but also soft skills including responsibility, timeliness, and flexibility. SMKN 1 Masbagik reacted by enhancing its pre-internship training courses emphasizing workplace ethics and discipline. The inclusion of soft skill development into the curriculum shows the increasing awareness of whole competency creation. Interviews, meanwhile, showed that altering student attitudes was still a difficult and continuous process. During internships, industries underlined the importance of ongoing mentoring and reinforcement of good behaviors. Sustaining industry confidence and cooperation depends on students' strong work ethic, thus it is crucial that they develop one. This difficulty emphasizes the need of educational partnerships in addressing both technical and character growth components. Creating industry-ready graduates requires focus on both hard and soft skills.

The cooperation between SMKN 1 Masbagik and businesses had notable positive effects on students' technical skills despite the difficulties. Those who took part in internships showed better practical skills and more knowledge of industry standards. These results confirm the theoretical

framework of learning by doing stressed in vocational education literature. Practical exposure let students internalize operational procedures, quality standards, and industry norms. Interviews with students indicated more confidence and drive following internship completion. Internship supervision revealed students applying technical knowledge with more accuracy as well. Many intern performances pleased industries, which suggested the success of the training course. Marliani (2019) claims that improving vocational education results depends on genuine industry experiences. The collaboration gave students chances to encounter actual work settings, therefore closing the gap between theory and practice (Mebert et al., 2020). This practical involvement lowers the need for more post-graduation training and improves employability. Thus, the good influence of the cooperation on student competencies shows the clear advantages of efficient school-industry cooperation.

Moreover, the cooperation significantly affected SMKN 1 Masbagik's curriculum development. The school changed a number of vocational courses to more closely fit labor market needs depending on comments from business partners. This approach captures the cooperative curriculum model Amy Cox-Petersen (2011) outlined. Updating learning materials, including new industry technologies, and stressing soft skill development were part of curriculum changes. Industry professionals' participation in curriculum development guaranteed that educational goals fit those of their sector. Interviews with educators underlined that industry input was seen as important in making teaching more relevant and responsive. The school also started holding regular curriculum review meetings with chosen business partners. These joint projects improved the relevance and quality of vocational education courses. Furthermore, the school's responsiveness to business demands helped to build confidence and dedication among its partners. A mature and functional partnership is mostly indicated by curriculum alignment with industry standards. The cooperation at SMKN 1 Masbagik therefore shows how teamwork can propel ongoing educational development.

The growth of job chances for graduates was another significant effect of the cooperation. Many of the best interns were given job offers from companies hosting student internships. Interviews with school personnel uncovered that some graduates got jobs right after finishing their internships. This result supports Wafi's (2019) claim that robust school-industry collaborations help to ease the transition from education to work. Internship-generated employment routes cut graduates' waiting time for job confirmation. Industries liked employing former interns since they already knew company cultures and work methods. This job connection also inspired present students to treat internships seriously. School records indicated a growing trend of graduates being absorbed into partner companies. Enhancing these job routes calls for growing and sustaining the network of industrial partnerships. The good employment results show the strategic importance of internships included in vocational education courses. Thus, good collaborations help to increase the employability and career opportunities of graduates directly.

The study also revealed that alliances helped SMKN 1 Masbagik teachers grow professionally. Teachers modernized their knowledge and skills to fit current industry practices by means of industrial internships and cooperative training initiatives. This result confirms the idea of ongoing professional development stressed by Epstein et al. (2009). Teachers who took part in industry programs included practical examples into their instruction, therefore increasing the relevance and interest of their courses. Classroom instruction observations revealed more frequent use of project-based learning, simulations, and case studies. Interviews with teachers uncovered more confidence and drive in teaching vocational courses. Exposure to industry standards professionally helped educators to close the gap between academic material and reality in the workplace. Therefore, maintaining successful school-industry partnerships depended on teacher professional development becoming a key component. Maintaining curriculum relevance and instructional quality depend on constant teacher upskilling. The school's proactive strategy in supporting teacher-industry interactions shows a thorough awareness of partnership dynamics. Thus, alliances improve the skills of vocational teachers as well as students.

Results from document analysis and observations pointed to communication and coordination systems as fundamental to maintaining the alliances. Digital communication tools, feedback sessions, and regular meetings helped to keep the school and business partners in constant touch. Clear communication channels guaranteed quick and cooperative problem resolution. The communication policies of SMKN 1 Masbagik fit the values of openness and ongoing dialogue highlighted by Cox-Petersen (2011). The partnership was strengthened using both formal and informal communication channels. Common activities included site visits, email exchanges, and WhatsApp groups. These communication tools allowed to keep confidence, settle disputes, and find fresh cooperation prospects. Interviews with business partners underlined the need of open and quick communication from the university. Maintaining and developing school-industry partnerships depends on good communication strategies. Therefore, the success and durability of partnerships are greatly influenced by strong communication systems.

The research indicated that SMKN 1 Masbagik's general management of partnerships showed strategic planning and flexibility. The school set up a committed partnership coordination unit in charge of overseeing and managing partnerships. The school's yearly planning and assessment cycles included partnership activities. As Marlina et al. (2022) emphasize, this institutionalization shows the need of formal structures in supporting partnerships. Strategic planning included matching partnership activities with educational objectives, keeping current collaborations, and spotting possible new partners. The school's adjustment of internship placements and partnership scopes depending on industry input showed adaptability. Reviews of documents showed that the strategic plans of the school clearly stated partnership objectives. Such planning guaranteed that the larger goal of enhancing educational quality guided partnership activities. Thus, the strategic management of partnerships at SMKN 1 Masbagik helped to sustain and be efficient.

All things considered, the current research indicates that collaborations between SMKN 1 Masbagik and businesses played a major role in improving graduate employability and educational quality. The alliances generated real advantages for students, teachers, and the school despite resource constraints and student readiness issues. This paper confirms the theoretical ideas that good partnerships need mutual benefit, active involvement, openness, and dedication. The experience of SMKN 1 Masbagik also emphasizes the need of flexibility, communication, and strategic management in preserving relationships. Furthermore, the case study helps to clarify more generally how new vocational schools may create and use alliances for educational enhancement. The research provides thorough insights on vocational partnership practices by means of theoretical frameworks and empirical data. Dealing with current issues and expanding successful practices will help to improve partnership results even more. The results thus back the ongoing enhancement of school-industry partnerships as a crucial strategy for vocational education growth.

Conclusion

The results of this study show that the partnership model between SMKN 1 Masbagik and the business and industrial world (BIW) in East Lombok is mostly cooperative and mutualistic. Reflecting theoretical ideas of mutual benefit, openness, and active participation, this model is marked by shared responsibilities in curriculum development, internship execution, and competency assessment. Though the school is quite young, it has effectively started alliances that significantly enhance student employability and skill growth. The cooperative curriculum review procedures and regular communication between school and industry show a sensible use of partnership theory. Furthermore, the participation of business partners in providing training and donating tools shows a sincere dedication to enhance vocational education results. These results confirm that even new vocational schools can develop significant alliances with good leadership and strategic planning.

The research, meanwhile, also pointed out some difficulties that hinder the complete realisation of partnership potential. Among these are inadequate school infrastructure, absence of local industry availability, and differences in student work-readiness, especially with respect to discipline and soft skills. Logistical issues putting students in suitable internships and the unavailability of industry-standard tools undermine the depth and breadth of practical learning opportunities. Furthermore, the inconsistent participation of industry partners in student mentoring and curriculum development makes it challenging to keep in line with labor market needs. Among these are inadequate school infrastructure, absence of local industry availability, and variations in student work-readiness, especially with respect to discipline and soft skills. Logistical issues putting students in suitable internships and the unavailability of industry-standard tools undermine the depth and breadth of practical learning opportunities. Furthermore, the inconsistent participation of industry partners in curriculum development and student mentoring makes it challenging to keep in line with labor market needs. Dealing with these problems calls for more government assistance, more active participation from a wider spectrum of businesses, and more pre-internship student preparation work. These difficulties highlight the need of comprehensive approaches tackling institutional capacity, student character development, and multi-stakeholder commitment in partnership execution.

Notwithstanding the constraints, the research finds that especially for other vocational schools running in comparable resource-limited environments, the partnership practices at SMKN 1 Masbagik offer a hopeful model. The school has shown that with proactive coordination, legal compliance, and constant communication, vocational-industry cooperation can produce observable educational and employment results. The positive effects seen—such as better student abilities, higher graduate employability, and more teacher professionalism—show the changing power of well-managed partnerships. The results call for ongoing work to improve the partnership model via shared responsibility, resource mobilization, and policy support. Future studies are invited to investigate longitudinal effects and broaden the examination to include other vocational schools in other areas. Ultimately, a vital tool for matching vocational education with the changing demands of the workforce is school-industry partnerships based on mutual trust and constant adaptation.

References

- Bowen, G.A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27-40.
- Cox-Petersen, A. (2010). *Educational partnerships: Connecting schools, families, and the community* (1st ed.). SAGE Publications.
- Huxham, C., & Vangen, S. (2005). *Managing to collaborate: The theory and practice of collaborative and advantage*. London: Routledge.
- Maria, K. E. (2022). *Implementation of industrial, business, and employment world programs in schools* [Implementasi Program Dunia Industri, Dunia Usaha dan Dunia Kerja di Sekolah]. *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, 12(2), 475–482. <https://doi.org/10.33369/diadik.v12i2.24778>.
- Marliani, L. (2019). *Definition of administration from various perspectives* [Definisi Administrasi Dalam Berbagai Sudut Pandang]. *Jurnal Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Galuh*, 5(4), 17–18. <https://jurnal.unigal.ac.id/index.php/dinamika/article/view/1743/1407>.
- Marlina, G. E., Harmadji, D. E., Trinanda, O., Hapsara, O., Syahputri, A., Habibi, M., Simatupang, S., Irmayani, N. W. D., Widjaja, W., Rengganis, D. P. R., Noor, A., Ady Dj, A., & Saefullah, E. (2022). *Human resource management* [Manajemen Sumber Daya Manusia] (M. M. Muhammad Taher Rambe, Ed., Pe. ed.). PT Global Eksekutif Teknologi. www.globaleksekutifteknologi.co.id.

- McQuaid, R.W. (2010) "Theory of Organisational Partnerships – partnership advantages, disadvantages and success factors", in: S.P. Osborne (ed.) *The New Public Governance: Critical Perspectives and Future Directions*: Routledge, London. pp. 125-146.
- Mebert, L., Barnes, R., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., Slater, J., & Yezbick, E. (2020). Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*, 5(1), 30–51. <https://doi.org/10.1080/23752696.2020.1750306>.
- Mekarisce, A. A. (2020). *Techniques for testing data validity in qualitative research in the field of public health* [Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat]. *Jurnal Ilmiah Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.
- Mulyasa, E. (2014). *School principal management and leadership* [Manajemen dan Kepemimpinan Kepala Sekolah]. Bumi Aksara.
- Mustari, M., & Rahman, M. T. (2012). *Introduction to research methods* [Pengantar Metode Penelitian]. LaksBang Pressindo.
- Niswati, R., Nur, A. C., & Aslindah, A. (2020). *Partnerships in digitalization and innovation of public policy in the globalization era* [Kemitraan Digitalisasi dan Inovasi Kebijakan Publik di Era Globalisasi]. Universitas Negeri Makassar. <http://eprints.unm.ac.id/22567/1/Kemitraandigitalisasiinovationnrgdocx.pdf>.
- Orbawati, E. B., Anista, O. D., Fadlurrahman, Ikhtiara, S., Nugraha, J. T., & Mukti, A. (2022). *Partnership in the management of Pindul Cave geotourism in Gunungkidul Regency* [Kemitraan Dalam Pengelolaan Geowisata Goa Pindul Di Kabupaten Gunungkidul]. *Jurnal Administrasi Publik*, 8(118), 57–63.
- Rukajat, A. (2018). *Qualitative research approach* [Pendekatan Penelitian Kualitatif]. Yogyakarta.
- Sudjana, D. (2000). *Vocational education: Theory and practice* [Pendidikan Kejuruan: Teori dan praktik]. Falah Production.
- Sugiyono. (2006). *Quantitative, qualitative, and R&D research methods* [Metode Penelitian Kuantitatif, Kualitatif, dan R&D]. Alfabeta.
- Triwahyudi, J. (2020). *School and industry partnership management in vocational school graduate absorption* [Manajemen Kemitraan Sekolah dan Dunia Industri Dalam Penyerapan Lulusan SMK]. *Media Manajemen Pendidikan*, 3(1), 88. <https://doi.org/10.30738/mmp.v3i1.4323>.
- Verdinelli, S., & Scagnoli, N. I. (2013). Data Display in Qualitative Research. *International Journal of Qualitative Methods*, 12(1), 359-381. <https://doi.org/10.1177/160940691301200117>.
- Wafi, H. A. (2019). *Implementation of school-business partnership program at SMK Negeri 2 Depok* [Implementasi Program Kemitraan Sekolah Dengan Dunia Usaha Di SMK Negeri 2 Depok]. Universitas Negeri Mataram.

- Waryanto. (2021). *Partnership in human resource training management at MTs Al-Ikhsan Beji Kedungbanteng Banyumas* [Kemitraan Dalam Manajemen Pelatihan Sumber Daya Manusia Pada Madrasah Tsanawiyah Al-Ikhsan Beji Kecamatan Kedungbanteng Kabupaten Banyumas] (1st ed.). Institut Agama Islam Negeri Purwokerto.
- Zinaida, R. S., Isnawijayani, Taqwa, D. M., & Roziqin, A. (2023). *Organizational communication and partnership between the Airside Operation Unit of Angkasa Pura II Palembang and airline partners* [Komunikasi Organisasi dan Kemitraan Antara Airside Operation Unit Angkasa Pura II Palembang dan Mitra Maskapai]. *Ganaya: Jurnal Ilmu Sosial Dan Humaniora*, 6(3), 755–763. <https://doi.org/10.37329/ganaya.v6i3.2658>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).