

Strategic Management for Enhancing Employment of Vocational High School Graduates in The World of Business, Industry and Work

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Abstract:

The effectiveness of industry involvement in vocational secondary schools can increase the absorption of vocational high school graduates in the world of work. Previous research focuses on program evaluation or industrial needs analysis, while this research focused on industrial classroom management strategies in increasing the absorption of vocational high school graduates. This study aimed to analyse strategic management's role in increasing the absorption of vocational high school graduates in the world of business, industry and work. This research uses qualitative methods with a case study type. Data collection techniques used are observation and in-depth interviews, and the analysis technique adopted in the study is pattern matching. The results found four main themes, which include: 1). vision and mission of the industrial class, 2). policies, regulations, and policies in the industrial class in increasing graduate absorption, 3). Learning programs and activities in industrial classes in increasing graduate absorption, and 4) strategic steps taken by schools in industrial class programs in increasing graduate absorption.

Keywords: *Strategic Management, Industrial Class, Graduate Absorption, Vocational High School*

Abstrak:

Efektivitas keterlibatan industri di sekolah menengah kejuruan dapat meningkatkan keterserapan lulusan sekolah menengah kejuruan di dunia kerja. Fokus penelitian sebelumnya pada evaluasi program atau analisis kebutuhan industri, sementara penelitian ini difokuskan pada strategi pengelolaan kelas industri dalam meningkatkan keterserapan lulusan sekolah menengah kejuruan. Tujuan penelitian ini untuk menganalisis peran manajemen strategis untuk meningkatkan keterserapan lulusan sekolah menengah kejuruan di dunia usaha, industri dan kerja. Penelitian ini menggunakan metode kualitatif dengan jenis studi kasus. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara mendalam, dan teknik analisis yang diadopsi adalah *pattern matching*. Hasil penelitian menemukan empat tema utama yang meliputi 1). Visi dan misi kelas industri, 2). Kebijakan, peraturan, dan/atau

kebijaksanaan pada kelas industri dalam meningkatkan keterserapan lulusan, 3). Program dan kegiatan pembelajaran pada kelas industri dalam meningkatkan keterserapan lulusan, dan 4) Langkah strategis yang dilakukan sekolah pada program kelas industri dalam meningkatkan keterserapan lulusan.

Kata Kunci: *Manajemen Strategis, Kelas Industri, Keterserapan Lulusan, Sekolah Menengah Kejuruan*

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INTRODUCTION

In Indonesia, the success of vocational education, especially vocational high schools, is measured based on the number of graduates who can work in the world of business, industry and work or independent entrepreneurship (Rojaki et al., 2021). However, vocational high school graduates become graduates with the highest unemployment rate. Data from the Central Statistics Agency (BPS) shows that the highest Open Unemployment Rate (OUR) comes from secondary education, namely high school and vocational, amounting to 8.41% of the total OUR in February 2023 (Santika, 2023). Details of the data are illustrated in Figure 1.

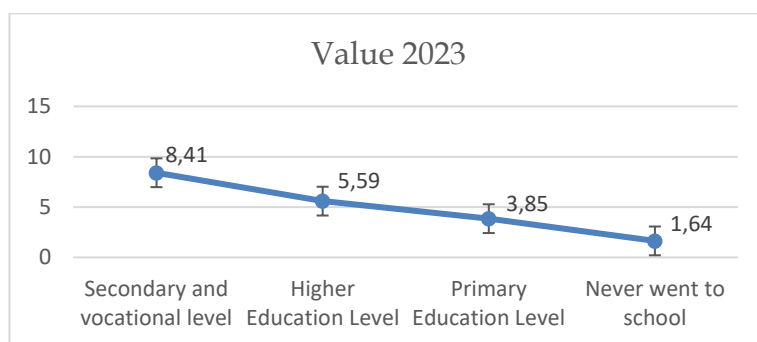


Figure 1. Open Unemployment Rate by Education (February 2023)

Regarding the absorption of vocational high school graduates, (Jayanti et al., 2020) stated that the low absorption of vocational high school graduates was caused by the skills possessed by graduates that were not those needed by the world of business, industry and work. As a result, incompetent graduates, have an impact on labor shortages or unemployment increase (Azman et al., 2020). The world of business, industry and work prioritizes a system based on logical thinking skills, making concepts, creativity and innovation. The focus of learning in industrial classes emphasizes mastery of skills, knowledge, attitudes, and values of industrial needs (Rizki et al., 2018).

One way to bring competencies closer to the needs of the world of business, industry and work is to develop industrial class programs with curricula that are based on the world of business, industry and work needs. Based on the Regulation of the Minister of Industry (*Permenperin*) Number 3 of 2017, it is stated that there is a need for the role of industry in the implementation of vocational education to suit industry needs. Therefore, competency-based vocational education that links and matches with industry is required. This can be done by synchronizing the existing curriculum with the necessary competencies of the world of business,

industry and work by presenting guest teachers from the world of business, industry and work to deliver material in industrial classes.

The implementation of industrial classes can provide expectations to students related to the experience of working correctly in the industrial world, which they have not gained when learning in class. Industrial classes can be a valuable experience for students to explore their abilities and practice the skills they gain by applying them in industrial classes according to their fields (Achsani et al., 2020). Pratama and Bintang (2017) and Suroto (2017) stated that the industrial classroom model leads to a competency-based curriculum and can be developed with training materials that are made standard, easy to learn, done with discussion and practice, prioritizing the ability of knowledge and skills so that they are easy to practice.

Cooperation between the school and industry is needed to prepare the strategic management of industrial classes. Caleb et al. (2017) assert that cooperation requires agreement from both parties to realize goals for mutual benefit. Industrial class as a learning activity with collaboration between the school and industry is expected to solve the absorption of vocational high school graduates in the industrial world (Prasetyo et al., 2018). This stage of strategic management needs to be carried out in the implementation of industrial classes in vocational schools to produce graduates with the world of business, industry and work competencies, which can be achieved so that the number of graduates working in the world of business, industry and work can increase. Through cooperation and collaboration, the competence of graduates increases, supported by appropriate strategic management (Mahmudah & Santosa, 2021). This strategic management needs to be carried out by implementing industrial classes in vocational schools to produce graduates with the world of business industry and work competencies, which can be achieved so that the number of graduates working in the world of business industry and work can increase.

Several previous studies have been conducted to analyze the effectiveness of industry involvement in vocational secondary schools in increasing the uptake of vocational secondary school graduates. Previous research focuses on program evaluation or industry needs analysis (Ayu & Trihantoyo, 2021; Korber, 2019; Mahmudah & Santosa, 2021; Mutaqin et al., 2015; Özer & Suna, 2020; Priambudi et al., 2020; Rakhman & Trihantoyo, 2020; Syarifuddin, A., Pristanti, H., & Lucas, 2020; Triwahyudi, 2020). However, previous research did not focus on the strategic management of the "Industrial Classroom" and its impact on the absorption of vocational high school graduates. Therefore, this research was conducted to analyze how strategic management can increase the absorption of vocational high school graduates in the world of business, industry and work. Furthermore, it is hoped that the results of this research can be implemented in vocational schools to develop their strategic management so that the absorption of vocational high school graduates in the world of business, industry and work can increase.

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management so that the absorption of vocational high school graduates in the world of business, industry and work can increase.

RESEARCH METHODS

This research uses qualitative methods with a case study type. The research, designed as a qualitative case study, describes the strategic management of industrial classes in increasing the absorption of vocational high school graduates in the world of business, industry, and work so that student absorption can be maximized.

This case study was conducted at public vocational high school 1 Magetan (SMKN 1 Magetan), East Java, Indonesia. Magetan has an industrial class plan to increase the absorption of graduates from the world of business, industry, and work. The characteristics of the school are presented in Table 1.

Table 1. Characteristics of the Research Location

No	Component	SMKN 1 Magetan
1	Curriculum programs	National curriculum and industrial-class curriculum
2	Vision and mission	There is a clear vision and mission
3	Industrial grade	There is an industrial-grade
4	Industrial grade facilities	There are facilities and infrastructure for the industrial class
5	Institutional status	Public school
6	Time allocation	Full day school
7	Level of participation of the world of business, industry and work	There is participation in the world of business, industry and work

Researchers used the snowball sampling technique. In determining the sample, one or two people are first selected, but because the data is considered incomplete with this first person, the researcher looks for other people who are considered to know better and can complete the data provided by the previous person. And so on, so that the number of samples increases. In this study, the key informant was the principal. In this study, the informants were principals, heads of expertise programs, and teachers, with the number of informants for each school consisting of one principal, four vice principals, three heads of expertise programs, four teachers and the world of business, industry and work.

In relation to data collection techniques, this study used observation and in-depth interviews. Interviews were conducted with principals, vice principals, teachers, heads of expertise programs in the world of business, industry and work, and cooperation institutions. This is done to obtain information about strategic management data in implementing industrial classes to increase the absorption of vocational high school graduates in the world of business, industry and work.

According to Yin (2018), there are five analytic techniques: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. In this study, we used pattern matching by comparing or matching the pattern based on the collected data with a pattern defined prior to data collection. We predicted five patterns, stated as propositions, as our first data analysis strategy for case study research. We analyze the data using initial coding, compare

the data for similarities and differences, and then focus the coding, which helps us organize the initial code into themes (Saldaña, 2016).

RESULTS AND DISCUSSIONS

Vision and Mission of Industrial Class

The vision and mission of the industrial class in increasing the absorption of graduates, as the results of an interview with the principal, namely SG and Mrs. Indri Yuli Widya R (teacher), stated that “Internal school parties involved in formulating the vision and mission of industrial classes in schools are principals, vice principals, head of administration, and teachers. The school's industrial class's vision is the realization of students with an industrial character. The school's industrial class's mission is the realization of entrepreneurial graduates”.

Based on the results of interviews and researchers' observations on July 23, 2022, it can be concluded that the internal parties involved in the formulation of the vision and mission of the industrial class in the school are the principal, vice principal, head of administration, head of program, teacher. The school's industrial class's vision is the realization of students with an industrial character. Meanwhile, the school's industrial class's mission is the realization of entrepreneurial graduates.

Policies, Regulations, and Policies in Industrial Classes in Increasing Graduate Absorption

Policies, regulations, and policies in the industrial class in increasing graduate absorption, as the results of an interview with the principal, Mr. Sugiyanto and Mrs. Indri Yuli Widya R (teacher), stated that “Government policies in the industrial class to increase the absorption of graduates are carried out by the government with financial assistance. The industrial class management policy in schools to increase the absorption of graduates that has been implemented is communication—communication has been well built. Bureaucratic Structure—bureaucracy is not complicated and facilitates the division of labour. Resources—Resources for the industrial grade are adequate. The disposition and attitude of the policy implementer have been arranged according to the job description.”

Based on the results of interviews and researchers' observations on July 23, 2022, it can be concluded that the government carries out government policies in the industrial class in increasing graduate absorption with financial assistance and assistance related to link and match. Industrial class management policies in schools to increase the absorption of graduates have been implemented; namely, communication and communication have been well built. Bureaucratic structure is simple and facilitates the division of labour. Resources for the industrial class are adequate. The disposition of the policy implementer's attitude has been arranged according to the job description.

Learning Programs and Activities in Industrial Classes in Increasing Graduate Absorption

Learning programs in industrial classes in increasing graduate absorption

Learning programs in industrial classes in increasing graduate absorption, as the results of an interview with the principal, Mr. Sugiyanto, stated that

“Industrial class programs at the school include Alfamart classes. The foundation for formulating industrial class learning programs and activities in schools is the potential and strength of the school, including the Alfamart industrial class program”. The same thing was also expressed by the teacher, Mrs. Indri Yuli Widya R and Mrs. Sartini, who revealed that “Industrial class learning program The Industrial class program at Alfamart School is implemented to produce graduates absorbed in the world of business, industry and work.”. The results of the interview were reinforced by an interview with the world of business, industry and work, namely Mrs. Dita, who stated that: “the world of business, industry and work is involved in the formulation of industrial class learning programs and activities in schools. The school's industrial class learning program aligns with the world of business, industry and work, which will later be an internship place.”

The data mentioned above is supported by the results of the researchers' observations on July 23, 2022. Researchers saw firsthand the industrial class program at public vocational high school 1 Magetan, as shown in Figure 2.



Figure 2. Inauguration of Alfamart at SMKN 1 Magetan

Based on the results of interviews and researchers' observations on July 23, 2022, the formulation of industrial class learning programs in schools was carried out through several formulation meetings which began with small team discussions, discussed in management meetings and socialized with school residents. The foundation for formulating industrial class learning programs and activities in schools is the potential and strength of the school, including the Alfamart industrial class program.

Learning activities in industrial classes in increasing graduate absorption

Learning activities in industrial classes increase graduate absorption, as the results of an interview with the principal, Mr. Sugiyanto and Mrs. Indri Yuli Widya R (teachers), stated, “Learning activities are found in schools with the application of learning according to the world of business, industry and work’s standards and the use of facilities and infrastructure. How can we socialize the industrial class learning programs and activities with the community at school through direct socialization, banner making, and display at certain points? Teachers play a role in encouraging the program's success, and students are the main actors and education staff as backups of administrative matters. The role of partners (the world of business, industry and work) in implementing industrial class programs and school activities in mentoring and supervising related to

program implementation. The role of the principal is to supervise the running of industrial class learning programs and activities as a motivator and controller of the sustainability of program implementation". The results of the interview were reinforced by an interview at the world of business, industry and work, namely Mrs. Dita, who stated: "With industrial class learning activities, students can increase the absorption of graduates, because many graduates are accepted at Alfamart or the world of business, industry and work. In addition, because of the training from the world of business, industry and work, to produce graduates who are ready to use."

Based on the results of interviews and researchers' observations on July 23, 2022, the implementation of industrial class learning is carried out with learning activities found in students' schools that practice directly to semester learning plan. The role of teachers, students, and education staff in implementing industrial class programs and activities at teacher internship schools in the Alfamart industry, field work practice for students, and assisting administration for educators. The role of partners (the world of business, industry and work) in implementing industrial class programs and activities in schools accepting intern teachers, accepting field work practice students, and becoming guest teachers at schools. The role of the principal in supervising the running of industrial class learning programs and activities in schools is to provide direction and motivation to industrial classes.

The School in Industrial Class Programs Took Strategic Steps to Increase Graduate Absorption

Strategic steps taken by schools in curriculum-related industrial classroom programs

The strategic steps taken by the school in the industrial class program related to the curriculum, as the results of an interview with the Principal, Mr. Sugiyanto, Mrs. Anik Triwinarti (vice principal for industrial relations) and Mrs. Sartini (teacher), stated that "The strategic steps taken by the school in the curriculum-related industrial class program: 1) MIS (Management Information System), still built a good driver's license; 2) Industry-based curriculum, compiling an industry-based curriculum and implementing it; 3) Teaching factory, teaching factory developed with the world of business, industry and work's standards but not politically oriented, 4) Learning media, utilizing learning media by current IT developments". The results of the interview were reinforced by an interview with the world of business, industry and work, namely Mrs. Dita, who stated that: "the world of business, industry and work's involvement in the strategic steps carried out by the curriculum-related industrial class program: Teaching factory."

Based on the results of interviews and researchers' observations on July 23, 2022, the strategic steps taken by schools in industrial class programs related to curriculum: 1) MIS (Management Information System), still build a good MIS by striving to digitize information, 2) Industry-based curriculum, compiling industry-based curriculum and implementing it through websites and social media, 3) Teaching factory, teaching factory developed with the world of business, industry and work standards but not politically oriented, synchronizing

curriculum with industry 4) Learning media, utilizing learning media by industry standards.

The school took Strategic steps in industrial class programs related to cooperation with Partners from the world of business, industry and work

The strategic steps taken by the school in the industrial class program are related to cooperation with the world of business, industry and work partners, as the results of an interview with the Principal, Mr. Sugiyanto and Mrs. Sartini (teacher), who stated that "Strategic steps taken by the school in the related industrial class program cooperation with partners from the world of business, industry and work: 1) Link and match industry, industrial class refers to the world of business, industry and work by inviting guest teachers from the world of business, industry and work, internships at the world of business, industry and work, 2) Local wisdom, emphasizing the advantages of the region, 3) Local economic drivers, in collaboration with business actors".

Likewise, the results of an interview with the vice principal for industrial relations, Mrs Anik Triwinarti, stated that "Strategic steps were taken by the school in the related industrial class program cooperation with partners from the world of business, industry and works. Link and match industry, yes, there is an MOU with the industry, inviting guest teachers. Local wisdom, yes, promotes or introduces local excellence. The driver of the local economy, yes, in collaboration with business actors". The results of the interview above were reinforced by an interview with the world of business, industry and work, namely Mrs Dita, who stated that: " the world of business, industry and work's involvement in strategic steps carried out by industrial classes related to cooperation with partners from the world of business, industry and work: Link and match industry."

Based on the results of interviews and researchers' observations on July 23, 2022, the strategic steps taken by the school in the related industrial class program Cooperation with the world of business, industry and work partners: 1) industrial class refers to the world of business, industry and work by inviting guest teachers from the world of business, industry and work, internship at the world of business, industry and work, 2) Local wisdom, emphasizing the advantages of the region and empowerment, 3) Driving the local economy, working with business actors to improve entrepreneurial capabilities.

Strategic steps taken by the school in industrial class programs related to institutional facilities and infrastructure

The strategic steps taken by the school in the industrial class program related to institutional facilities and infrastructure, as results of an interview with the Principal, Mr. Sugiyanto and Mrs. Anik Triwinarti (vice principal for industrial relations), stated, "The strategic steps taken by the school in the industrial class program related to institutional facilities and infrastructure are: 1) Information technology-based infrastructure, infrastructure facilities are well equipped, and everything is based on ICT, 2) adequate facilities and infrastructure. Gradually, sarpras is equipped according to the world of business, industry and work's standards". The results of the interview were reinforced by an interview with the world of business, industry and work, namely Mrs. Dita,

who stated that: “the world of business, industry and work 's involvement in strategic steps carried out by industrial class programs related to institutional facilities and infrastructure: Adequate facilities and infrastructure.”

Based on the results of interviews and researchers' observations on July 23, 2022, the strategic steps taken by schools in industrial class programs related to institutional facilities and infrastructure are: 1) Infrastructure facilities are well equipped and everything is based on information communication technology available website, email and others, standardize practical tools, 2) facilities and infrastructure are equipped by the world of business, industry and work's standards.

Strategic steps taken by schools in industrial class programs related to human resources (teachers and education staff)

The strategic steps taken by the school in the industrial class program related to human resources (teachers and education staff), as the results of an interview with the vice principal for curriculum, Mr. Wijono and Erwanto Wibowo (vice principal for public relations), stated that “The strategic steps taken by the school in the industrial class program related to human resources (teachers and education staff) by proposing teachers and education personnel with the status of civil servants who have qualifications and competencies according to needs”.

The same thing was also expressed by the head of the online business and marketing expertise program, Mr. Wijono, who revealed that “The strategic steps taken by the school in the industrial class program related to human resources (teachers and education staff) are carried out by periodically proposing teachers and education personnel with the status of civil servants with qualifications and competencies according to needs”. The results of the interview were reinforced by an interview with the world of business, industry and work, namely Mr. Yoga, who stated that “the world of business, industry and work's involvement in strategic steps carried out by industrial class programs related to human resources (teachers and education staff) with a proposal on holding training for teachers (especially vocational productive teachers) to improve the quality of competence by the industry”.

Based on the interview results, it can be concluded that the strategic steps taken by schools in industrial class programs related to human resources (teachers and education personnel) by proposing teachers and education personnel with civil servant status who have qualifications and competencies as needed.

Based on the results of the analysis found four main themes, including the vision and mission of the industrial class, policies, regulations, and policies in the industrial class in increasing graduate absorption, programs and learning activities in the industrial class in increasing graduate absorption and strategic steps taken by schools in industrial class programs in increasing graduate absorption.

Vision and mission of Industrial Class in increasing graduate absorption

A problem-centered curriculum development model by integrating several disciplines to form one concept, attitude, skill and knowledge in accordance with the demands and needs of the industry oriented to the vision and mission of

vocational high school (Nurchayono et al., 2020). The vision of the Industrial Class in increasing the absorption of graduates is the realization of students with an industrial character. The school's industrial class's mission is to realise entrepreneurial graduates who can immediately work according to the needs of the world of business, industry and work. Carry out excellence-minded learning to produce graduates who are devout, intelligent, skilled, have performance and abilities in the field of marketing that can be used in improving their lives; helping to develop children's potential as a whole and comprehensively, to produce graduates who are professional and have noble character; Developing a quality education and teaching system based on the development of information technology to produce reliable and resilient quality graduates.

Pearce and Robinson (2011) explain that vision describes an organisation's basic aspirations or dreams, which is usually the initiative of the founder or leader of the organization with the support of all employees. The leader referred to here is the principal—having a target (student wellbeing or welfare) through an important role in caring, guidance, and being willing to sacrifice (Dami, 2021). Vision describes the success to be achieved 10-20 years, even 50 years into the future. The vision statement presents the strategic intent of the educational institution, which focuses on the energy and resources of the educational institution for the desired future achievement. The six criteria of an effective vision are as follows: conceivable, desirable, achievable, focused, flexible and communicable. The mission is the first step in developing an educational institution strategy. Therefore, an effective mission will greatly assist educational institutions in formulating their strategies. The six criteria for an effective mission are clear, concise, unique, flexible, decision-making, organizational culture, and inspiring (Pearce & Robinson, 2011).

Policies, Regulations, and Policies in Industrial Classes in Increasing Graduate Absorption

Government policy supports the sustainability of industrial classes in schools by linking and matching with the world of business, industry, and work, as well as revitalising vocational high schools. Industrial class management policies in schools are carried out by maintaining good communication with all stakeholders; bureaucratic structure tailored to industry needs; qualified human resources; internal training of trainers and industry guest teachers; disposition or attitude of policy implementers, according to a letter from the industry. In line with previous research, it implies that there is a need for social justice advocacy for vocational high school students by training teachers and improving the system with policy development (Ayaz & Özdemir, 2023). Industry classroom policies to promote early adjustment so that students arrive at companies better prepared and can allocate more time for productive tasks (de Amesti et al., 2023).

The results of this study are based on (Wheelen & Hunger, 2010), who state that policy is a direction for decision-making in the strategy formulation stage with its implementation. Educational institutions use policies to make employees and all parties make decisions and take actions that support educational institutions' mission, goals, and strategies. Thus, large-scale intervention programs, promoting investment in human and motivational agents are appropriate policy strategies.

Intrapersonal agency and motivational components, including educational aspirations, goal attainability, and investing in active efforts are protective factors for a successful school-to-work transition (Ripamonti, 2023).

Learning Programs and Activities in Industrial Classes in Increasing Graduate Absorption

Learning programs in industrial classes increase graduates' absorption, namely Alfamart industry, Alfamart class and guest teachers. Learning activities in industrial classes increase graduate absorption, and learning activities in industrial classes increase graduate absorption, which are carried out with learning activities found in schools carrying out theoretical activities of practices related to industry. In line with previous studies that show that learning activities like this can improve students' soft skills, it is very feasible and very practical to use (Asyuyuti et al., 2022; Tan et al., 2023).

Industrial classes can be a valuable experience for students to explore their ability to practice the skills gained by applying them in industrial classes according to the field they are exploring (Achsani et al., 2020). In addition, the industrial class model pays attention to the design of the learning program syllabus. In the principles of syllabus preparation, teachers and educational units are given the freedom to develop existing basic competencies (Santi & Faridah, 2021). The syllabus development process requires innovation from teachers and educational units. Innovation of a teacher and educational unit in developing basic competencies even though it refers to technological developments and the needs of industry and the world of work (Nugroho, 2022).

Vocational high schools need to synchronize curriculum and design it together with industry managers (Mulyanto & Widodo, 2023; Rachmawati & Kusumah, 2023). The orientation of this class program is to produce certified graduates by industry needs. Then, these graduates can be absorbed in the world of work according to their respective expertise competencies. The absorption of labour from the competence of vocational high school graduates is also expected to increase. Students carry out practical activities to achieve the competencies needed in the industry. In addition, they are also conditioned to learn values and apply work culture in the industry. Thus, students will master these two things. This industrial class program guarantees vocational high school graduates to be better prepared for work and reduce unemployment at the vocational secondary school education level.

Strategic Steps Taken by Schools in Industrial Class Programs in Increasing Graduate Absorption

The results of this study are supported by Özer and Suna (2020), where there are concrete steps to strengthen vocational schools in Turkey by the 2023 education vision, namely: strengthening cooperation with stakeholders, professional and pedagogical development of teachers, supporting diversity in vocations, increasing positive perceptions of vocations, establishing a quality assurance system for vocational schools, improving applied training and qualifications, and social integration through schools vocational.

Industrial class as a learning activity with collaboration between the school and industry is expected to solve the absorption of vocational high school graduates in the industrial world (Prasetyo et al., 2018). Industrial classes are also prepared as a provision for student practice, which will later be used to work in the industrial world. The collaboration of the world of education and the industrial world can determine the success of vocational education, especially in providing input on the competencies and abilities of graduate students, which can be standardized according to industry needs (Cahyanti et al., 2018). This collaboration will produce industrial-class models and programs that can benefit both parties (Atmawati et al., 2017). The collaboration organization between schools and the business world and industry in the industrial practice program has two aspects: departmentalization and division of labor. The division of labor comprises principals and teachers from the business/industrial world. Meanwhile, departmentalization consists of mapping students. Place students in existing competencies and an appropriate world of work (Rachmawati & Kusumah, 2023).

The implementation of industrial classes can give students hope that the experience of working is like in the industrial world, where they have not received experience when learning in class. Industrial classes can be a valuable experience for students to explore their ability to practice the skills gained by applying them in industrial classes according to the field they are studying. As confirmed by Safitri et al. (2020), in vocational high schools, the mastery of skills is done by sending students directly into industrial work practices.

CONCLUSION

This study aims to analyse strategic management's role in increasing the absorption of vocational high school graduates in the business world, industry and work. The results showed that (1) the industrial class's vision is to increase graduates' absorption by realizing students with industrial character. (2). Policies, regulations, and policies in industrial classes in increasing the absorption of graduates in schools by linking and matching with the world of business, industry and work; (3) Learning programs and activities in industrial classes in increasing graduate absorption, which include learning programs in industrial classes in increasing graduate absorption, learning activities in industrial classes in increasing graduate absorption; and (4) Strategic steps taken by the school in the industrial class program in increasing graduate absorption which include strategic steps taken by the school in the curriculum-related industrial class program, strategic steps taken by the school in the industrial class program related to cooperation and collaboration with the world of business, industry and work's partner.

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