



The Industrial Classes Management of Fashion Design at SMK Negeri 3 Kota Bengkulu

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Abstract. The purpose of this study is to describe: (1) Planning industrial class in Fashion Design at SMK Negeri 3 Kota Bengkulu, (2) Organizing industrial class by applying organizational functions to industrial class at SMK Negeri 3 Kota Bengkulu according to their respective duties, authorities and responsibilities, (3) Implementation of industrial class in Fashion Design at SMK Negeri 3 Kota Bengkulu, and (4) Evaluation of industrial class in Fashion Design at SMK Negeri 3 Kota Bengkulu. The research method is a type of qualitative research. Data collection techniques with documentation, observation and in-depth interviews. The data analysis technique is based on data collection by conducting data and data reduction, notes from the research place in the form of descriptions and descriptions. The results of the study are: (1) Industrial class planning at SMK Negeri 3 Kota Bengkulu has specifically implemented the industrial work culture of the DUDIKA as a school industry partner and the management of the industrial class is also aimed at the school partner industry, (2) Implementation of industrial class at SMK Negeri 3 Kota Bengkulu emphasizes practical learning methods to provide work experience in the industry and is tailored to the needs of the school with guest teachers from the industry MeryModiste, FrentiMilit, Risky Tailors, and Batik BesurekAtik Business, (3) Evaluation of Industrial Class in SMK Negeri 3 Kota Bengkulu has received good recognition from school industry partners who prove that students have competence or expertise in managing orders, designs, marking, laying out, patterns, doing numbering, grouping and modelling materials, and sewing according to the class organized school industry.

Keywords: Fashion Design · Industrial Classes · Learning Management

1 Introduction

The structure of the Vocational High School curriculum is arranged according to the Graduate Competency Criteria and Subject Competency Criteria [1]. The curriculum structure of the Vocational High School consists of compulsory content groups, which include Religious and Character Education, Pancasila and Citizenship Education, Indonesian Language, Mathematics, History and English and other Foreign Languages. The content of the regional group consists of arts and culture, physical education, sports

and health. The vocational specialization content group consists of the Basic Expertise Group, the Basic Skills Program Group and the Expertise Competency Group. The Basic Group of Expertise covers the subjects of Simulation and Digital Communication, Physics and Chemistry. The Basic Group of Skills and Competency Programs consists of Skills/Vocational.

Vocational education specifically helps students enter the world of work [2]. It is hoped that through vocational high schools, they will be able to produce graduates who have the attitude and competence to work independently in accordance with the competencies obtained in their learning. The beginning of the establishment of the industrial class at SMK Negeri 3 Kota Bengkulu began with receiving assistance from the industrial-based vocational development program or regional excellence in 2016 with the theme "Development of Industry-Based Besurek Batik Fabrics in the Fashion Design Study Program.

SMK Negeri 3 Kota Bengkulu as a vocational high school that opened a fashion department also plays an active role in the preservation of Besurek batik in Bengkulu City. In learning activities, especially in the implementation of fashion practices, Besurek batik material becomes a mandatory material that must be used and/or utilized by teachers and students in school industrial classes. The teachers in the fashion department always design patterns and fashion models from this Besurek fabric. In almost every fashion practice activity in the industrial class at school, it is ensured to use Besurek cloth material or at least use a combination of it, meaning that the besurek cloth practice material is combined with materials without other motifs or motifs besides Besurek batik. Each student in the school's industrial class facilitates the teacher to apply this Besurek cloth to vocational practice learning activities and various competency exams at school. Many of the students' works in the school's industrial class came from sewing activities based on besurek batik with various patterns and models, including their combinations.

There is a paradigm shift in the implementation of education in the current era, namely the implementation of vocational education that refers to competencies in accordance with the demands of the labor market which are competencies that combine theory and practice in accordance with real conditions with the workplace. Of course, to realize this, it is necessary to establish a harmonious relationship between the Vocational High School and the World of Work Industry so that the vocational learning materials must be relevant to the competencies required by DUDIKA. Through the close relationship between the Vocational High School and DUDIKA, it is hoped that there will be no gap between the Vocational High School and the World of Work Industry as the school's industry partner.

In order to realize that Vocational High Schools can produce superior graduates in accordance with DUDIKA's demands, it is necessary to have a forum that can bridge the needs of the business world industry in accordance with the expectations of Vocational High Schools. What is meant by the container is the existence of a class that can accommodate the demands of DUDIKA and the expectations of the Vocational High School. The container is an industrial class where the teachers or instructors come from DUDIKA or teachers who get the latest knowledge and/or skills and the curriculum is already the result of synchronization with the World of Work Industry and students directly practice work in the real workplace.

The management of practical activities in the school industrial class at SMK Negeri 3 Kota Bengkulu is managed through the application of industrial-based work management from industrial partners who have collaborated and strengthened with the MoU between the school and the Business World of the World of Work Industry. In the school industry class, especially in vocational practice learning activities, DUDIKA also often invites guest teachers to provide material and share experiences in producing fashion products according to market demands and DUDIKA standards. The results or products of students in the school's industrial class are quite diverse with motifs and models, although most are based on *besurek batik* cloth.

Through the close relationship between the Vocational High School and the Business World of the World of Work Industry, it is hoped that there will be no gap between the Vocational High School and DUDIKA as a school industry partner and to realize that the Vocational High School can produce superior graduates in accordance with the demands of the World of Work Industry, it is necessary to have a forum that can bridge the needs of DUDIKA in accordance with the expectations of the Vocational High School. The intended container is the existence of a class that can accommodate the demands of DUDIKA and the expectations of the Vocational High School. The forum is in the form of an industrial class where the teachers or instructors are from the World of Work Industry and/or teachers who get the latest knowledge and/or skills and the curriculum is already the result of synchronization or alignment with the World of Work Industry and students directly practicing work in the real workplace.

The skill competency program at Vocational High Schools is a vocational education program that is able to form graduates mastering a type of professional position with tiered formal expertise, so that the learning experience or skills gained by students are more meaningful for them to live independently or continue their studies higher vocational education [3]. The existence of industrial classes in Vocational High Schools aims to: (1) produce superior graduates in accordance with the demands and expectations of the business world/industrial world; (2) Improving the quality of learning management in Vocational High Schools according to the demands of industry standards; (3) Improving the skills, abilities and professionalism of graduates; (4) Increasing the absorption and competitiveness of Vocational High School graduates in the business/industrial world; and (5) Organizing a learning model designed with industry/association to fulfill the graduates' special competencies demanded by industry [4].

Industrial class is another form of double system education that is widely applied in vocational high schools which is characterized to realize work experience and to prepare young people for the transition from school to work, to learn the realities of work and to be ready to make a choice of work [5]. Industrial Class is a work experience for students who are preparing for the transition from a Vocational High School environment to an actual area of activity, mastering the world of work and preparing themselves to choose the right profession. This means that in this program, the application carried out by students is really platformed on work-based learning activities that are not in the form of simulations.

In the industrial class, teacher apprenticeship is very important. The industrial curriculum which aims to create a vocational learning process with concepts that are linked and adapted to industrial needs will not be possible without involving the role of the

teacher as an educator [6]. The teacher apprenticeship process is an added value for the industrial curriculum program and is designed to introduce the latest conditions and competencies required by DUDIKA. Recruitment is a series of processes that take place in the third stage of the industrial class implementation process after the school makes a cooperation agreement with the World of Work Industry, after the teacher apprenticeship process is carried out. Learning in the industrial class is needed to introduce practical students to the industrial world, developing special skills in certain fields according to the competencies undertaken [7].

Almost all aspects related to educational institutions require a management, because with management the predetermined goals can be achieved more effectively and efficiently [8]. This management is intended to manage the resources they have properly and correctly. Likewise, public relations will not be able to carry out their roles and duties properly and correctly without good management from the institution. Management is the management of a job to obtain results in order to achieve predetermined goals by moving other people to work [9]. Management of workers consists of various kinds, education, social services, sports, health, science and others. In fact, almost every aspect of human life requires management; therefore, management exists in every aspect of human life where an organizational collaboration is formed. So, management can be interpreted as a process of preparation and planning, organizing, coordinating and controlling resources and evaluation to achieve goals or goals effectively and efficiently.

Management is the process of regulating planning, organizing, moving, and controlling actions carried out to determine goals and achieve the desired goals through various activities resource [10]. Management will use a variety of resources in an effort to achieve organizational goals. Furthermore, human resources are resources that are used to synergize other resources to achieve organizational goals. For this reason, resource management is urgently needed related to recruitment activities, reward systems, promotions, and so on. Meanwhile, according to [11], student management is all the activities that are planned and attempted intentionally as well as continuous guidance for all students in the educational institution concerned so that they can participate in the learning and teaching process effectively and efficiently. The efficient student management is closely related to school management decisions regarding planning, setting requirements, and procedures for admitting new students in each academic year along with all the consequences of education and coaching that must be provided as long as the student is registered and actively involved in the entire series of school activities, both curricular and co-curricular and extra-curricular.

Schools with industry carefully carry out industrial class planning activities [6]. The focus of this industrial class plan is to improve students' career competencies. Industrial class graduates are expected to have the ability to prepare, work and respond to industry demands. All activities that will be carried out in the industry curriculum are regulated in a memorandum of understanding between the school and industrial partners. All planning activities carried out in vocational education with the new goal of satisfying the focus on the individual work needs of students and improving the design process of study programs in order to increase the competitiveness of educational institutions.

Vocational High Schools are expected to be able to collaborate with institutions or industries related to areas of expertise or majors at each Vocational High School [12]. In

addition, vocational high schools are also required to perfect and harmonize school curricula with competencies according to DUDIKA's needs. Therefore, the industrial class is expected to be able to produce competent graduates so that after graduating students can be directly absorbed by the World of Work Industry. Curriculum and education are two concepts that must be understood before discussing curriculum development because with a clear understanding between the two concepts, it is expected to be able to carry out their duties as well as possible.

DUDIKA's involvement is related to joint curriculum development to the formation of industrial classes. The form of making a joint curriculum is highly recommended, considering that the purpose of making a joint curriculum is an effort to realize competent graduates and in accordance with the wishes of the World of Work Industry. However, in practice there are principles that must be maintained for the sake of common goals. curriculum preparation and development, adhering to the following principles: (1) broad-based, strong and basic; (2) competency based; (3) complete learning; and (4) dual-based, namely: implemented in schools and the business/industry world; and (5) strengthening the competitiveness and self-development of graduates. The industrial class is one of the patterns of providing education at Vocational High Schools that combines the relevant school education system and the existing system at the World of Work Industry. Industrial class is a collaboration program between industry and vocational education units in integrating learning in schools with the industrial world, meaning that industrial classes are a form of collaboration between schools, especially Vocational High Schools that integrate and integrate learning systems in schools with the industrial world [13].

2 Methods

The method used to examine the problem in this study is a qualitative descriptive method, meaning that all field findings that are closely related to the questions addressed in the previous section are described in accordance with the reality that occurred, not making things up which are then analyzed according to a qualitative approach. Qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument [14]. While qualitative research has the characteristics of textual analysis, this qualitative research is interpretive research, in which the researcher engages in continuous and continuous experience with the participants.

The research location is SMK Negeri 3 Kota Bengkulu on Jalan Jati Number 42, Padang Jati Village, RatuSamban District, Bengkulu City. In this study, the focus of research is the management of the fashion industry class at SMK Negeri 3 Kota Bengkulu in the 2022/2023 academic year. The technique used for data collection in this research is industrial class management observation in the preparation or planning activities, organizing, implementing, as well as evaluation and in-depth interviews of key information, and documentation techniques. In the technique of checking the validity of the procedural data that has been carried out, it was obtained by repeating several visits at the research location, namely at SMK Negeri 3 Kota Bengkulu, focused group discussions, in-depth interviews and the results of teacher testimonials and triangulation activities through discussion activities.

The data analysis technique used by this interactive model has four interacting components, namely data collection, data reduction, data presentation, and conclusion drawing and verification. If the conclusion is still deemed inappropriate, then the researcher returns to collect data in the field, namely at SMK Negeri 3 Kota Bengkulu, and so on so that it is a cycle.

3 Results and Discussion

This research has been carried out for a period of four months in the 2022/2023 academic year at SMK Negeri 3 Kota Bengkulu in a post-covid-19 pandemic. Sources of research data are the results of observations, interviews and documentation of industrial class management on aspects of preparation or planning, implementation, organization, and evaluation of industrial class management in schools. All data that has been collected through interviews with teachers from teachers involved in industrial class management at SMK Negeri 3 Kota Bengkulu is then typed and becomes a transcript which is then processed manually through discussion and triangulation activities with data sources and research informants. The results of this study are in accordance with the processing of data from observations and interviews as well as documentation through discussion and triangulation activities with data sources and research informants as follows.

In the aspect of planning industrial class activities at SMK Negeri 3 Kota Bengkulu, it is divided into two activities, namely production planning, raw material procurement planning and production cost planning. In production planning management, industrial class management plans the types of products to be made, both ordered and non-order. It means that it is ordered, for example uniforms or those that are requests/orders from customers and non-orders, for example, in the form of products whose purpose is to be sold. So the production planning activities through industrial class production majoring in Fashion Design at SMK Negeri 3 Kota Bengkulu consist of two main activities, namely regarding orders and non-orders. Production orders are planned in the form of Hajj Bags, Aprons and General School Uniforms and based on Besurek batik cloth. Meanwhile, non-order production in the form of Syar'i robes and hijabs with models and designs, sizes, materials and quantities of production in the form of orders will be adjusted to requests from consumers/customers who make price contracts. For non-orders are products made with the aim of being sold or marketed. In planning the procurement of raw materials, planning the raw materials that will be used to produce orders that are ordered or non-order in this case the material used is Besurek batik cloth combined with other materials. The raw material to be used is Besurek batik cloth which is a typical Bengkulu city batik combined with other textile materials or full Besurek batik. These raw materials will be purchased at textile shops in the city of Bengkulu and also ordered at the Batik KainBesurekAtiq shop, which is also a partner industry for SMK Negeri 3 Kota Bengkulu.

In planning production costs, the industrial class of SMK Negeri 3 Bengkulu plans production costs with the activities carried out by planning to make a Budget Plan according to the product to be made. Industrial class management in the implementation aspect at SMK Negeri 3 Kota Bengkulu City involved a guest teacher from DUDIKA who became the school's industrial partner in the fashion department. Based on the results of

interviews with teachers in the industrial class, guest teachers who attended according to a predetermined schedule came from Mery Tailor MeryModiste, FrentiMilit Usaha in the field of souvenirs and accessories, Risky Tailor for Tailoring Suit Business, and Batik Atiq Batik Besurek Business. Activities in the implementation of industrial class are: (1) receiving orders; (2) record orders in the order book which include, among other things, order quantity, order form, order price, and order completion date or make an agreement on the design, price and order completion date, make a sample order and after it is approved by the management then the order is produced by the production team, produces according to the number of orders, according to the model starting from pattern making to Quality Control involving the school's industry partners, and packaging and delivery of orders.

Industrial class management in the organizational aspect at SMK Negeri 3 Kota Bengkulu applies a pattern of organizational functions to the industrial class SMKN 3 Kota Bengkulu which is grouped based on their respective duties, authorities and responsibilities in industrial class management activities. Organizing the receipt of orders, the production process involving guest teachers from the school's industrial partners, as well as packaging and delivery of orders.

Industrial class management in the evaluation aspect at SMK Negeri 3 Kota Bengkulu is based on the results of observations and interviews regarding turnover and losses or profits in the fashion industry class business. Since the establishment of the industrial class, his business has been through producing school uniforms including batik besurek uniforms, department uniforms, and department practice uniforms. After going through a school committee meeting, the parents, especially the Department of Clothing, agreed to sew or order in the industrial class. The business in the fashion industry class is running quite smoothly even though it has not yet obtained maximum profit due to, among other things, the price of raw materials, especially in Bengkulu City, which is more expensive than other cities such as Bandung and Jakarta. So that production costs are higher, even though production continues, every new academic year the industrial class produces more or less 250 sets with a turnover of 60 million a year.

Based on the results of research for each component studied in industrial class management in the Fashion Design Expertise program at SMK Negeri 3 Kota Bengkulu, receiving orders in two ways, namely: (1) consumers directly buy products from the fashion department at SMK Negeri 3 Kota Bengkulu, and (2) the fashion department receives orders from consumers where the designs, materials and sizes have been agreed upon by both parties and are bound by an agreement or contract. The design was made after observations were made to find out what models were trending in terms of materials, colors, models and sizes. And usually produced for sale in the short term. Meanwhile, for the long term and to increase the stock of goods, the industrial class management produces aprons and uniforms for students of SMK Negeri 3 Kota Bengkulu with standard sizes. Pattern is a very important thing that determines whether a product is good or not. In the production of the fashion department at SMK Negeri 3 Kota Bengkulu, patterns are made using standard sizes.

In the marking activity, which is an activity of tracing the pattern on the fabric to be cut and the amount in accordance with the request, the function is to save material use, avoid mistakes, make it easier when cutting, and know the number of products to

be made. While the activity of spreading or stretching the material is carried out after marking. The material to be cut is spread out on the table according to the length of the cloth that has been marked. In the fashion department of SMK Negeri 3 Kota Bengkulu, the materials were carried out manually.

The cutting activity in the industrial class is cutting materials by cutting clothes according to pattern lines. The cutting of clothes is carried out according to predetermined sizes, checked, then selected and arranged so that they can be distributed to the next process. After cutting each material is given a serial number in the numbering activity on the material which aims to: (1) determine the number of cutting parts; (2) knowing the good and bad parts of the material, and (3) facilitating the process of sewing the material. The following is a picture of the cutting and numbering activities of materials in the fashion industry class activity at SMK Negeri 3 Kota Bengkulu.

The next activity in the fashion industry class at SMK Negeri 3 Kota Bengkulu is the grouping of materials which is carried out after the cutting process according to the number of existing patterns, then the materials are arranged according to their parts. The parts that have been cut are arranged according to their respective sizes and the parts are examined to avoid errors. Before the materials are grouped, they are tied first, and then attached paper assignments that include notes on the size, material, color, serial number, and number of pieces to facilitate the sewing process. Next is the sewing process. The sewing activity in the industrial class of SMK Negeri 3 Kota Bengkulu is an activity to unite parts of clothing. Sewing the parts that have been cut one by one to produce clothes and is the main process in clothing companies so that the clothes made are of high quality, it is necessary to pay attention to the sewing technique of the clothes. Sewing technique is a predetermined process or method that will produce quality clothing. The completion of clothing in a product includes washing, cleaning, installation of accessories and accessories, ironing, quality control, folding and packaging, and storage so that clothes are neat and clean. The following is a picture of the sewing process in the school's industrial class.

In the sewing process in the industrial class, there is an activity to dispose of threads so that the production looks neater and cleaner, because if the excess thread is still left it will damage the stitches as well as the installation of brands and labels. There are two types of brands and labels in this industrial class, namely: (1) fabric labels that are sewn on the inside of the garment and (2) paper labels that are only affixed to the outside of the garment. Then the ironing is done by using a regular iron and a press that is in the school's industrial class. Below is a picture of the branding and labeling and ironing process.

In the fashion industry class at SMK Negeri 3 Kota Bengkulu, the quality control of clothes is carried out. Quality control is the process of comparing actual work performance with standards made for the purpose of taking corrective action on work. Quality control is carried out by vocational teachers in the school and guest teachers from the school's industrial partners or DUDIKA. The purpose of quality control or quality control is to assure customers that the products that have been produced and are ready to be marketed meet the requirements of industry quality standards. After the quality control process is carried out, the clothes are folded and put into plastic to be wrapped or packaged, which is commonly referred to as packaging. Packaging is very important in

marketing the product, because it can enhance the quality of the clothes that have been produced. Packing is the process of putting clothes into boxes or cardboard and can also be done by tying the packaging in a number of dozens. After the clothes are packed or wrapped neatly then they are stored in the warehouse or sent directly. Deliveries made by industrial class are always on time to maintain customer trust. The following is a picture of the school's industrial class activities in folding and packaging.

Based on the results of in-depth interviews and triangulation discussion activities, the industrial class management of SMK Negeri 3 Kota Bengkulu seeks to change the color and model of the department uniform with the aim that students cannot use or buy uniforms for seniors who are sitting in the class above or who have graduated, appealed to so that all students, especially sewing fashion majors in the fashion industry class, involve parents, schools and school committees as the person in charge, and seek to buy cheaper raw materials in order to adjust prices with the latest prices on the market and at DUDIKA.

In the first semester of the 2022/2023 academic year, the industrial class in this fashion skills competency program has begun to prepare and plan production in the form of planning the types of products to be made, both ordered and non-ordered. Examples of uniforms or those that are requested (ordered) from customers or consumers. Non-order products, for example, are products whose purpose is to be sold or marketed. Planning for the procurement of raw materials in the school industrial class plans the raw materials that will be used to produce orders that are ordered or non-order in this case the material used is batik basurek cloth combined with other clothing materials. The school's industrial class has also begun to prepare and plan production costs in the form of planning to make a Budget Plan that is in accordance with the products to be made or produced. Based on discussion activities in the form of focused discussion groups, it can be said that in the production plan in the industrial class, the fashion skills competency program has planned the types of goods to be produced, both ordered and non-ordered. The types of production goods that are ordered in the industrial class such as department uniforms and so on according to customer requests or orders. Meanwhile, what is not an order or non-order in this industrial sailor is a product that is made with the aim of being sold or marketed. In addition, the fashion skills competency program in the school industry class also plans the procurement of raw materials in the form of planning the raw materials to be used in this case the fashion skills competency program using batik besurek material which is a characteristic of Bengkulu City combined with other textile materials that are not basurek fabrics, especially non-ordered or product types, while orders depend on orders and the school's industrial class also makes a Budget Plan that is in accordance with the type of product and/or orders received by the school's industrial class management program for the fashion skills competency program.

Planning in the industrial class of the school's fashion skills competency program at SMK Negeri 3 Bengkulu City is divided in detail into three aspects, namely: (1) Production Planning, namely planning the types of goods to be produced, both ordered and non-ordered in the school industrial class. For examples that are ordered, such as departmental uniforms and other types of clothing according to customer requests or orders. Meanwhile, non-orders are products made by school industrial class with the aim of being sold or marketed; (2) Planning for the procurement of raw materials, the

school industry class plans the raw materials to be used in this case using *besurek batik* material which is a characteristic of Bengkulu City combined with other textile materials that are not *basurek* fabrics, especially non-orders or in the form of products while orders depending on the order; and (3) Cost planning by making Budget Plans according to products or customer orders.

In the field of implementation in the school industry class, the Fashion Design skill competency program, several steps were taken, namely: (1) receiving orders; (2) record the order in the order book which contains, among other things, the number of orders, the form of the order, the price of the order, and the date of completion of the order. This means that in this step there is an agreement on the design, price, and completion date of customer or consumer orders between the school's industrial class management and the order provider or customer; (3) Produce according to the number of orders, according to the model starting from pattern making to quality control or quality control; and (4) Packaging.

In the field of evaluation in the school industry class, the Fashion Design skill competency program in matters relating to turnover and loss or profit in the fashion industry class business. Since the establishment of the industrial class, his business has been through producing school uniforms, department uniforms, and departmental practice uniforms. After going through a school committee meeting, the parents, especially the Department of Clothing, agreed to sew or process them in the school's industrial class. Ordering or ordering clothing during the post-covid-19 pandemic is quite good because production in the school industrial class continues and every new academic year the teaching factory business manager in the fashion skills competency program produces more or less 250 sets of clothing with a turnover of around 60 million rupiah per year.

Based on the evaluation above, in the future, the management in the industrial class of the school's fashion skills competency program will try to anticipate: (1) changing the color and model of the department's uniform with the aim that students cannot use or buy the uniforms of their seniors who have graduated; (2) urge all students, especially those in the school fashion skills competency program, to order and sew in the industrial class in their school fashion skills competency program by involving parents, schools and school committees as the person in charge; and (3) trying to buy cheaper raw materials in order to adjust the price to the existing or prevailing prices in the market or DUDIKA. Thus, in the future, in an effort to increase the number of orders or turnover, the management of the school industry class in the fashion skills competency program seeks to: (1) urge all students, especially the sewing department, in the fashion industry class, of course, by involving parents, schools, and committees. school; (2) trying to buy raw materials in cheaper places, for example in Bandung, Jakarta or other cities accompanied by relatively cheap transportation costs, by comparing prices after adding shipping costs to the teaching factory business unit in the industrial class of the competency program school fashion skills; and (3) adjust product prices to the latest raw material prices while maintaining product quality.

Industrial class management in the Fashion Design skill competency program at SMK Negeri 3 Kota Bengkulu also has an impact on increasing student competence and this is in line with the research results of [15] that the management of industrial class in SMK and DUDIKA in improving student competence has been carried out in

accordance with the standard operating procedures for industrial class management, in its implementation it is very supportive of increasing student competence although it is still not optimal due to limited resource support, both human resources and other resources. In the implementation of the industrial class in the Fashion Design skill competency program at SMK Negeri 3 Kota Bengkulu, it was also found that there were quite strong supporting factors between the management of industrial sailors and the school's industrial partners or DUDIKA.

4 Conclusion

From the results of research and discussion on each aspect or component that is the focus of industrial class management research on the Fashion Design skill competency program at SMK Negeri 3 Kota Bengkulu, Bengkulu Province, namely: (1) preparation or planning of industrial class management for the Fashion Design Skills program; (2) implementation of industrial-class management of the Fashion Design Skills program; (3) supporting factors and inhibiting factors for industrial class management activities; and (4) solutions or efforts to overcome the inhibiting factors for industrial class management activities in the Fashion Design Skills program, it can be concluded that the industrial class management program for the Fashion Design skill competency program at SMK Negeri 3 Kota Bengkulu in the 2022/2023 Academic Year in the aspect of preparation or industrial class management planning The Fashion Design Expertise program can be concluded both according to the standard operating procedures that have been set. In the field of implementing industrial class management, the Fashion Design Expertise program in identifying the inhibiting factors found is also appropriate and in accordance with reality in providing solutions to the problems encountered so that the industrial class management of the Fashion Skills program Clothing is concluded well in its implementation. The role of vocational teachers and guest teachers from the school's industrial partners or DUDIKA, the management of the industrial class, the Fashion Design skill competency program, can be said to have succeeded in increasing the competence of students. Each inhibiting factor encountered has also obtained a solution that is right on target and with the right quality, meaning that it can solve the problem that is the inhibiting factor so that this aspect can also be concluded as good. The general conclusion is that industrial class management in the fashion skills program at SMK Negeri 3 Kota Bengkulu can be concluded well according to the implementation of industrial class management in schools, the results of triangulation discussions and research results.

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