

Production Unit Management at SMK Negeri 1 Gelumbang to Respond to Industry 4.0 Challenges

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Abstract

This study intends to describe and assess the production unit management of SMK Negeri 1 Gelumbang, including implementation, monitoring, and evaluation. Descriptive qualitative research is what this study is. procedures for gathering data through observation, interviews, and documentation, followed by methods for analyzing data that include data reduction, data presentation, and conclusion-drawing. According to the study's overall findings, management has been successfully implemented at SMK Negeri 1 Gelumbang's production unit. Beginning with the planning, organizing, carrying out, monitoring, and evaluation of what has been accomplished and identifying the issues that are impeding the implementation of the Production Unit. Product marketing from each production unit of knowledge competence is also fairly good, and they are beginning to use digital marketing through social media, including Facebook, Instagram, and Whatsapp, which can be accessed both inside and outside the educational setting.

Keywords: Industry 4.0, Management, Production Unit.

A. Introduction

Despite being an agrarian nation, Indonesia still cannot meet its food self-sufficiency requirements and must import food. Despite the vastness of the agricultural land in Indonesia. Low competitiveness makes this problem worse, as low-priced imported goods frequently harm agricultural products. In order to increase and strengthen the competitiveness of Indonesian farmers and agricultural products, we need a forum. By supplying, enhancing, and developing human resources, the government would be able to safeguard the welfare of the Indonesian people, particularly farmers and their agricultural enterprises (Arifin et al., 2007).

The majority of farmers still experience poor economic conditions, which makes it extremely unlikely that they will be able to send their kids to college or other higher education. Indonesia, on the other hand, mandates a 12-year obligatory education, which only extends to

the equivalent of Senior High School, Vocational High School, or higher. Learning in vocational schools is more concentrated on applied science and vocationally appropriate practices than in high schools, where the emphasis is more on general theory and less on applying knowledge. As a result, graduates from vocational schools are better prepared for the workforce than graduates from high schools.

Therefore, it can be concluded that it would be preferable for the children of school farmers at Vocational High Schools to pursue careers in agriculture and plantations. This way, when they graduate from the Vocational School, they can immediately begin using what they have learned to develop and improve their parents' agricultural businesses, thereby reducing the number of abandoned agricultural professions and businesses (Wibawa, 2017). The Agricultural Vocational High School is the ideal educational facility to advance and grow agriculture (Kuswana, 2013). The Muara Enim Regency in South Sumatra is one of the regions with the greatest agricultural potential, with the South Sumatra Province having the greatest potential in terms of agricultural acreage to become Indonesia's largest food producer. According to the requirements of the industrial period, agricultural vocational schools in Muara Enim Regency continue to raise the caliber of its graduates. 4.0 with solid proficiency in both the hard and soft skills categories (Maryanti, 2019). Vocational high schools have a significant opportunity to contribute to the development of creative, inventive human resources and are resistant to change (Nurdiyanti, 2017).

Although work practices and other vocational skills are more prevalent in vocational education, personal, social, and academic skills must also be developed because they are crucial for balancing students' abilities and preparing them to be intelligent, self-reliant citizens (Widiyatsih, 2020). The biotechnology and bioengineering revolution, which can produce as much biomass as possible to be converted into food, feed, energy, pharmaceuticals, chemicals, and several other bioproducts in a sustainable manner. Agriculture is expected to generate non-food items in addition to being the world's largest producer of food in order to replace fossil fuels in industry. Agriculture has been based on Green Revolution technology up until now, but a Bio revolution is needed. The creation of a Sustainable Bioindustry Agricultural System is therefore thought to be the best agricultural development strategy for Indonesia (Rawung et al., 2018).

In order to assist the government's vision for food self-sufficiency by satisfying the needs of the industrial period 4.0, future agricultural development targets must be modified in connection to the expanded scope of agricultural development and on a larger scale. In the Industrial 4.0 era, the world's industries have advanced. Whether you like it or not, a new business management paradigm will appear. The digitalization of economic activity will have a significant impact on the labor market and the nature of work. On the one hand, concerns about rising unemployment will keep the economy in the background. On the other hand, industry 4.0 increases the uniformity of skilled personnel while also creating new potential for workforce creativity. In light of this, revisiting the domestic economic policy plan, particularly in relation to industry and the labor market, may be appropriate in order to foresee how the new trend of industry 4.0 will affect society.

In order for SMK, particularly those in the province of South Sumatra, to adapt to the needs of the industrial world with supporting facilities and infrastructure, increased industrial competitiveness forces SMK to develop existing resources with different local characteristics. Educators play a crucial role in developing student skills that are able to respond to the challenges of the real world of work (Maryanti, 2019).

Vocational learning must also be oriented towards the management of building entrepreneurial character for students at school because there is still a dearth of character building for vocational high school graduates who are prepared for all the demands of industry 4.0. Entrepreneurship education only has a theoretical and traditional application in vocational schools, which makes pupils inactive. While encouraging students to be involved both within and outside of the classroom, entrepreneurship education. A fantastic technique to teach pupils entrepreneurship is through the idea of practicing entrepreneurial activities right in the classroom. The manufacturing units and teaching factory system are two of them. The production unit is a type of educational resource that was specifically designed for use in schools as a setting for industrial work practices and entrepreneurial activity while students are learning (Hytti & O’Gorman, 2004).

The significance of school production unit management will instill in students an entrepreneurial spirit and foster an attitude of independence so that how to open jobs and have the potential to develop the skills they have to open a business independently will take precedence over the hope of being accepted in the working world. The production unit serves the following purposes in the SMK environment: (1) it provides students with production-based training; (2) it fosters the growth and development of an entrepreneurial spirit in SMK students; (3) it allows students to engage in direct productive practice; (4) it assists in raising money for upkeep, facility addition, and other educational operational costs; and (5) it fosters a sense of community because it can be a means of boosting student productive activity as well as member participation.

However, in reality, the condition of the production units in several SMK is still very concerning, especially during the Covid-19 pandemic it was found that several vocational high schools in South Sumatra had decreased production units and some were even closed or inactive so that the impact could not be used as a learning resource for students. Obstacles faced by schools in implementing production unit programs are problems with inadequate infrastructure, very few human resources managing production unit programs, lack of commitment from school principals and lack of cooperation between the world of work and schools (Malik & Hasanah, 2015).

Another reason why the agricultural sector is the source of SMK output is that 90% of student guardians are farmers in the majority of rural schools. Educating kids about the foundations of the economic tradition they were reared in. As a result of this circumstance, Gelumbang 1 Public Vocational School is continuing to research and maintain many aspects of local knowledge that are useful in character education so that they can conduct studies using fresh insights. As an example of how students can use their knowledge and abilities to change their perspectives, consider how they worked with world of business and industry to create an industrial class that contains contemporary industrial insights.

The above diagram demonstrates how SMK serves as a catalyst for the local economy, enabling it to overcome the issues that are emerging in Indonesia. SMK is sure it can solve this difficulty. The reference is the regional SMK Human Resources, who are very competent and tough and have backgrounds in many different fields. Currently, vocational high schools are producing hundreds of thousands of graduate students, many of whose student guardians come from diverse professional backgrounds. Being able to generate graduates who are tough and talented according to their capabilities is one of SMK’s benefits. This represents a brand-new innovation in SMK education. The competencies and knowledge possessed by SMK

graduates are expected to have selling points in various world of business and industry and mobilizers in society (Wurianto, 2018).

Vocational high schools are formal educational institutions that fall under the Directorate of Vocational Development (Sudira, 2012). Graduates from these institutions are prepared for employment through the provision of knowledge, skills, and work attitudes in specific fields that are in accordance with the needs of the Business World, Industrial World, and the World of Work, as well as the expectation that they will be able to engage in entrepreneurship. SMK Negeri 1 Gelumbang is one illustration.

The Regional Public Service Agency initiative was introduced by the government in 2020, and Vocational High Schools (SMK) were urged to establish Regional Business Service Agency to facilitate the public purchase and sale of goods produced by their pupils. based on the large number of works created by vocational students that are both patentable and commercially viable. For SMK that have been able to establish their own teaching factories, the creation of Regional Business Service Agency is considered as crucial. It is envisaged that by creating Regional Business Service Agency, SMK won't have to apply to the state for capital or declare their income to the state treasury. Not all SMK, meanwhile, can instantly transform into Regional Business Service Agency. The school must make thoughtful plans. Being a Regional Business Service Agency requires the fulfillment of a number of requirements. The school's capacity to satisfy output goals and the caliber of the institution are the determining criteria. The government-programmed Regional Business Service Agency is a vessel that can serve as a legal framework for manufacturing units in SMK. It is envisaged that the industrial units in SMK would continue to grow and innovate as a result of this program (Sukirno, et al. 2019).

The Fourth Industrial Revolution (4IR) strategy and roadmap in Indonesia and involves a number of stakeholders, including government agencies, business players, industry groups, technology providers, and research and educational institutions (Anshari & Almunawar, 2022). There are five industrial sectors with regional competitiveness in the "Making Indonesia 4.0" initiative, which is the focus of development. Food and beverage, textiles and apparel, automotive, chemistry, and electronic are the top five industries where 4IR technology will initially be used (Maryanti, 2019). The food and beverage industry will be the focus of technical advancements, research, and educational institutions that contribute to the realization of the Making Indonesia 4.0 program.

Vocational schools must be able to adapt to all changes, including those in the industrial age 4.0, due to the scale of the challenges in this new industrial era and the need for graduates from these programs to be prepared for the workforce and ready to start their own businesses (Wurianto, 2018). Don't let the graduates of vocational schools fail to be in demand by business and industry or to lack the aptitude to operate independently. As a formal educational institution, SMK is anticipated to be able to promote the nation's potential-aware acceleration of growth. It is crucial to make curriculum and vocational adaptations so that SMK instruction is relevant to the workplace. In order for vocational schools to map out future issues and demands, particularly for the agriculture industry, there must be a guide and activator.

One of the SMK in South Sumatra Province with a functioning production unit is SMK Negeri 1 Gelumbang. SMK Negeri 1 Gelumbang has five specialty programs, each of which production units is operating efficiently. SMK Negeri 1 Gelumbang does not create job

descriptions and the responsibility of personnel in the production unit, but they are still instructed to carry out tasks in the production unit. This is contrary to how production units are typically organized as part of school entrepreneurship by holding meetings to form the production unit organizational structure and then assigning the personnel involved to fill existing positions in the organizational structure and creating job descriptions for the personnel involved. The supervision of production units as a component of school entrepreneurship (Widiyatsih, 2020). Specifically, teachers are responsible for carrying out practical activities on students in production units by supervising, guiding, and grading the tasks they complete in order to create a product.

Nurdiyanti (2017) asserts that this is done by preparing students to start their own businesses. The intention behind doing this was to encourage students' interest in entrepreneurship. Students at SMK Negeri 1 Gelumbang are still less interested in starting their own businesses than they once were, but this is because they would rather work in the industrial sector, where salaries are more reliable. Additionally, students lack the financial resources to launch their own firm.

Particularly during the Covid-19 pandemic, when the industrial world, business world, and world of work (world of business and industry) limited student apprenticeship quotas and even world of business and industry abolished many student apprenticeships or apprenticeships, the production unit's role in vocational schools was crucial (Adiyono & Astuti, 2022). The author is interested in conducting research on how to manage production units that continue to survive in the industrial era 4.0 because this has an impact on the competence of students and school programs that must be implemented, specifically internships and the formation of the character of graduates who are ready to work.

This vocational high school's management of the production unit is still effective and is developing school goods and services with an agriculture focus. South Sumatra's Muara Enim Regency is home to the SMK Negeri 1 Gelumbang, which uses the ISO 9001: 2015 quality management system. As an implementation of SMK economic actors, SMK Negeri 1 Gelumbang provides expertise programs in plant production agriculture, agricultural product processing agriculture, livestock production agriculture, automotive engineering, and computer and informatics engineering. These programs have the potential to challenge SMK to participate in the agricultural sector.

Since the organization and supervision of the management of this production unit in the 4.0 era encountered challenges, the researcher wants to carry out additional research based on the findings of the initial study to learn how SMK Negeri 1 Gelumbang's production unit management responds to those challenges. There are four main components of production unit management: planning, organizing, implementing, and controlling. The title of this study, "Management of Production Units at SMK Negeri 1 Gelumbang to answer the challenges of the industrial era 4.0," reflects the authors' interest in conducting research in light of the backdrop provided above.

B. Methods

This study was carried out at SMK Negeri 1 Gelumbang, which is located at Jalan Raya Palembang Prabumulih KM 50 Gelumbang and features a production unit with an industrial-based management system 4.0. The research was conducted from July to October 2021, and it included preliminary tasks, data gathering, data analysis, and report writing. School

principals, heads of departments, heads of programs for specialized knowledge, and students are the study's subjects. It was decided to use up to 5 students per skill competency to approximate the class XII population. A phenomenological approach was employed in this research as a sort of qualitative inquiry. This study's methodology is focused on seeing and analyzing the phenomenon under investigation, which focuses on a number of subjective facets of an object's behavior. The researcher then used data mining to understand how items' meanings link to related phenomena. Data were gathered by conducting in-depth interviews with the study's subjects or informants and by closely observing how they evaluated their interactions with other people. Two data sources, termed primary data sources and secondary data sources, are required to complete the study data. ways for gathering data through observation, interviewing, and documentation. The descriptive qualitative method was used to gather and examine the research data. The analysis process was carried out using a qualitative model from Miles and Huberman (2013).

C. Results and Discussion

The research's findings are presented as extracts from interviews with informants that explain their responses to questions on the implementation of Production Unit Management at SMK Negeri 1 Gelumbang and the variables that operate as roadblocks to that implementation. According to Febrianza & Sutinah (2020), who define management as a typical process consisting of planning, organizing, actuating, and controlling carried out in achieving predetermined goals through the use of human resources and other resources, management is "

a typical process consisting of these four activities. The four management aspects are further explained in the paragraphs that follow.

Production Unit Planning for SMK Negeri 1 Gelumbang

Human Resource Planning

Human resource planning focuses on how to create strategic steps to prepare the proper amount and quality of human resources in a business in accordance with what is required. Therefore, planning ahead to prepare human resources will aid in managing the organization to be effective and efficient. Based on the findings of the excerpts from interviews with all research informants, it can be said that human resource planning in the Production Units of SMK Negeri 1 Gelumbang is important, but not the most important thing in the initial planning for the procurement of Production Units, which is carried out by analyzing the needs and positions that will be occupied so that organizational managers run efficiently.

Production Planning

Production planning is an activity to determine the product to be produced, the amount needed, when the production must be completed and the resources needed to bring in maximum profit in the next period. Thus, it is necessary to optimize production to reduce the cost of implementing the production process. Purchasing new machinery or equipment must be carefully thought out in accordance with production needs. Scheduling of work in school Production Units is generally adjusted to teacher teaching hours and student learning as their main responsibilities. SMK Negeri 1 Gelumbang's production planning for production units is based on the expected demands of the school community, it can be inferred from all the findings of the interviews with all the study's informants. include all SMK instructors, staff members, and pupils. In order for the production unit to operate at its best, the SMK

Production Unit determines how much production volume is required to meet all of the needs of the residents of SMK Negeri 1 Gelumbang.

Marketing Planning

In the marketing mix there is a set of marketing tools known as the 4Ps, namely product, price, place or distribution channel and promotion. The products produced by the Production Units of SMK Negeri 1 Gelumbang have a sale value and can compete in the market. Even though the majority of these products are to meet the internal needs of the school, the outside community can also enjoy products from the Production Unit of SMK Negeri 1 Gelumbang.



Figure 1. Several Products from Expertise Competency

Product prices from the Production Unit at SMK Negeri 1 Gelumbang are not much different from market prices and are more economical so that they can be reached by all school residents and boarding school residents. The location of the Production Unit at SMK Negeri 1 Gelumbang is very strategic and very helpful for the operations of the Production Unit. Based on the results of the interviews, it was concluded that the Production Unit of SMK Negeri 1 Gelumbang had not been optimal in carrying out promotions, in fact, several Production Units did not carry out promotions at all.

Organization of Production Units at SMK Negeri 1 Gelumbang

The organization carried out in the Production Unit of SMK Negeri 1 Gelumbang has been running but is not optimal. The role of the Principal and Chair of the Skills Competency is less proactive in organizing the Production Unit at the Vocational School.

Implementation of the Production Unit of SMK Negeri 1 Gelumbang

Planning becomes actualized through the procedure known as implementation. Clear job descriptions, authorities, and responsibilities regarding the entire implementation of the Production Unit in line with the plan are provided to all leaders, educators, and educational personnel. According to Nawawi (2005), some of its activities include commanding, directing, and communicating. Based on the results of the interviews, we can see that the implementation of the Production Unit at SMK Negeri 1 Gelumbang has been going well, but there are still many obstacles in its implementation. There are even Production Units that are not yet operating properly. This is due to internal factors from the Production Unit.

Supervision of the Production Unit at SMK Negeri 1 Gelumbang

Supervision is important in the implementation of Production Unit activities so that what has been planned can run according to the standards set. The Production Unit must conduct supervision to learn about the current planning standards, then assess or evaluate the Production Unit so that later, there will be an evaluation for each management, and if there is anything that is not in line with the management, follow-up or improvement will be carried out.

The implementation of supervision at the Production Unit of SMK Negeri 1 Gelumbang has been done extremely well, according to the results of the interviews. Can assist the operation of the Production Unit with competent supervision. Corrective action won't be conducted if there isn't a deviation. Follow-up plays a role in addressing flaws and errors that have already occurred so that they can be handled appropriately and avoided in the future. Follow-up involves more than just focusing on what's wrong or the downside. Because the task being overseen has been operating properly and efficiently, the good things that occurred also need to be seen and deserve praise. Continuous measurement is required to provide an objective foundation for long-term development decisions.

According to the study's overall findings, management has beginning with the planning, organizing, carrying out, and monitoring of what has been done and identifying the problems that have hampered the implementation of the Production Unit. been successfully implemented at SMK Negeri 1 Gelumbang's production unit. First, the distribution of customer satisfaction tools was overseen by the production unit of SMK Negeri 1 Gelumbang. Second, periodic activity reports—namely, reports every semester and annually—are compiled as a kind of supervision. The instrument serves to streamline, accelerate, and make data collectors' work more methodical in an effort to gather data (Arikunto, 2010). Supervision is one of the management's responsibilities. The aim is to protect and secure the institution's property.

According to Mrs. Mondayboni, S.Pd., S.Kom., the head of the vocational school for the South Sumatra Provincial Education Office, the province will establish a production unit in order to establish a Regional Business Service Agency in a number of SMK in 2020. The South Sumatra Provincial Government is still developing the Regional Business Service Agency Vocational School idea in order to pay practicing instructors and adaptive normative teachers. After a working visit to vocational schools in Jakarta that had Regional Business Service Agency, the Head of the Vocational School Division conveyed this. In addition, he stated that SMK may start incubators where businesses could participate and pay fees, which would then go toward funding the schools. Because all money has been provided by the regional budget, schools have only ever returned the state any fees they have received.

There should be no gaps if all SMK become Regional Business Service Agency, one hopes. This is due to the fact that each school principal's compensation is based on their originality. In terms of principal financing, the Regional Revenue and Expenditure Budget is still in charge; for instance, the government is still in charge of funding education for kids from disadvantaged backgrounds. Being able to use both the outcomes of school initiatives as well as the results of student work practices is a benefit of schools that have become Regional Business Service Agency. Additionally, due to compensation, the salary of practicing teachers may be larger than that of other professors. The business outcomes and work procedures of SMK pupils must go into the local government treasury if the school has not

yet become Regional Business Service Agency. The SMK then presents a budget to the regional government to suit their demands. The Regional Business Service Agency idea is thought to be able to increase the effectiveness of the current budget.

As an exception to the general rules of regional management, the flexibility of the pattern of financial management to become Regional Business Service Agency SMK gives flexibility in the pattern of school financial management. Flexible financial management comprises remuneration, easy cash management, easy debt management, easy investing, and easy purchasing of products and services. It also includes school money that can be used immediately. According to the Work Plan and Budget, the money that schools make from providing services can be used right away for paying for educational expenses. Every month, the Vocational High School conducts a financial reconciliation with the Provincial of Regional Financial and Asset Management Agency to ensure the responsibility and transparency of its financial management. The effectiveness of the school budget can also be increased by implementing to Regional Business Service Agency because all school activities are carefully planned and managed.

raising the bar for human resources the management of non-permanent human resources is left up to SMK's discretion. This flexibility involves hiring non-permanent workers, putting them, guiding them, paying them, and providing them with benefits. Through an open hiring process, vocational high schools with Regional Business Service Agency can autonomously hire temporary workers as needed. Depending on his area of competence, the employee is assigned to a particular department or field. For instance, SMK is able to hire non-permanent teachers from the ranks of experts like puppeteers, contractors, designers, directors, managers of businesses, accountants, etc. Another illustration is the ability of SMK Regional Business Service Agency to hire accountants who offer services for school financial reporting. These non-permanent workers' salary and wages are deducted from the vocational high school's income, which comes from service fees.

The SMK Production Units may use the money they get from services to finance a variety of professional development opportunities for educators. Training for teachers can include online learning, teacher internships in the private sector, benchmarking against partner institutions and world of business and industry, and instruction in soft skills like mind mapping, collaboration, communication, literacy, creativity, and complex problem solving. Training in areas such as good service, library management, workshop training, digital archives, teamwork training, etc. can be delivered to education professionals (employees, laboratory assistants, librarians, etc.).

Through a compensation scheme, the SMK Production Unit offers chances to improve the welfare of educators. A merit system can be used to award performance bonuses to educators and teachers based on their individual performance. A school principal's decree ratifies the compensation system guidelines so that schools have flexibility and openness in how they are implemented. Improving the quality of learning Management of the SMK Production Unit provides flexibility in improving the quality of learning both in terms of input, process and output. Some of the benefits of implementing SMK Production Unit governance in learning are a) Encouraging students to be more productive and products resulting from student practices can be sold so that they become school income; b) Development of school potential based on areas of expertise possessed; c) Schools can recruit productive teachers from experienced professionals in their fields; d) Schools can invite competent guest teachers from other schools and world of business and industry; e) Ease in procuring media, tools, and

materials that support the learning process; and f) Improving the quality of school infrastructure that supports learning activities. Improving the quality of facilities and infrastructure Flexibility in the management of SMK production units provides wide opportunities for schools to improve the quality of facilities and infrastructure.

Schools are given the opportunity to use funds obtained from services to purchase or maintain school facilities and infrastructure. The forms of improving the quality of facilities and infrastructure include: a) Procurement of practicum materials, such as workshop practicum materials, chemicals, food ingredients for culinary planning, financial administration practicum materials, and so on; b) Procurement of learning tools, such as LCD projectors, whiteboards, pointers, screens, sound systems, and computers; c) Procurement of learning media, such as print media, multimedia, video, audio, photos; d) Building and laboratory maintenance, such as painting, repairing, upgrading equipment, and so on; e) Increasing security, health, work safety, such as protective equipment.

Increasing SMK Production Unit collaboration can improve school collaboration with external parties, including the Directorate of SMK Development. Coordination and continuing improvement in the management of SMK Production Units will take place between schools and the Directorate of SMK Development. The Directorate of Vocational Development runs a number of coaching initiatives, including revitalization programs, teaching factories, school literacy, teacher apprenticeships, techno park, and student competency competitions. In order to administer unit production SMK sustainably, schools need help from the Directorate of Vocational Development. When reconciling monthly financial reports, the Regional School Government always works in concert with the local government, which is represented by the Provincial Regional Financial and Asset Management Agency. It is possible to achieve transparent and responsible school performance thanks to this reconciliation.

The business world of business and industry and the world of work school collaborate to enhance SMK governance. Implementing street vendors, teacher apprenticeships, benchmarking, curriculum evaluations, graduate competence profile reviews, teaching factories, and visiting instructors are a few examples of kinds of cooperation. A link-and-match mechanism being developed between SMK and world of business and industry also encourages improved inter-school interaction. In order to improve school performance, school institutions collaborate with external institutions, such as universities, governmental organizations, and other external institutions. Street vendor implementation, curriculum synchronization, intellectual property rights facilitation, professional certification institutions, performing joint research, community service, and funding for instruments to enhance practice at SMK are examples of collaboration between schools and universities. Collaboration between schools and government organizations involves outreach, training, supervision, accreditation, and management coordination of SMK.

D. Conclusion

Based on the results of data analysis and discussion, the following conclusions can be drawn: 1) Human resource planning in the Production Unit of SMK Negeri 1 Gelumbang is not the most important thing in the initial planning for the procurement of Production Units; 2) Production planning for the production unit at SMK Negeri 1 Gelumbang is based on the estimated needs of the school community. Marketing from the Production Unit of SMK Negeri 1 Gelumbang is quite good. Judging from the resulting product has a sale value and

can compete in the market. Product prices are not much different from market prices and the location of the Production Unit is very strategic and very helpful for the operation of the Production Unit, but the Production Unit of the SMK Negeri 1 Gelumbang has not maximized in carrying out promotions and even some Production Units do not carry out promotions at all; 3) The organization carried out in the Production Unit of SMK Negeri 1 Gelumbang has been running but is not optimal; 4) Implementation of the Production Unit at SMK Negeri 1 Gelumbang has been going well. But there are still many obstacles in its implementation. Obstacles encountered in terms of product marketing and promotion; 5) Supervision at the Production Unit of SMK Negeri 1 Gelumbang is very good, both in administrative supervision and in production supervision; 6) Evaluation in the production unit of SMK Negeri 1 Gelumbang is carried out with weekly evaluations, monthly evaluations and annual evaluations.

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