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Marketing Industry Class Management in Vocational High Schools

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Abstract

The purpose of this study is to describe the management of marketing industry classes, namely planning, implementation, evaluation, and constraints.This research uses a qualitative research approach with a case study research design. The informants of this research consisted of the vice principal of curriculum, head of marketing expertise programme, manager representative, and industry class students. Data analysis used interactive analysis. The results showed that the planning consists of curriculum planning, learner planning, infrastructure planning, and learner planning. The implementation of industrial classes consists of the implementation of learning and the implementation of industrial work practices. Evaluation of industrial classes consists of evaluating learner activities and evaluating the organisation of industrial classes. The conclusion of this study shows the results of industrial class planning, industrial class implementation and industrial class evaluation. But still experiencing obstacles in several ways, including the limitations of schools in providing infrastructure, the lack of orderly attendance of students when doing industrial work practices, and distance problems that result in students having to stay at dormintory.

Keywords: Management, Industry class, Marketing

Introduction

One of the most effective ways to improve the quality of human resources is to implement a vocational education curriculum in vocational high schools that focuses on practical skills, including direct training with industry, internships, and competency certification. The government has high hopes for education to realise this goals. Different countries have different ways of prioritising education (Widodo et al., 2023). The benchmark of vocational education at the international level is Germany, this is because Germany's steps in improving vocational education can be said to be successful. Germany uses dual vocatinoal education and training (VET) or dual education system (Oeben & Klumpp, 2021). Dual education and training is an education system that synergises with the industrial world to produce graduates who are professional in their fields and certified according to their expertise (Yulianto & Sutrisno, 2014) Many countries are competing to use this system such as Afghanistan, China, East Timor, Indonesia, Laos, Mongolia, Myanmar, Pakistan, Sri Lanka and Vietnam (Oeben & Klumpp, 2021). While in Indonesia itself related to vocational education is closely related to Germany, Indonesia has adopted the concept of vocational education from Germany. Indonesia's cooperation with Germany has been going on for a long time through the Indonesian German Institute (IGI) in 2002 and Sustainable Economic Development through Technical and Vocational Education and Training (SED-TVET) in 2010. The collaboration between IGI and SED-TVET has had a wide and positive impact on vocational high schools in Indonesia. It not only improves the quality of education, but also prepares students for the challenges of the ever-evolving world of work (Fauzi, 2017).

The presence of the Indonesian government in supporting education programmes, especially in the field of vocational education, is marked by the provision of vocational high school education services which are expected to produce graduates who are ready to work in the industrial world. According to the Minister of Education and Culture Regulation No. 34/2018 pasal 2 ayat 2 regarding secondary education that Vocational High School (SMK) is a vocational education that produces graduates who are ready to work and in accordance with the demands of industry needs. Not only that, but in the course of its journey SMK in Indonesia provides many excellent programmes such as Industrial Work Practices, Industry classes, Production Units and Teaching Factories to support learning in SMK. The characteristics of vocational high schools are education directed towards the world of work, vocational education is based on the needs of the world of work, the focus of assessment in the world of work is the values that exist in the company, close relationships with the world of work are the key to the success of education in vocational schools, vocational education is very responsive to technological changes, and the emphasis on vocational education focuses on learning by doing. Based on this description, the relationship between vocational schools and the industrial world is very close, therefore industry classes are formed for better vocational school output (Priambudi et al., 2020).

Gradually, the world of work and the industrial world today are experiencing massive progress. Today the industrial world is experiencing rapid changes characterised by the presence of the industrial revolution 4.0 which indicates the role of technology in the industrial world (Anjaningrum, 2021). The work competencies that must be possessed in the era of the industrial revolution 4.0 include knowledge, understanding, skills, values, attitudes, ethics and interests (Ismail & Nugroho, 2022). One indication of the company's success in facing this change is one of them by increasing the company's capabilities by cooperating with professional human resources in their fields. In this case, SMK is required to produce superior graduates so that they have more competitiveness in the business world and in the world of work (Ulum & Ismanto, 2017).

The consequence faced by current SMK graduates is the difficulty of finding a job due to the lack of skills and competencies possessed by these students. This can happen partly because SMK, which was launched by the government as a centre of excellence, has not been fully successful. According to Amira et al (2022) The failure of SMK in producing excellent graduates is due to the lack of compatibility of the curriculum in SMK with the skills needs in the industrial world. According Amira et al (2022) The most effective way is to improve the competence of SMK teachers with professional teacher education programmes, strengthening entrepreneurial practices, improving the skills of SMK students through increasing the certification of SMK graduates through strengthening competency certification institutions and maximising industry classes.

The survey of open unemployment according to higher education completed conducted by the Badan Pusat Statistik in February 2023 informed that unemployment originating from Vocational High School graduates was 1,666,493 people and the survey in August 2023 informed that unemployment originating from Vocational High School graduates was 1,780,095 people (BPS, 2023). this shows a significant increase of 113,603 people in the period February 2023 to August 2023.

As a provider of graduates who are ready to be deployed in the World of Business and the World of Industry (DU/DI) SMK must have a programme of expertise that is relevant to the World of Business and the World of Industry (DU/DI). However, the obstacle that occurs in Vocational High Schools today is the lack of adjustment to the World of Business and the World

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of Industry (DU/DI) in the labour market. Education in vocational high schools is still more oriented towards theory and less emphasis on direct practice (Kuat et al., 2020).

One of the efforts made by the SMK is to form industry classes. Industry classes are a school effort that aims to provide graduates who are in accordance with standards in accordance with the industry (Ixtiarto & Sutrisno, 2016). The industry class programme is a programme that is held specifically in the SMK environment, this class occurs because there is an agreement between the school and a third party as a provider of educational services in accordance with the current Business and Industrial World (DU/DI). Industry classes seek to reduce the gap between the school education system and the system in the industry. The gaps that occur are technology, school curriculum that is not yet relevant to the needs of the industry and less competent educators (Shinta, 2018).

One of the vocational schools that provide industry class programmes in Klaten Regency is SMKN 4 Klaten. SMKN 4 Klaten provides a marketing expertise programme with two concentrations, namely digital business and retail business. The retail business concentration collaborates with industry in organising industry classes, namely with CV Bengawan Multi Trading Luwes Gading. The marketing industry class at SMKN 4 Klaten prioritises practice in the field of retail sales where students are required to take part in 1 additional industrial work practice outside the required industrial work practice from the school, namely 1 time, so that marketing industry class students carry out industrial work practices for 2 times. This is intended to improve the competence of marketing industry class students so that they are in accordance with the needs of the industrial world. The marketing industry class at SMK provides students with the skills, knowledge, and experience needed to succeed in the marketing field. It equips them with relevant and ready-to-use competencies, so they can contribute significantly to the business world after graduation .

The previous 5 years of research that are aligned with this research, among others, tend to discuss the management of industry classes at SMK (Garnadi & Yoseptry, 2022; Priambudi et al., 2020), curriculum management of industry classes in engineering (Amanah et al., 2022), evaluation of engineering industry classes (Mashudi et al., 2022; Priti et al., 2023), industry class programme based on market needs (Abdullah Zawawi & Erny Roesminingsih, 2020), and management of cooperation between vocational schools and industry (Rojaki et al., 2021). Based on this research, this research is more focused on discussing the management of the marketing industry class at SMKN 4 Klaten.

The purpose of this study is to describe the planning process of the marketing industry class at SMKN 4 Klaten which includes aspects of students, human resources, curriculum and infrastructure, describe the management of the marketing industry class at SMKN 4 Klaten which includes aspects of the implementation of industry class learning and implementation of industrial work practices, describe the evaluation of the marketing industry class at SMKN 4 Klaten which includes aspects of evaluating student activities and evaluating the implementation of industry classes, and describe the constraints of the marketing industry class at SMKN 4 Klaten.

Method

This research uses a qualitative research approach with a case study research design because this research describes the management of the marketing industry class at SMKN 4 Klaten. According to Assyakurrohim et al (2022) Case study is an exploration of a case or a system with the appropriate time sequence through in-depth data collection from several related sources. Case study design is a very suitable method for understanding industrial classroom

management. Through this approach, researchers can explore complex aspects of classroom management in a real context, providing useful insights for the development of vocational education in the future. This industry class management includes planning, implementation, and evaluation. This research is located at SMKN 4 Klaten.

The subjects in this study were 8 people, namely the vice principal of the curriculum who is responsible for the curriculum and understands massively about the school curriculum including the marketing industry class curriculum, the head of the marketing program who is the person in charge of the marketing industry class, the representative manager of CV Bengawan Multi Trading Luwes Gading as someone who is responsible for controlling human resources in the company and 5 students who take part in the marketing industry class which is the output of the industry class.

Data collection in this study used interviews, observation and documentation techniques. Interviews were conducted to deepen information related to the management of the marketing industry class at SMKN 4 Klaten. Interviews were conducted with the vice principal for curriculum, the head of the marketing expertise programme, the representative manager of CV Bengawan Multi Trading Luwes Gading and 5 students who participated in the marketing industry class. The interview questions that we asked the speakers were more focused on the scope of industry classes, which consisted of the planning, implementation and evaluation processes of the marketing industry class. Observations were made to obtain information about the learning atmosphere, learning media, learning evaluations and the completeness of infrastructure in the marketing industry class. In this study, the documents used were the memorandum of understanding (MoU) between the school and the industry class practitioners, activity schedules, curriculum, teaching modules, assessment sheets, lists of students, certificates as a sign of graduation, and the organisational structure of the industry class.

Tests carried out to obtain data validity through source triangulation, which compares the results of interviews from all sources to obtain valid data. Further testing uses triangulation of methods, which compares all methods used from interviews, observation to documentation to obtain valid data. The data analysis technique uses interactive analysis, which has the advantage that users can interact directly with the data and users can explore the data in depth, so that they can make the right decisions. This analysis seeks to display data interactively so that users can observe from various points of view (Ovchinnikova & Anders, 2024).

Results

SMKN 4 Klaten has a marketing expertise programme. The marketing skills programme has 2 concentrations, namely digital business concentration and retail business concentration. The retail business concentration is an industry class programme at SMKN 4 Klaten. This marketing industry class is in collaboration with CV Bengawan Multi Trading Luwes Gading. The results of research related to the planning of the marketing industry class of SMKN 4 Klaten consist of several aspects, namely curriculum planning, planning facilities and infrastructure, planning human resources, and planning students, implementing industry classes which include the implementation of learning and implementing industrial work practices, evaluating industry classes which include evaluating students and evaluating the implementation of industry classes, and constraints on industry classes.

Marketing Industry class Planning

The results revealed that the curriculum planning for the marketing industry class is in accordance with the curriculum in accordance with the rules of the Ministry of Education which currently uses the independent curriculum. The results of interviews with all informants

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confirmed the same. The quotation from the interview with the vice principal for curriculum below represents all the information about curriculum planning conveyed by the informants during the interview.

> "The marketing industry class curriculum can be said to be good, because at the beginning of the year we always synchronise with the industrial world in collaboration with SMKN 4 Klaten, to find out the work skills needed by the industry today. In addition, every mid-year around May we hold a curriculum review to find out the effectiveness of the curriculum that has been running for half a year."

The results of curriculum synchronisation are related to the competencies that must be achieved by students and the implementation of industry classes when doing industrial work practices. The competencies of marketing industry class students are achieved through 8 vocational subjects, namely Business Economics, Marketing, Customer Service, Business Communication, Retail Business Management, Marketing Strategy and Visual Merchandiser, Product Packaging and Distribution, and Transaction Administration. The implementation of industry classes is carried out in grade 10 semester 2 for 4 months, grade 11 semester 1 for 2 months and grade 12 semester 2 for 6 months. This is the difference between the marketing industry class and the regular marketing class.

Based on the results of documentation related to the duration of industrial work practice from retail business concentration (marketing industry class) and digital business concentration, there are differences. Retail business concentration which is an industrial class has a duration of industrial work practice for 12 months, while digital business concentration has a duration of industrial work practice for only 6 months or half of the marketing industry class. The results of this documentation are also in line with what the vice principal for curriculum and the head of the marketing programme said during the interview.

Based on the results of interviews with the head of the marketing study program regarding facilities and infrastructure in the marketing industry class and confirmed by student interview answers, the infrastructure conditions at SMK N 4 Klaten are quite adequate. The marketing industry class has been equipped with various facilities that support learning, including comfortable classrooms, manual laboratories, simulation laboratories, computer laboratories, and shops and canteens. The marketing classroom is equipped with all the equipment needed to support the teaching and learning process. The facilities available include stable Wi-Fi access, ergonomic tables and chairs, whiteboards, markers, erasers, fans, and projectors, all in good condition and ready to use. The computer laboratory also greatly supports learning activities, with facilities that include Wi-Fi access, a number of computers that function well, tables, chairs, air conditioners (AC), and projectors, all in good condition. This allows students to learn and practice using relevant and up-to-date devices. Meanwhile, the simulation laboratory is equipped with a cash register, barcode reader, and product display racks. However, the observation results show that the cash register used in the simulation laboratory is an old model, which does not fully reflect the conditions and technology in the current industry. This is a concern because of the importance of students practicing with equipment that is in accordance with the needs of modern industry.

The planning of facilities and infrastructure is carried out collaboratively by the school and industry. During the learning process at school, the school is responsible for providing all the necessary facilities and infrastructure. Conversely, during the implementation of industrial work practices, the industry is required to provide facilities and infrastructure that are in accordance with the needs. In addition, the condition of the facilities in the manual laboratory is still in good condition and is sufficient to support practical learning. The marketing shop and

canteen also have good facilities, which are managed and maintained by students every day, providing direct experience in business management and customer service.

Thus, although there are some shortcomings, overall, the marketing industry class infrastructure at SMK N 4 Klaten shows quite good quality and supports the student learning process.

Based on interviews with the head of the marketing expertise programme, it has indicated that human resources in the form of educators who have met the criteria, namely having undergone a bachelor's degree and some educators have completed master's studies and the teaching profession to broaden their horizons to support learning. In addition, technical guidance, webinars and KKG are also held to develop the competence of an educator. This is confirmed by information from the vice principal for curriculum who also confirmed that human resource planning can be classified as good because all marketing expertise programme teachers have taken teaching profession and some have completed master's degrees. Human resource planning only reaches the school. In planning human resources, the industry does not interfere.

Regarding the planning of students related to how many students are in the marketing industry class, it is discussed between the school and the industry. The maximum number of students in the industrial class is 36 in each batch. This is adjusted to the number of teachers at SMKN 4 Klaten, facilities and infrastructure, and industry needs.

The results of the interview with the head of the marketing programme explained that the recruitment of students in the marketing industry class was carried out by holding a psychological test organised by the industry. On the last day of MPLS where students in the 2023/2024 school year marketing expertise programme consisted of 71 students, 48 students registered for the marketing industry class, and 36 students were accepted. After that, marketing industry class students are guided by the industry in an activity, namely 'basic mentality', this activity is useful for providing knowledge to students related to the world of the retail industry.

Marketing Industry Class Implementation

The implementation of the marketing industry class is divided into 2 times, namely the implementation of learning carried out and the implementation of industrial work practices. Learning is carried out at school while industrial work practices are carried out in the industry in this case CV. Bengawan Multi Trading Luwes Gading. Learning aims to provide basic theoretical and practical material in the world of retail. Industrial work practice aims to apply what students get in learning carried out at school.

The implementation of learning in the marketing industry class of SMKN 4 Klaten is carried out 8 hours of lessons for 1 day and in a week there are 5 effective days, namely Monday to Friday. Learning prioritises more practical learning compared to theory-based learning carried out in class. Practical learning carried out is a retail simulation practicum carried out in the simulation laboratory. Computer practicum carried out in the computer laboratory as well as direct selling practices in shops and canteens available at school. According to the results of interviews with students who have been confirmed by information from the head of the marketing expertise programme that students are given the task of taking turns in the shop and canteen at school, this is intended as a training ground for marketing industry class students.

> "Every day we are assigned to take turns guarding the shop and canteen. The shopkeepers are Grade 10 (6 people) and the canteen keepers are Grade 11 (6 people)."

The results of interviews with the head of the marketing programme and students about the implementation of industrial work practices show similarities, namely carried out for 1 year, as described in the table below:

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Table 1. Implementation time of industrial work practice

Period	10th grade		11th grade		12th grade		Total duration
	1st smt	2nd smt	1st smt	2nd smt	1st smt	2nd smt	
Old model (before 2023)	-	-	6 month	-	-	6 month	12 month
New model (start 2023)	-	4 month	2 month	-	-	6 month	12 month

The results of interviews with the representative manager of CV. Bengawan Multi Trading Luwes Gading which are confirmed by information submitted by the head of the marketing expertise program and students and the results of observations show that students in a week do industrial work practices for 6 days and students are given 1 day off, the time off of students from one to another may be different because the retail business must always be open every day. The morning shift schedule is 07.30 - 14.40 WIB and the afternoon shift schedule is 14.00 - 21.10 WIB. Luwes really appreciates and respects time, for that all employees and interns must arrive before time, if you are just 1 minute late for any reason then you are not allowed to come to work and are considered alpha on that day. In addition, Luwes also provides relief to exchange shifts with other friends if there is an urgent event.

Luwes Gading Surakarta has several sales sections, including beauty, supermarket, wet food and fruit, fashion, stationery, and electrical. Each section has a leader who is called a supervisor and there are seniors who are employees who have worked for a long time at Luwes Gading Surakarta. Supervisors are responsible for controlling everything in the section, starting from the arrangement of goods, order of employees and cleanliness of the place. Seniors are in charge of helping new employees and interns to be able to carry out their duties in accordance with existing rules.

Marketing Industry Class Evaluation

Evaluation of learner activities carried out by the marketing industry class of SMKN 4 Klaten is formative and summative. Formative assessment is carried out during learning, assessing the attitude, obstacles or constraints of students during learning. information from the vice principal for curriculum that the implementation of formative assessment is left to the subject teachers to be assessed according to the assessment model of the teacher concerned. Summative assessments are carried out twice a semester, namely mid-semester summative assessments and end-of-semester summative assessments. summative assessment of marketing industry classes is different from regular classes. the time for implementing summative assessment of industrial classes is one day 3 subjects while regular classes are 2 subjects. industrial class questions consist of 30 while regular classes are 20 questions, and the processing time for industrial classes is 1 hour per subject while regular classes are 1.5 hours per subject. This was conveyed by the vice principal for curriculum who confirmed with students and the head of the marketing expertise programme in the interview excerpt below :

> "We at SMKN 4 Klaten use formative and summative assessments, formative assessments are conducted throughout the learning process to monitor and improve the achievement of learning objectives. Through formative assessment, teachers can also identify obstacles or constraints experienced by students. Furthermore, we conduct summative assessments twice a semester, namely midterm and end-of-semester summative assessments. In its implementation, if students are doing industrial work practices at Luwes Gading, we come there to test the summative assessment, then we ask permission from the students to take 1 day off."

After doing industrial work practice, students get a certificate of competence from SMKN 4 Klaten and a certificate indicating that they have done industrial work practice by CV. Bengawan Multi Trading Luwes Gading. learners get a certificate from the industry for successfully carrying out internships with good responsibility and discipline characters. Later the two certificates can

be a plus point to be used to apply for a job. CV Bengawan Multi Trading Luwes Gading currently provides BNSP standard certificates in the cashier skills programme.

Evaluation of the implementation of industrial classes is carried out twice a year at the beginning of the year and mid-year during synchronisation and curriculum review. During the event, the school invites the industry to come to school for the smooth running of this industrial class programme. the implementation of the evaluation is carried out in conjunction with curriculum planning, so the industry comes to school to discuss 2 agendas, namely the evaluation of industrial class activities that have been carried out and curriculum planning. This was conveyed by the Vice Principal for Curriculum who confirmed with the head of the marketing expertise programme and the representative manager of CV Bengawan Multi Trading Luwes Gading.

> "At the beginning of the year we always synchronise with the industrial world in collaboration with SMKN 4 Klaten, to find out the work skills needed by the current industry. In addition, every mid-year around May we hold a curriculum review to determine the effectiveness of the curriculum that has been running for half a year.

The results of the evaluation of the implementation of the marketing industry class at SMKN 4 Klaten show that the achievement of the industrial class has shown good results because it has achieved what was planned. Achievement is said to be successful from the point of view of the implementation of summative and summative tests which are regulations from the government. In addition, students also get a certificate of competence after undergoing a series of industrial work practices carried out by students. And in terms of its implementation, it is said to be good because both the school and the industry have coordinated well, namely 2 times a year.

Marketing Industry Class Constraints

The obstacles faced by SMKN 4 Klaten are limitations in infrastructure. The head of the marketing expertise programme explained that the equipment at school already exists but does not meet industry standards. The same thing has also been confirmed with students and the results of observations made by researchers.

> "We already have equipment such as cash registers, shelves, digital scales, and barcode readers, but in reality the equipment is not in accordance with current technology, such as cash registers that are still using old models so they are not in accordance with what is in the industry today. Currently, we only rely on BOS funds because there has been no equipment assistance from the industry."

The next obstacle is the late arrival of students in carrying out industrial work practices. This information was conveyed by the representative manager of CV. Bengawan Multi Trading Luwes Gading which has been confirmed with the information of students.

> "In managing interns, we tell them at the beginning that the rules at Luwes Gading are like this. In fact, there are interns who are late even though we have said that even 1 minute late is counted as alpha and is not allowed to intern that day. There are also interns who are often absent from work and we have called them up to 3 times, finally we return them to school because it is the responsibility of the school. The point is that we have fostered and directed but they are like that, so we can no longer maintain it."

In addition, the results of the interview with the head of the marketing expertise programme explained that the obstacle faced by students is the location of industrial work practices which is quite far from the school location, which is around 29 KM. this condition requires students to stay at dormintory. In fact, students do not adapt well to the new environment so they end up fighting with other dormintory residents.

> "Because the location of industrial work practice is quite far away, it requires them to live in dormintory. It turned out that because most of the participants in the marketing industry class

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were women, when they were in the dormintory they argued and fought with each other even though it was just a trivial matter, thus disturbing the comfort and smooth running of the industrial class."

This was also reinforced by students who said that there was one marketing class student who did not want to participate in industrial work practices because he did not feel at home living in a dormintory.

Discussion

Marketing Industry Class Planning

Curriculum planning in SMK needs to be done in collaboration with industry. The industry needs to be involved with SMK as a provider of graduates who are ready to work so that SMK produces excellent graduates (Sobari et al., 2023). This is in accordance with what is done by SMKN 4 Klaten in collaboration with industry, all expertise programmes at SMKN 4 Klaten have held MoUs with industry. The marketing expertise programme has collaborated with CV Bengawan Multi Trading Luwes Gading since 2022. In the course of time SMKN 4 Klaten continued to improve and began to design a curriculum that was in accordance with the industrial world. This is evident in the results section where the researcher said that at the beginning of each year, the curriculum is synchronised and in the middle of each year, the curriculum is reviewed. The meeting between the school and the industry is very useful because it can coordinate what is needed from each party. The school cooperates with the aim of providing work experience for its students. Meanwhile, the industry cooperates with the aim of helping to find workers to meet the labour needs in the industry.

The research conducted by Garnadi & Yoseptry (2022) This study has indicated similarities with this study, namely that before the implementation of industrial classes, a meeting is held which aims to pay attention to the partnership development plan between the school and the industry. Synchronisation of the curriculum between the school and the industry also needs to be carried out to adjust the curriculum at school with industrial work practices that will be carried out in the industry.

Facilities and infrastructure in the marketing industry class of SMKN 4 Klaten have met the needs of industrial class learning. Old facilities such as cash registers need to be updated regularly to increase the effectiveness of learning in industrial classes. The research conducted by (Maizah & Ratnawati (2024) shows the same result that one of the factors causing learning effectiveness is learning infrastructure.

SMK is closely related to practice, practice is closely related to the laboratory, the condition of the marketing industry class laboratory at SMKN 4 Klaten already has the equipment needed in the retail world, but some of the equipment still uses old models so that it is not in accordance with the current retail world. If the equipment used is not in accordance with the current state of the retail world, students will lack experience in using laboratory equipment. Students will experience confusion when they first do industrial work practice.

Good Human Resources are Human Resources that are recruited in accordance with applicable regulations and fostered so that they can improve their quality (Sirojudin et al., 2020). The marketing industry class of SMKN 4 Klaten also provides superior and competent human resources in accordance with their fields. The results showed that of the 6 teachers in the marketing expertise programme who had taken a master's degree as many as 1 person, teachers who had taken a bachelor's degree and teacher professional education as many as 5 people, and teachers who only took S1 alone did not exist. This proves that SMKN 4 Klaten has done its best to fulfil the needs of qualified educators.

The need for students in the marketing industry class of SMKN 4 Klaten is 1 class or 36 students with 5 marketing expertise programme teachers. This is considered sufficient with this ratio. In terms of planning marketing students, the school in the 2023/2024 academic year recruited 71 students who were classified into two concentrations. The planning of students who will take part in the industrial class programme is fully submitted by the industry, in this case CV. Bengawan Multi Trading Luwes Gading.

CV Bengawan Multi Trading Luwes Gading conducts psychological tests to select students who will be accepted into industrial classes. In research Priambudi et al (2020) explained that one way to select learners is through tests and tracing of talents and abilities. The research is similar to this study, which uses psychological tests to determine the interests and talents of students, especially interests and talents in the retail industry.

Marketing Industry Class Implementation

The implementation of industrial marketing class learning at SMKN 4 Klaten has prioritised learning that promotes practice. Practice-based learning is a must that is carried out by a vocational school. The practices carried out in the marketing industry class of SMKN 4 Klaten are retail industry practices carried out in simulation laboratories and direct selling practices in shops and canteens in schools. This practice is useful for honing skills in displaying goods and dealing with customers. based on the results of the interview with the head of the marketing expertise programme which has been confirmed by the answers of students about the implementation of learning purely carried out by SMKN 4 Klaten teachers and there is no hand in hand with the industrial world. Reseacrh by (Shinta, 2018) in the implementation of industrial classes requires experts who come during learning who explain to students about the industrial world. The research is different from this study where in this study the industry has not played a role in the implementation of learning in schools.

The implementation of industrial work practices carried out at CV Bengawan Multi Trading Luwes Gading implements a good work culture. The work culture implemented at Luwes Gading is discipline and responsibility. The work culture of discipline that applies at CV Bengawan Multi Trading Luwes Gading if an employee or apprentice is even 1 minute late then it is prohibited to work that day. The culture of responsibility at Luwes Gading is that employees and interns must always do the jobdesk well and be able to carry it out to the fullest.. This study is in line with research Nasyaliyah et al (2023) which states that a work culture of discipline and responsibility is a good work culture and can change human character.

CV. Bengawan Multi Trading Luwes Gading monitors employees or apprentices who are working through supervisors. The supervisor is responsible for the smooth running of a *section* in the store. The role of this supervisor is important for the implementation of industrial work practices in the marketing industry class, because students who are entering the world of work for the first time need guidance and direction from the supervisor. In addition, the supervisor must also create a good working environment in the section by building good communication to make employees or apprentices who are working comfortable. This study is in line with research Dwi et al (2016) that the leader of a group must create a good atmosphere in the group and be able to solve problems in the group.

Marketing Industry Class Evaluation

The marketing industry class of SMKN 4 Klaten uses formative and summative assessment. The implementation of formative assessment is carried out by the teacher who teaches the subject to find out the extent to which students are formed during learning and is carried out during the learning process in the industrial class. Ma'rifati Rr. Kusuma Dwi Nur et al (2024) explained that formative assessment is carried out during learning and serves to monitor and improve learners, this is the same as this research in this case the teacher is given

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flexibility in conducting formative assessment. The summative assessment carried out aims to evaluate the achievement of the learning objectives of industrial class students in the form of scores or scores to describe the level of achievement of industrial class students. Summative assessments used are mid-semester summative assessments and end-of-semester summative assessments. The summative assessment of the industrial class is different from the regular class because the implementation of the test coincides with industrial work practices so that less time and questions are made. This research is the same as Shinta (2018) which uses formative and summative assessments to evaluate industrial classroom learning.

As a result of the implementation of the marketing industry class, students who have been tested with the character components of discipline and responsibility will get a certificate of expertise competence from the school and a certificate of having participated in an internship from CV. Bengawan Multi Trading Luwes Gading, which is useful when the students apply for jobs in the retail industry. Research Achsani et al (2020) has similarities with this research regarding certificates from industrial classes. The research also explains that Mitsubishi industrial class participants will receive a certificate of completion for completing the industrial class programme and can be used to apply for a job at Mitsubishi.

The form of evaluation carried out by the school is curriculum synchronisation and industrial class curriculum review. Curriculum synchronisation is useful for aligning school programmes with industry needs.

Marketing Industry Class Constraints

Limitations in the implementation of the marketing industry class at SMKN 4 Klaten can be seen in the lack of updated equipment used. The equipment used in this industrial class is actually complete but not in accordance with the equipment used in the industry. Like the cash register which is the main point in the implementation of the retail industry class. Schools should be able to provide appropriate infrastructure that supports learning. The same research was conducted by Rohiyatun (2019) explained that facilities and infrastructure play an important role in the learning process so they must be planned appropriately.

The tardiness of students is also a highlight for CV. Bengawan Multi Trading Luwes Gading. Luwes requires apprentices to arrive at the workplace before the specified time, this is a form of seriousness of students in participating in industrial work practices. Students should be able to adjust to the work culture in CV. Bengawan Multi Trading Luwes Gading so that they can participate in industrial work practice activities properly. This is in line with research conducted by Tobias Tunjan et al (2023) which explains that apprentices must know their rights and obligations during the apprenticeship and if there are violations during the apprenticeship, there is a law as a consequence.

Another obstacle encountered in the implementation of industrial classes is the personal problems of students while in boarding houses, this problem looks trivial but greatly disrupts the smooth running of industrial work practices. students should be able to adjust to being in a new place and respect each other with other boarders who are their own friends. Learners should also be able to be professional in doing a job, namely not interfering with work affairs with their personal affairs. This research is the same as research Rohiman Taopik & Zulina Ayunani (2023) that explains that work professionalism is a process of increasing discipline, increasing work ethic and increasing expertise. Learners who are doing industrial work practices should be able to apply this.

The limitation of this study is the limitation in exploring detailed information about learning evaluation conducted by schools in the form of formative and summative assessments. and the difficulty of obtaining detailed information regarding the certificates obtained by students after participating in the industrial class programme. Suggestions for future research are to go

deeper in exploring detailed information related to the implementation of formative and summative assessments, as well as detailed information related to industrial class certificates. Future research is also recommended to use quantitative methods to get different points of view from many respondents.

Conclusion

Based on the results of the research above, the management of marketing industry classes at SMKN 4 Klaten has drawn conclusions, industrial class planning which consists of curriculum planning which has synchronised and reviewed the curriculum with the industry. Infrastructure planning which consists of planning laboratories, classrooms, shops and canteens as well as supporting facilities there in. Human resource planning which consists of educators who have met the qualifications. and planning students who have been planned with the industry by selecting students with psychological tests. Industrial class implementation which consists of implementation of learning which is carried out 5 days a week by prioritising practice in the learning process. implementation of industrial work practices which are carried out 6 days a week by being placed in sections in the industry in order to gain experience in the retail industry. Industrial class evaluation which consists of learning evaluation is carried out in 2 ways, namely formative and summative assessments by schools and assessments of disciplinary character and responsibility by industry. Evaluation of the implementation of industrial classes is carried out in conjunction with curriculum planning, namely in curriculum synchronisation activities. . The obstacles that exist in the marketing industry class at SMKN 4 Klaten are equipment that is not in accordance with current industrial conditions, delays in industrial class students in carrying out industrial work practices, and personal problems at boarding houses which ultimately interfere with the running of industrial work practices.

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