

Adaptive Partnership Strategy between Private Islamic Vocational Schools and Business/Industry Enterprises in Preparing Competent Graduates: Dynamic Analysis and SWOT-Based Approach

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Abstract

This study aims to analyze adaptive partnership strategies between private Islamic Vocational High Schools (SMK) and the Business/Industry World (DU/DI) in improving the quality of vocational education graduates relevant to job market needs. Using a qualitative approach and a multi-case study design, the research was conducted at three leading private Islamic Vocational High Schools (SMK) in Bogor Regency: SMK Ibnu Aqil, SMK Muhammadiyah 1 Cileungsi, and SMK Amaliah 2 Ciawi. Data were collected through participant observation, in-depth interviews, and documentation studies, then analyzed using the Miles, Huberman, and Saldana models assisted by Nvivo software, as well as a SWOT approach. The results show that partnership dynamics are formed through the interaction of supporting factors such as active leadership, Islamic values, and industrial partner networks, as well as obstacles such as curriculum gaps, limited productive teachers, and minimal industrial investment. All three schools implemented adaptive strategies, such as integrating religious values, digitizing learning, and strengthening international partnerships. The SWOT analysis shows that private Islamic Vocational High Schools have significant internal strengths to capitalize on opportunities, although they also face various external threats. This study concludes the importance of strengthening strategies based on local context and Islamic values to achieve sustainable vocational partnerships that are responsive to the demands of modern industry.

Keywords: strategic partnership, private Islamic vocational school, vocational education, SWOT, DU/DI.

1. INTRODUCTION

The rapid development of industrial technology requires vocational education to establish strategic partnerships with the business and industrial world (DU/DI) (Walenta, et al., 2023). Vocational High Schools (SMK) are expected to produce graduates who possess not only knowledge and skills, but also character traits relevant to job market needs (Sari, 2023). In this context, partnerships between SMK and DU/DI are crucial for aligning curricula, industrial work practices (Prakerin), and increasing graduate competitiveness (Helena, Jumiati, & Yulianti, 2025). However, various challenges still loom over the implementation of these partnerships, ranging from disparities in facilities, limited productive teachers, to the gap between graduate competencies and industry needs (Prima, et al., 2025). The mismatch between the competencies of vocational high school graduates and the needs of the industrial and industrial sectors has long been a concern, as reflected in the Open Unemployment Rate (TPT) data, which shows vocational high school graduates as the highest educated unemployed group in recent years (Sumantri et al., 2017; BPS, 2024). The following table shows the TPT by education level.

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Table 1. Open Unemployment Rate (TPT) Based on Education Level

Level of education	Open Unemployment Rate (TPT)
Not/Never Attended School/Did Not Finish & Finished Elementary School	2,32
JUNIOR HIGH SCHOOL	4,11
Public High School	7,05
Vocational High School	9,01
Diploma I/II/III	4,83
University	5,2

Source: BPS (2024)

This indicates that the management of partnerships between vocational schools and the industrial/industrial sectors is not yet optimal as a strategy to create links and matches. Within the framework of revitalizing vocational education, government policies through Presidential Instruction No. 9 of 2016 and Presidential Regulation No. 8 of 2012 emphasize the importance of synergy between schools, the business world, and the government in producing adaptive, skilled, and competent graduates in the era of the Industrial Revolution 4.0 (Husein, M. T. 2019).

Various studies have shown that strategic partnerships can promote curriculum synchronization, provide practical facilities, and update student competencies according to industry needs. Podaril (2013) emphasized the importance of a structured and measurable partnership system, while Isgoren et al. (2009) and Wibawa (2018) highlighted the active role of the business and industry sector in providing facilities and mapping school competencies. Furthermore, Ririn (2021) and Chen (2014) emphasized that the success of partnerships is greatly influenced by school leadership, the role of industry leaders, and supportive government regulations. In this context, the adaptive partnership strategy analyzed using a SWOT approach is relevant for implementation in private Islamic vocational schools as an effort to strengthen collaboration with the business and industry in a dynamic and sustainable manner.

Based on the description above, various studies have discussed the importance of strategic partnerships between vocational schools (SMK) and the business/industrial sector (DU/DI) in improving graduate quality and aligning with industry needs. Most research still focuses on general aspects of partnerships without specifically elaborating on the internal dynamics and adaptive strategies implemented by schools, particularly private Islamic vocational schools. Furthermore, the SWOT analysis approach as a tool

for formulating contextual and sustainable partnership strategies has also not been widely used in previous studies. So this research focuses on the analysis of partnership management between private Islamic Vocational Schools and DU/DI in Bogor Regency, an area that has a very large number of private vocational schools and high public attraction to value-based schools. Islam. The three vocational schools studied—SMK Ibnu Aqil, SMK Muhammadiyah 1 Cileungsi, and SMK Amaliah 2 Ciawi—demonstrated superior performance in implementing partnerships and character education. Each school has a unique approach to developing relationships with industry, at local, national, and international levels, and is committed to aligning its curriculum with job market needs.

The urgency of this research lies in the importance of developing a systematic and contextual partnership management model. This study aims to analyze existing conditions, process dynamics, and formulate an effective partnership strategy between private Islamic vocational schools (SMK) and the industrial/industrial sectors (DU/DI), in order to improve graduate absorption and competency. This approach is expected to yield conceptual and practical contributions to efforts to revitalize vocational education based on Islamic values that are adaptive to changing times and industry demands.

2. IMPLEMENTATION METHOD

This study uses a qualitative approach with a multi-case study design to deeply understand the management of partnerships between private Islamic vocational schools (SMK) and the business and industrial world (DU/DI) in producing competent graduates (Yin, 2014). The study was conducted at three private Islamic vocational schools in Bogor Regency, namely SMK Ibnu Aqil Bogor, SMK Muhammadiyah 1 Cileungsi, and SMK Amaliah 2 Ciawi. The three schools were selected because they have superior characteristics, such as high accreditation, active partnerships with DU/DI, and educational practices based on Islamic values.

Data were collected through three main techniques: participant observation, semi-structured in-depth interviews, and documentation studies (Creswell, 1994). Observations were conducted directly with the researcher's active involvement in school activities. Interviews involved 15 key informants, including the principal, vice principal, representatives from the industrial and commercial sectors, and alumni. Documentation included MoUs, school profiles, partnership program records, and other supporting documents.

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Table 2. Profile of Informants

No.	Criteria	Amount
1	Status	Headmaster
		5
		Vice PrincipalHubin Field/ BKK
		5
		Representative Head School Field
		5
2	Gender	Curriculum/ Student Affairs
		5
		DU/DI Representative
		5
		Alumni Representative
		5
3	Age	Man
		8
		Woman
		7
		< 25 Years
		0
4	Education	25 - 35 Years
		6
		36 - 45 Years
		8
5	Length of Work	> 45 Years
		1
		High School or Equivalent
		0
6	Education	S1/D4
		11
		S2
		4
7	Length of Work	S3
		0
		< 1 Year
		0
8	Length of Work	1 - 10 Years
		9
		11 - 20 Years
		11
9	Length of Work	> 20 Years
		0

Source: Processed data (2025)

Data analysis was carried out using the Miles, Huberman, and Saldana model, through four stages: data collection, data condensation, data display, And conclusion drawing/verifying (Miles, Huberman, and Saldana, 2014) also used Nvivo software. The analysis was conducted on each case individually. This analysis was reinforced with SWOT analysis techniques to formulate a strategy for strengthening the partnership.

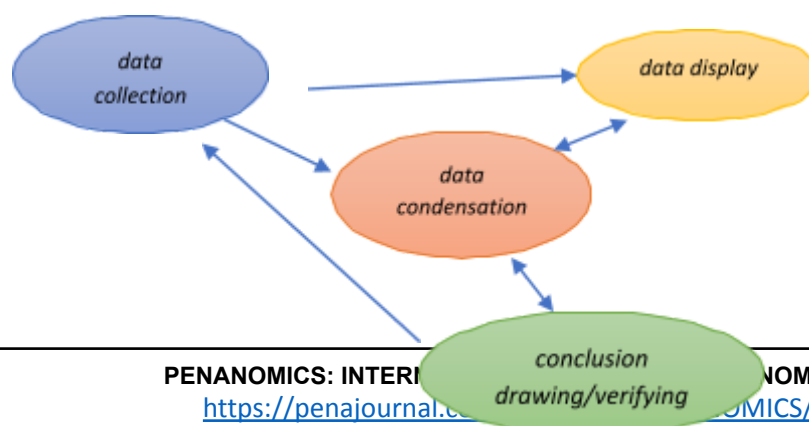


Figure 1. Data Analysis of Miles, Huberman, and Saldana (2014)

The validity of the data was tested using triangulation techniques of sources and methods, member checks, peer discussions, and data trail audits.(confirmability) (Riyanto, 2007). The research was conducted in stages including preliminary study preparation, data collection and analysis, and report preparation. This approach is expected to fully illustrate the dynamics of partnerships between vocational schools and the industrial/industrial sectors in improving the quality of graduates of Islamic-based vocational education.

3. RESULTS AND DISCUSSION

The research findings show that the three private Islamic vocational schools studied—SMK Ibnu Aqil Bogor, SMK Muhammadiyah 1 Cileungsi, and SMK Amaliah 2 Ciawi—have unique dynamics in establishing and managing partnerships with the Business and Industry (DU/DI). These dynamics are reflected in how each school navigates complex realities, both internally and externally, from the industry and policy environment.

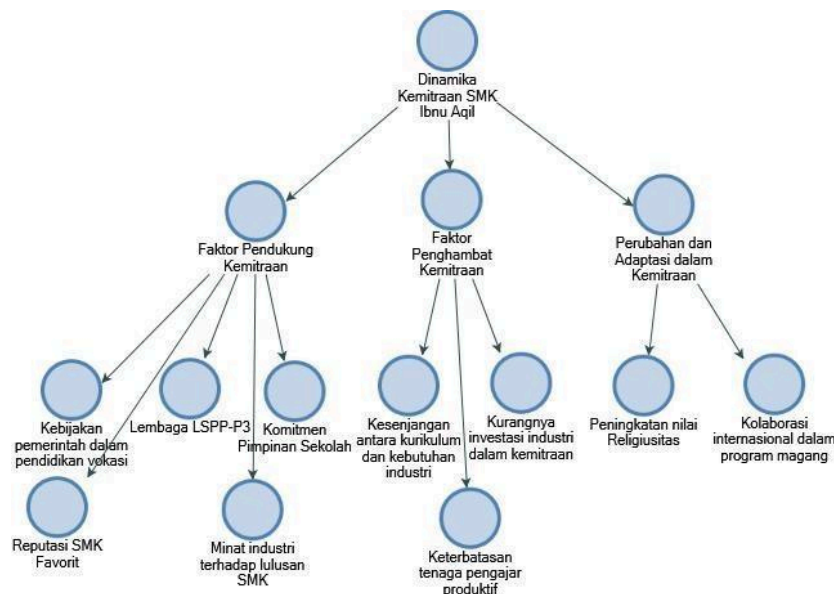
Based on the results of observations, interviews, and documentation studies coded in the NVivo node, the dynamics of partnerships in each school can be identified through three main aspects, namely supporting factors, inhibiting factors, and forms of change or adaptation carried out in maintaining the sustainability of partnership relationships.

Case I of Ibnu Aqil Vocational School

The partnership between Ibnu Aqil Vocational High School and the business and industrial world is the main foundation for realizing effective vocational education that is relevant to job market needs. This study identifies and describes the dynamics of this partnership through three broad groups of interacting factors: supporting factors, inhibiting factors, and changes and adaptations that occur during the partnership process.

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Source: Nvivo Analysis, 2025

Figure 2. Project Map of Partnership Dynamics of Ibnu Aqil Bogor Vocational School

The results of this study indicate that the dynamics of the partnership between SMK Ibnu Aqil and the business/industrial world (DUDI) are formed through the interaction of supporting factors, inhibiting factors, and the school's adaptation and change processes. These three components form the foundation of a dynamic collaboration that continues to be strengthened and refined.

Partnership Supporting Factors

The close partnership is inseparable from strategic supporting factors. First, government policies on vocational education provide a clear regulatory framework and encourage active collaboration between vocational schools and the industrial and industrial sectors. Policies such as the Presidential Decree on revitalizing vocational schools and the link and match serve as a legal basis and implementation orientation. This finding aligns with the research findings of Avana et al. (2024) that the revitalization of vocational schools in this policy aims to achieve national education goals through the development of superior, competitive, and productive human resources. Second, the existence of

The Third Party Professional Certification Institution (LSP-P3) at Ibnu Aqil Vocational School is a crucial instrument in ensuring graduates possess competency certifications in accordance with industry standards. This contributes to the trust of industry partners in the quality of graduates (Hariyanti, et al., 2025). Third, the commitment of school leaders is a key pillar in building a broad partnership network. The principal acts not only as a manager but also

as an initiator and strategic communicator who actively builds trust with the DUDI (industrial and industrial sectors). As Mulyasa (as cited in Imelda et al., 2024) notes, the principal's role extends beyond managerial roles to include EMASLIM, namely educator, manager, administrator, supervisor, leader, innovator, and motivator. Furthermore, the school's reputation as a top-tier vocational school attracts industry partners, supported by the high level of industry interest in Ibnu Aqil Vocational School graduates who possess a combination of technical competence and professional work attitudes. This demonstrates that the credibility of educational institutions contributes to the strength of partnership relationships (Jabbar, 2020).

Factors Inhibiting Partnership

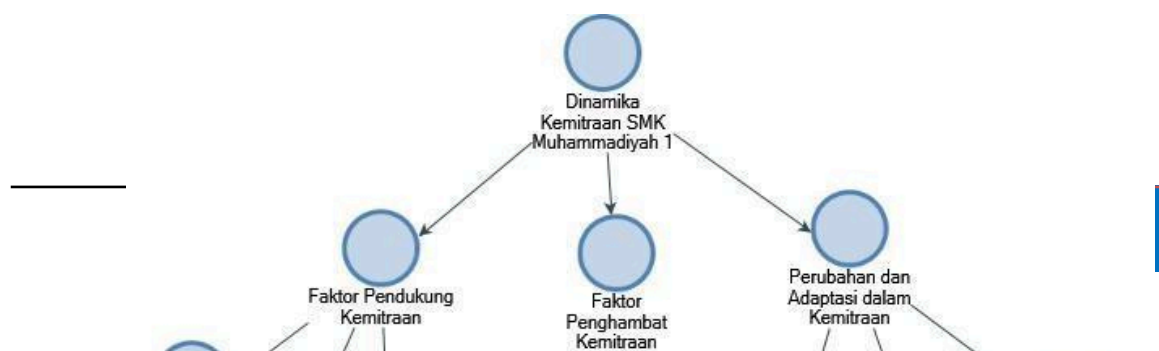
However, the partnership dynamics are not entirely smooth sailing. This study found a gap between the curriculum taught in schools and the actual needs of industry. This results in graduates sometimes not being fully prepared to enter the workforce, especially in the latest technology and integrated soft skills. This finding supports the research of Fajari et al. (2024) regarding the gap between the curriculum learned in schools and the needs of the business/industrial world. Furthermore, the lack of investment from industry is a challenge. Many industries only accept interns but do not contribute financial support, equipment procurement, or involvement in curriculum development (Ningsih, 2025). Another obstacle comes from the limited number of productive teaching staff with direct experience in the industrial world, resulting in less than optimal transfer of practical experience (Rendi Ramdhani, 2023).

Change and Adaptation in Partnership

To address these challenges, SMK Ibnu Aqil has implemented various adaptations. One example is enhancing religious values within the curriculum and school culture (Anwar & Choeroni, 2019). Religious values serve as ethical capital that shapes the character of graduates and provides an important differentiation in the eyes of industry, particularly in terms of discipline and integrity. Furthermore, international collaboration in internship programs is also an adaptive strategy. The school has established partnerships with institutions abroad, such as Germany and South Korea, to provide global experiences for students. This program not only enhances students' technical competencies but also fosters an international perspective and readiness to face global challenges (Mumtazati et al., 2025).

Case II Muhammadiyah 1 Cileungsi Vocational School

The partnership between Muhammadiyah 1 Vocational School and the business world/industrial world (DU/DI) shows complex but strategic dynamics in supporting the goals of vocational education. Research results show that these dynamics are shaped by supporting factors, inhibiting factors, and adaptations made by schools to meet industry needs and global challenges.



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Source: Nvivo Analysis, 2025

Figure 3. Project Map of Partnership Dynamics of Muhammadiyah 1 Cileungsi Vocational School

Partnership Supporting Factors

Several factors have driven the development of a synergistic relationship between SMK Muhammadiyah 1 and its industrial partners. First, industry interest in SMK graduates is a major driver of collaboration. The industry recognizes that SMK graduates possess practical skills ready for use in the field (Asmarayani & Rahmayanti, 2020). This interest is driven by the industry's growing need for skilled middle-level workers (Riyanti & Kasyadi, 2021). Second, government policies on vocational education are also important drivers. The SMK revitalization program and support for link and match The partnership between schools and industry strengthens SMK Muhammadiyah 1's position in establishing partnerships. This policy creates a regulatory space that supports collaboration based on job market needs (Muharam, Afrilia & Sudarma, 2025). Furthermore, support from school leaders strengthens the school's bargaining position in establishing partnerships (Sumarni, 2023). A proactive principal with a clear vision for industry-based education is a driving force behind various partnership programs, from internships and curriculum development to joint training.

Factors Inhibiting Partnership

Despite being supported by various factors, the partnerships established are not without several obstacles. First, the gap between school curricula and industry needs is a major challenge. The curriculum used has not been fully adapted to technological developments and specific industry needs, resulting in graduates not fully meeting partner expectations (Hermawan, Zam'an, & Jabar, 2024). Second, the lack of industry investment in partnerships indicates that most industries have not actively contributed to the development of vocational education (Latifah, et al., 2024). Their involvement is predominantly in the form of providing internships, but has not yet reached the level of coaching, funding, or providing the latest industrial technology. Third, the limited number of productive teaching staff is also a barrier. The number of productive teachers who understand the latest technology is still limited, while recruitment of teachers from industry practitioners faces administrative and regulatory challenges (Ramdhani & Adawiyah, 2023).

Change and Adaptation in Partnership

Facing these dynamics, SMK Muhammadiyah 1 has implemented a series of adaptations and innovations within its partnership model. One prominent adaptation is digitalization in vocational learning. The school has begun integrating digital technology into the learning process, including the use of software simulations, online training, and the use of a Learning Management System (LMS) to support 21st-century skills. This aligns with research

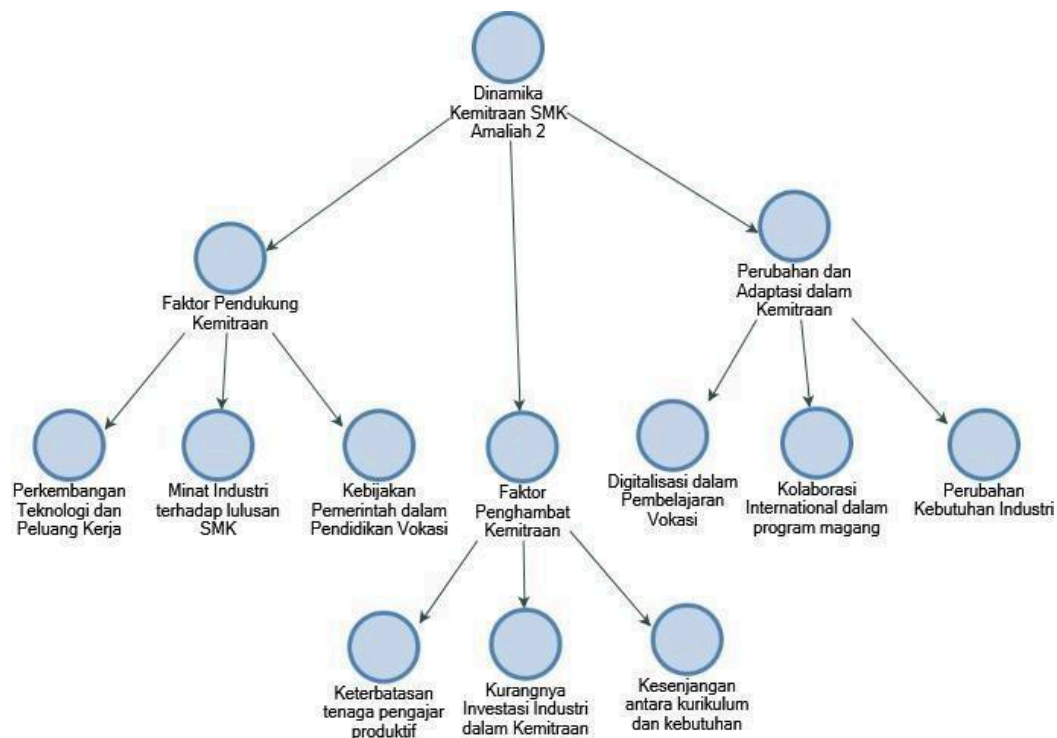
by Sajdah et al. (2025). Furthermore, changes in industry needs have required continuous adjustments from the school. The school has responded by adapting its expertise programs and teaching materials to be relevant to current needs, such as adding content on digital marketing, automation, and the Internet of Things (IoT). Finally, another significant adaptation is international collaboration in internship programs. SMK Muhammadiyah 1 has begun opening up access for its students to participate in internships abroad as part of its internationalization efforts and to increase graduate competitiveness (Mudzakkir, 2016).

Case III of Amaliah 2 Vocational School

The partnership dynamics established at SMK Amaliah 2 demonstrate that the relationship between the school and the business/industry world (DU/DI) is a complex and adaptive process. In-depth interviews with the principal, industrial relations representative, productive teachers, and industry partners revealed that these dynamics encompass three main aspects: factors supporting the partnership, factors inhibiting the partnership, and the forms of change and adaptation that occur during the collaboration.

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Source: Nvivo Analysis, 2025

Figure 4. Project Map of Partnership Dynamics of SMK Amaliah 2 Ciawi

Partnership Supporting Factors

One of the key strengths of this partnership is technological advancements and increasing job opportunities, which open up collaboration between vocational schools and industry. The continued development of digital technology encourages industry to seek workers with the latest skills (Agustina et al., 2023). This strengthens vocational schools' position as educational institutions responsive to job market needs. Furthermore, there is high interest from industry in SMK Amaliah 2 graduates. Several companies stated that vocational school graduates demonstrate good job readiness in terms of discipline, basic technical skills, and teamwork, as reported in previous research (Sobari, Wahyudin, & Dewi, 2023). This industry interest strengthens the school's bargaining position in establishing partnerships. Equally important, government policy support for strengthening vocational education is also a significant driver. Programs such as the Center of Excellence Vocational Schools and the revitalization of vocational schools, initiated by the Ministry of Education and Culture, provide legitimacy and resource support for schools to establish strategic partnerships with industry (Muharam, Afrilia, & Sudarma, 2025).

Factors Inhibiting Partnership

Partnership dynamics don't always run smoothly. This research found several inhibiting



factors that require attention. First, the limited number of productive teaching staff is a fundamental issue. Some productive teachers lack direct industry experience or have not received the latest training needed.

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partner industries. This creates a gap between the competencies taught in schools and the skills required by industry (Sobari, Wahyudin, & Dewi, 2023). Second, the low investment from industry in the partnership process is also a challenge. Many industries are willing to accept interns, but have not yet fully committed to fostering or systematically transferring technology. Collaborations tend to be short-term and poorly integrated into joint planning (Rojaki, Fitria, & Martha, 2021). Third, the gap between school curricula and industry needs remains a classic problem that has not been optimally addressed. Changes in job market needs often outpace schools' ability to adapt their curricula. As a result, graduates are sometimes not fully prepared to face the challenges of a constantly changing industry (Wibowo, 2016).

Change and Adaptation in Partnership

Facing these dynamics, SMK Amaliah 2 has implemented various adaptations. One example is digitalization in vocational learning. The school has begun utilizing digital platforms to enhance students' technological capabilities, including the use of industrial software and simulation-based learning. This initiative demonstrates the school's efforts to respond to technological changes and bring students closer to cutting-edge industrial practices (Heryati, Sutarto, & Harahap, 2023). Furthermore, international collaboration in the form of a cross-country internship program is being explored, although still in the exploratory stage. This presents a significant opportunity for students to gain global experience and for the school to enhance the competitiveness of graduates on the international stage (Zulqaidah & Rifa'i, 2025). Finally, rapidly changing industry needs are a key driver for the school to continuously update its curriculum approach and training strategies. The school regularly engages in dialogue with industry partners to revise its skills program and align it with the latest competency standards. This supports research by Abbas & Ardiansyah (2025).

SWOT-Based Strategy

MatrixInternal Factors Analysis Summary (IFAS)

MatrixInternal Factors Analysis Summary (IFAS) is an analytical tool used to identify and evaluate internal factors that influence the successful management of partnerships between private Islamic vocational schools and the business and industrial world (DU/DI). These internal factors include strengths (strengths) that can be utilized and weaknesses (weaknesses) that institutions need to improve to effectively achieve partnership goals. In this study, the IFAS was compiled based on observations from 15 research informants. The IFAS analysis helps understand the contribution of each internal factor to partnership management and provides an overview of key assets and internal challenges that must be addressed.

Table 3.
Strength Matrix Internal Factor Analysis Summary (IFAS)

No	Aspect	Strengths (Strength)	Weight	Rating	Score
1	Islamic Values	Integration of Islamic values as a strong foundation in forming character and capital student social	0,09	3	0,29
2	Leadership and Organizational Structure	Active principal leadership and a clear partnership organizational structure support effectiveness	0,08	3	0,24
3	Partnership Planning	Planning partnerships are carried out systematically, collaboratively, and based on industrial world needs	0,08	3	0,22
4	Compilation Industry-Based Curriculum	Curriculum synchronized with industry partners according to job market needs, covershard And soft skill	0,08	3	0,24
5	Program Implementation (street vendors, OFF, Teacher Internship)	Implementation of vocational programs based on real experience is effective increase technical competencies and soft skills	0,08	3	0,24
6	Partnership Evaluation	Continuous evaluation throughtracer study And feedback industrial partners become the basis for improvement program	0,08	3	0,26
7	Industry Networks and Partners	An extensive network of industry partners and active alumni engagement support the development partnership	0,08	3	0,26
Total Strength			0,56		1,76

Source: Processed Research Data, 2025

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Table 4.
Weakness Matrix Internal Factor Analysis Summary (IFAS)

No	Aspect	Weaknesses (Weaknesses)	Weight	Rating	Score
1	Islamic Values	Difficulty integrating Islamic values regularly consistent in all aspects of the partnership	0,05	2	0,12
2	Leadership and Organizational Structure	Dependence high on the figure leadership main in partnership management	0,06	2	0,12
3	Partnership Planning	Lack of it digitalization and systematization in planning and partnership evaluation	0,05	2	0,12
4	Compilation	Difficulty reach	0,06	2	0,16
	Industry-Based Curriculum	uniformity implementation industry-based curriculum across all departments			
5	Program Implementation (street vendors, OFF, Teacher Internship)	Limited number of productive teachers and consistent permanent industry partners	0,05	2	0,12
6	Partnership Evaluation	The partnership evaluation system is still manual And Not yet optimal in the utilization of digital data	0,08	3	0,23
7	Industry Networks and Partners	Not all expertise programs have mitra still, causing placement inconsistencies	0,08	3	0,22
Total Weakness			0,44		1,09
Total Internal Factors			583	1,00	2,85

Source: Processed Research Data, 2025

MatrixExternal Factors Analysis Summary (DELETE)

MatrixExternal Factors Analysis Summary (EFAS) is an analytical tool used to identify and evaluate external factors that influence the successful management of partnerships between

private Islamic vocational schools and the business/industrial world (DU/DI). These external factors include opportunities (opportunities) that can be utilized as well as threats (threats) that institutions need to anticipate so that partnerships can run effectively and sustainably. This analysis provides an overview of how external environmental conditions can provide opportunities for partnership development, while also identifying obstacles that must be faced and anticipated by private Islamic vocational schools. Furthermore, the results of this EFAS will be integrated with the IFAS matrix to develop a comprehensive SWOT strategy for developing partnerships between private Islamic vocational schools and the industrial/industrial sectors.

Table 5.
Opportunity Matrix External Factor Analysis Summary (DELETE)

No	Aspect	Opportunity (Opportunities)	Weight	Rating	Score
1	Government Program Support	Government programs such as the Center of Excellence Vocational School and Teaching Factory support partnership development	0,10	3	0,29
2	Partner and Alumni Network	Extensive partnership network, including alumni who actively help development partnership	0,10	3	0,28
3	Need and Industry Demands	Demand for skilled, adaptive and ethical workforce continues to increase	0,10	3	0,34
4	Digitalization And Innovation	Opportunity development digitalization tracer study,	0,10	3	0,28
5	Partnership Expansion International	certification competence, And vocational program innovation Chance expanding partnerships the outside state provide added value and new experiences for students	0,10	3	0,34
Total Chances			0,50		1,52

Source: Processed Research Data, 2025

Table 6.
Threat Matrix External Factor Analysis Summary (DELETE)

No	Aspect	Threat (Threats)	Weight	Rating	Score
1	Government Program Support	World industry Not yet fully make SMK the main strategic partner	0,11	3	0,35

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2	Partner and Alumni Network	Changes in leadership in the industrial world can disrupt continuity partnership	0,10	3	0,32
3	Need and Industry Demands	The imbalance between industrial technological progress and the readiness of facilities/infrastructure school	0,10	3	0,32
4	Digitalization And Innovation	Competition between vocational schools which is getting tighter	0,10	3	0,29
5	Partnership Expansion International	Rules and regulations that complex And changeability hinders cooperation	0,09	3	0,27
Total Threat			0,50		1,55
Total External Factors			430	1,00	

Source: Processed Research Data, 2025

Based on the results of the IFAS and EFAS matrix analysis of the above research, the researcher formulated a SWOT-based strategy as follows:

Table 7.

SWOT Strategy Matrix Based on IFAS and EFAS Analysis Results

	Opportunities	Threats
Strengths (Strength)	SO (Strength-Opportunity) - Optimizing the integration of Islamic values and active leadership to utilize the support of government programs and alumni partner networks.	ST (Strength-Threat) - Strengthening communication and collaboration with the industrial world to overcome the threat of uncertainty in recognizing SMK as a strategic partner.

	<ul style="list-style-type: none"> - Expanding and strengthening the PKL, Teaching Factory, and digitalization programstracer study to improve the relevance and quality of graduates. 	<ul style="list-style-type: none"> - Adjusting the curriculum and vocational programs to be adaptive facing technological changes and competition between vocational schools.
Weaknesses (Weaknesses)	WHERE (Weakness-Opportunity)	WT (Weakness-Threat)
	<ul style="list-style-type: none"> - Enhance the digitalization of the partnership evaluation and planning system to leverage technological opportunities and government programs. - Strengthening the involvement of productive teachers and expanding the network of industry partners to overcome the limitations of permanent partners. 	<ul style="list-style-type: none"> - Building an independent partnership management team to reduce dependence on key leadership figures. - Developing the readiness of school facilities and infrastructure as well as adaptation mechanisms to regulations and changes in leadership of industrial partners.

Source: Processed Research Data, 2025

Brief Explanation:

- SO Strategy utilizes internal strengths to maximize external opportunities.
- WHERE Strategy focused on repair weaknesses internal by using the available opportunities.
- ST Strategy leverages strengths to address threats that could potentially disrupt the partnership.
- WT Strategy seeks to minimize weaknesses so as not to worsen the impact of external threats.

Based on the results of the matrix researchInternal Factors Analysis Summary (IFAS) andExternal Factors Analysis Summary (EFAS), several important findings were found regarding the internal and external conditions of the management of partnerships between private Islamic vocational schools and the business and industrial world (DU/DI).

a. Internal Factors

Internally, the power (strengths) is greater than the weakness (weaknesses), with a score of 1.76 compared to 1.09. This indicates that private Islamic vocational schools have strong internal capital to support successful partnership management. Strengths such as the integration of Islamic values, active leadership, an industry-based curriculum, the implementation of real vocational programs, and an extensive partner network provide a solid

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foundation.

solid in building effective and sustainable partnerships. However, while weaknesses are relatively minor, aspects such as the digitalization of partnership evaluations, reliance on key leaders, and partner inconsistencies still require attention for improvement.

b. External Factors

Externally, threats (threats) slightly greater than chance (opportunities), with a score of 1.55 compared to 1.52. This condition indicates that the external environment presents quite significant challenges for partnership development. Threats such as the suboptimal recognition of vocational schools as strategic partners in the industrial world, changes in partner leadership that can disrupt the continuity of partnerships, the imbalance between industrial technological advances and the readiness of school facilities, fierce competition between vocational vocational schools, and complex regulations are factors that must be seriously anticipated. Nevertheless, opportunities from government program support, active partner and alumni networks, and the development of digitalization provide space for vocational schools to continue to develop partnerships adaptively.

The results of the study indicate the importance of maximizing internal strengths to face real external threats, as well as making improvements to existing weaknesses so that partnerships between private Islamic vocational schools and the business and industrial world can develop optimally and sustainably.

4. CONCLUSION

This study concludes that an adaptive partnership strategy between private Islamic vocational schools (SMK) and the industrial/industrial sector (DU/DI) is key to creating vocational education that is responsive to industry dynamics and global demands. The three vocational schools demonstrated a dynamic partnership pattern through an Islamic values approach, transformative leadership, an industry-based curriculum, and the expansion of domestic and international partnership networks.

Internally, private Islamic vocational schools (SMKs) possess significant strengths, such as the integration of Islamic values, active leadership, and extensive industry networks. However, weaknesses remain, such as suboptimal digitalization and dependence on leadership figures. Externally, opportunities in the form of government policy support and the increasing need for skilled labor must be leveraged to address threats such as technological disparities, complex regulations, and inconsistent industry partners.

Therefore, a SWOT-based strategy is a crucial tool in planning and strengthening vocational high school partnerships. This strategy enables schools to optimize internal strengths, anticipate external threats, and continuously improve existing weaknesses. This effort is expected to produce a vocational education partnership model based on Islamic values that is relevant, adaptive, and sustainable in the era of the industrial revolution and global digitalization.

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