

WORK CULTURE IMPLEMENTATION IN VOCATIONAL HIGH SCHOOL

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Abstract

The purpose of this study is to detail the process of SMK Negeri 6 Surakarta's work culture implementation as well as the challenges that the school has encountered. The ethnographic research design is used in this study's qualitative investigation. The Head of the Institutional Accounting and Finance Expertise Program, the Institutional Accounting and Finance Laboratory Instructor, the Institutional Accounting and Finance Instructor, and the Accounting and Financial Institution students from SMK Negeri 6 Surakarta served as the study's resource participants. In this study, observation, interviews, and documentation were employed as data collection methods. The researchers employed source triangulation to ensure the accuracy of the data.

Keywords: Implementation of Work Culture, P5BK, SMK Center of Excellence.

1. Introduction

The Center for Excellence Vocational School has the aim of preparing graduates needed in the world of work accompanied by universities that are partner schools (Faisal, 2021). This is also based on the Decree of the Head of the Research and Development Agency and Books Number 029/H/Ku/2021 concerning the Learning Outcomes of Subjects in the Center for Excellence Vocational School Program. The decision states that the desired learning outcomes can be achieved with assistance from universities as school partners. In addition, students from partner universities can also do internships or teach at related schools (M. Fahrian Noor, 2021). This is done so that later it can improve the quality of human resources as desired.

To meet the objectives of the Center of Excellence Vocational School program, it is necessary to strengthen the character or profile of national students to instill the spirit of Pancasila in it. Therefore, a program was created which is expected to be used as an alternative to produce Pancasila students as desired. P5BK is a program with a form of science learning that can be used to find a way out of an existing problem, and is used to observe problems that occur in the surrounding environment through programs that can train students to be able to learn more creatively, interactively, flexible and able to solve an existing problem by producing a product or it can also be in the form of an action (Rusnaini et al., 2021).

One way that can be used to shape the character of Pancasila students is to train them through the application of work culture. According to (Suwondo, 2012) work culture is a behavior that exists within an individual in an organization. The existence of a work culture aims to improve the behavior and attitudes of human resources in developing productivity in the world of work. To be able to produce a work culture that is in accordance with organizational goals, it takes quite a long time because work culture cannot be formed without daily habituation. The work culture itself can be implemented if it has the support of existing organizational members. So that later the work culture can be applied effectively and efficiently to be able to achieve the sustainability of the vision and mission of an organization (Makmur, 2015).

One of the official institutions that implements a work culture is SMK Negeri 6 Surakarta. SMK Negeri 6 Surakarta itself is one of the Vocational Centers of Excellence in Central Java provinces. After being selected as one of the Vocational Centers of Excellence, teachers of SMK Negeri 6 Surakarta also received online training as a driving committee organized by the Ministry of Education and Culture in July 2021 (SMKN6SOLO, 2021). Therefore, it is necessary to conduct research related to the implementation of work culture at SMK Negeri 6 Surakarta. The Center for Excellence Vocational School is one of the programs of the

Ministry of Education and Culture to improve the quality of Indonesia's human resources through the younger generation.

With the Center of Excellence Vocational School program, it will be possible to develop Vocational High Schools with existing expertise competencies by improving their performance and quality through collaboration with partners in the world of work or the business world. This is done so that Vocational Schools can later become driving schools and improve the performance and quality of their students. The Center of Excellence SMK program itself is based on PERMENDIKBUD No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education Center for Excellence Vocational School has the aim of preparing graduates needed in the world of work accompanied by universities that are partner schools (Faisal, 2021). This is also based on the Decree of the Head of the Research and Development Agency and Books Number 029/H/Ku/2021 concerning the Learning Outcomes of Subjects in the Center for Excellence Vocational School Program. The decision states that the desired learning outcomes can be achieved with assistance from universities as school partners. In addition, students from partner universities can also do internships or teach at related schools (M. Fahrian Noor, 2021). This is done so that later it can improve the quality of human resources as desired.

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Work culture is a philosophical statement that can be used as a binding rule for employees because it can be applied formally (Irene et al., 2021). Usually, the work culture is created from the beginning of the establishment of an organization or company. The work culture itself is one of the basic things in existing human resource management. When someone has joined an organization or company, it can be ascertained that they already have the goals of the organization for the common good (Liliana & Suyadi, 2018). According to Putera (2019), work culture is defined as the overall attitude and behavior or social values that are related to the human

mind in carrying out a job. Meanwhile, Frinaldi & Embi (2011) describe work culture as a philosophy based on a person's view of life as a value that becomes a character or character, habits, and motivators that become a culture or habit in certain groups and organizations that can be seen through opinions, ideals and aspirations. - aspirations and actions.

Darodjat (2015) states that the reflection of an organization that is advanced and has high integrity can be seen from its high and strong work culture. With the work culture, every member of the organization will work in an organized manner and have high performance. In addition, Darodjat also explained that there are three important points of having a work culture in an organization, namely the intention to work well, to be able to work well, to be able to retain members of the organization, and to build the good name of the organization. Based on the description that has been submitted, researchers are interested in conducting research related to the implementation of work culture with the aim of being able to describe the implementation of work culture and to describe the obstacles faced in implementing work culture at SMK Negeri 6 Surakarta.

2. Method

The type of research used in this research is qualitative research, using an ethnographic research design. The research will be conducted in March 2022 at SMK Negeri 6 Surakarta. The object of this research is the implementation of work culture at SMK Negeri 6 Surakarta. While the subjects in this study were the head of the Institute's Accounting and Finance expertise program, teachers and students of SMK Negeri 6 Surakarta. The techniques used to collect data by researchers are observation, interviews and documentation. To test the validity of the data used by researchers, namely source triangulation and technique triangulation. Testing the validity of data data is very necessary so that later the existing data can be accounted for as a finding from scientific research carried out (Sidiq et al., 2019). After testing the validity of the data, then the data obtained by the researcher was analyzed using interactive analysis.

3. Results and Discussion

In obtaining research data, researchers conducted observations, interviews and documentation at SMK Negeri 6 Surakarta. Interviews were conducted with the Head of Institutional Accounting and Finance Expertise Program, Institutional Accounting and Finance Expertise Program Teacher, Laboratory Teacher of Institutional Accounting and Finance Expertise Program and by conducting interviews with students of Institutional Accounting and Finance Expertise Program. As for the observation and documentation of the research itself, the researcher focuses on every activity in the school related to the implementation of work culture. Based on interviews conducted with research sources, an overview of the implementation of work culture at SMK Negeri 6 Surakarta during distance learning is to apply an honest attitude and 5S (Smile, Greet, Greeting, Polite, Courteous).

However, when face-to-face learning, students and teachers carry out a disciplined work culture, are thorough, honest, consistent, can manage time, and apply 5R culture in the classroom or in the Lab. AKL. As for the scope of the implementation of work culture at SMK Negeri 6 Surakarta, which includes 5R (Concise, Neat, Clean, Treat, Diligent), orderly in administration, discipline in teaching, applying 5S (Smile, Greet, Greeting, Polite, Courteous), maintain communication with the teacher or with colleagues, and be honest in any case whether it is during the learning process or outside class hours. Teachers in addition to assisting and directing students in implementing a work culture but also participate in implementing a work culture in the school environment. Where at first the teacher gets a guide or workshop related to work culture and after that the teacher will carry out as well as give examples to students regarding the implementation of work culture in schools.

In implementing the work culture at SMK Negeri 6 Surakarta, there are several things that can be said to support the implementation of the work culture itself. Some of these things include good communication between teachers or between teachers and students, the presence of competent teachers, active and responsive students and the availability of complete facilities and infrastructure. Where the researchers obtained data that when there were students who did not implement the work culture properly and correctly at school, the teacher would give a warning or even give sanctions for disobeying the implementation of the work culture in schools as

determined by the school. In addition to providing sanctions, teachers will also conduct an evaluation of the implementation of work culture in schools.

In implementing work culture in schools, teachers and students assume that in its implementation at SMK Negeri 6 Surakarta the work culture has been going well. However, there are still some students who have not implemented the work culture well at school. This is due to several obstacles, such as the Covid-19 virus and the presence of students who are difficult to notify.

The general description of the implementation of work culture at SMK Negeri 6 Surakarta itself during distance learning is by applying an honest attitude, discipline both when joining online learning or being disciplined in collecting assignments and by applying 5S (Smile, Greet, Greeting, Polite, Courteous). However, when face-to-face learning, students and teachers carry out a disciplined work culture, are thorough, honest, consistent, can manage time, and apply 5R culture in the classroom or in the Lab. AKL. This is in accordance with research conducted by (Irene et al., 2021) which reveals that work culture can grow and develop well if there is guidance and development of a good work culture as well.

Where the work culture includes discipline, motivation, and the application of 5R in order to increase public sensitivity to work culture in everyday life. In developing a work culture at SMK Negeri 6 Surakarta, there is a scope for its implementation. The scope of implementing work culture at SMK Negeri 6 Surakarta itself is to apply 5R (Concise, Neat, Clean, Treat, Diligent), orderly in administration, discipline in teaching, apply 5S (Smile, Greet, Greeting, Polite, Polite), maintain communication with teachers and colleagues, as well as being honest in any case, whether during the learning process or outside class hours.

This is in accordance with research conducted by (Rohmah et al., 2019) which states that in improving the soft skills and hard skills of students, teachers can assess students with several aspects. Where these aspects include being disciplined, honest, responsible, having a good level of confidence, willing to work together, being able to tolerate anyone at school, and of course having a good level of knowledge and skills. Here the teacher has an important role in educating students at school. Based on the research that has been done, it is obtained data that in SMK Negeri 6 Surakarta the teacher plays a role in assisting and directing students to implement a work culture but also participates in implementing a work culture in the school environment. As stated by (Maheasy et al., 2019) in his research which revealed that teachers as educators are required to be able to accompany, guide and be role models for students at school.

Teachers in implementing work culture at SMK Negeri 6 Surakarta are also supported by various things, including good communication between teachers and between teachers and students, the presence of competent teachers, active and responsive students and the availability of school facilities and infrastructure that complete. Where (Mahardani & Basalamah, 2018) in his research states that teachers need adequate advice and infrastructure to support teaching and learning activities so that teaching and learning activities or other activities that are in the school environment can run conducive.

However, in implementing the work culture at SMK Negeri 6 Surakarta, there are also obstacles with students who do not implement the work culture at school and are difficult to notify. Therefore, when the teacher finds out that there are students who act in this way, they will be reprimanded verbally first. However, if the warning is not heeded, the student will be dealt with firmly. This is like the research that has been done (Ismawati et al., 2020) which states that work culture must be upheld in schools and applied in learning and collaboration between teachers. If there are school residents who violate it, they will get a warning.

4. Conclusion

Based on the results of research and discussions that have been carried out by researchers, conclusions can be drawn:

- a The implementation of work culture at SMK Negeri 6 Surakarta has been implemented long before getting the SMK-PK grant. Where in its own implementation all school residents apply a work culture while at school. The scope of implementing work culture at SMK Negeri 6 Surakarta itself includes the application of 5R (Concise, Neat, Clean, Treat, Diligent), 5S (Smile, Greet, Greeting, Polite, Courteous), discipline,

orderly, and honest. In implementing work culture in schools, teachers act as implementers and also accompany students in implementing work culture. In addition, teachers also act as role models or role models for students in implementing work culture at SMK Negeri 6 Surakarta. In its implementation, there are factors that support the work culture, including the presence of capable and competent teachers, good communication between teachers and between teachers and students, active students and the availability of complete school facilities.

- b In practice, the work culture encountered several obstacles. These obstacles are the increasing Covid-19 virus and also the presence of students who do not carry out a work culture. Therefore, to overcome these obstacles, the school implemented solutions such as the increase in the Covid-19 virus, schools implemented distance learning while still providing understanding to 84 students related to work culture. In addition, by giving sanctions to students who do not apply the work culture.

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