

## IMPROVING VOCATIONAL HIGH SCHOOL ALUMNI COMPETITIVENESS THROUGH ONLINE BUSINESS TRAINING

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### Abstract

This study aims to determine the implementation of online business training carried out at SMK Cendekia Batujajar, West Bandung Regency and to increase the competence of online business alumni who have attended the training. The subjects in this study were the Bursa Kerja Khusus (BKK) of SMK Cendekia Batujajar, the training organizing committee, and the training participants. This study uses a qualitative descriptive method, with data collection techniques through observation, interviews, and documentation studies. From the data analysis and research results, it can be concluded that the online business competence of SMK alumni increases after attending the training. The implementation of online business training at the Batujajar Cendekia Vocational School is based on the BKK analysis of the Batujajar Cendekia Vocational School on the needs of alumni to increase competitiveness in the era of the industrial revolution 4.0, planned program planning according to the conditions and needs of the industrial world.

**Keywords:** Online Business Training, Competitiveness, Vocational High School Alumni

### Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi pelatihan bisnis online yang dilaksanakan di SMK Cendekia Batujajar Kabupaten Bandung Barat serta peningkatan kompetensi berbisnis online alumni yang telah mengikuti pelatihan. Subjek dalam penelitian ini adalah Bursa Kerja Khusus (BKK) SMK Cendekia Batujajar, panitia penyelenggara pelatihan, dan peserta pelatihan. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Dari analisis data dan hasil penelitian dapat disimpulkan bahwa kompetensi berbisnis online alumni SMK meningkat setelah mengikuti pelatihan. Implementasi pelatihan bisnis online di SMK Cendekia Batujajar di dasarkan pada analisa BKK SMK Cendekia Batujajar terhadap kebutuhan alumni untuk meningkatkan daya saing di era revolusi industri 4.0, perencanaan program yang terencana sesuai kondisi dan kebutuhan dunia industri.

**Kata kunci:** Training Bisnis Online, Daya Saing, Alumni Sekolah Menengah Kejuruan

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## INTRODUCTION

Today, the world is rapidly entering the fourth industrial revolution. Every aspect of life is affected by digitalization, from manufacturing to finance. Indonesia's human resources (HR) will undoubtedly lag behind other countries without adequate quality. Insufficient education in school; each individual's talents must be refined and developed. Industrial revolution 4.0 enables the emergence of previously unimaginable new lines of business, jobs, and even professions. Nonetheless, there are certain lines of business, professions, and jobs that are threatened by artificial intelligence machines and robots and are being replaced by them

(Ghufron, 2018). The fourth industrial revolution, also known as industry 4.0, is a time period during which the world places a premium on interconnectivity, automation, machine learning, and real-time data management (S. Nurhayati, 2020). Because innovation is necessary for change, and the industrial revolution is transforming the way people work from manual to automated, innovation has become a factor in determining a country's or company's competitiveness (Suwardana, 2018).

Industrial revolution 4.0 necessitated the development of high-quality human resources that were competent and dependable, both for businesses and institutions, as well as for entrepreneurship. The internet has spawned a new model that is no longer time- and distance-bound. Online business is a highly effective marketing tool that is greatly needed today, as consumers now have access to a broader range of products and services to assist them in making purchasing decisions. According to online news source the number of internet users in Indonesia in 2020 will be around 175.5 million, out of a total population of 268 million, with a national digital reach of 64% across the region and an increase in internet users. As a result of these findings, it can be concluded that online business has an excellent chance of becoming one of the businesses that will thrive in the era of revolution 4.0. Online business has emerged as a lucrative field of self-employment. Along with being easier to implement, the advancement of information technology has made it easier to develop an online business. Through the speed, accuracy, and efficiency of information exchange, technology-enabled business transformation can be accelerated. As a modern marketing medium, web-based information is critical to the company's success in expanding market access (Akhmad, 2015).

In order to improve the competitiveness of its graduates, SMK Cendekia Batujajar provides pieces of training to both learners and alumni. One of the trainings held is online business training, which is expected to increase the competitiveness of smk cendekia batujajar alumni to be entrepreneurs, especially in online business. This research aims to find out the implementation of online business training conducted at SMK Cendekia Batujajar West Bandung Regency and the competence of online business of SMK alumni after participating in online business training as well.

#### *Competitiveness in the Era of the Industrial Revolution 4.0*

The history of the Industrial Revolution started from industry 1.0, 2.0, 3.0, to industry 4.0 as a phase of the technological revolution. The development of science and technology has transformed the world and human life with various complexities and global transformations, so everyone must have the ability to predict a rapidly changing future and prepare for the era of industrial revolution 4.0 (Siti, 2018).

Digital connectivity in the era of the industrial revolution, in addition to increasing the efficiency of the manufacturing chain and product quality, can also eliminate employment because robots take it over. This could be a threat to Indonesia as a country that has a high labor force and unemployment. The government needs to address these changes by preparing appropriate strategies to improve the competitiveness of national industries while creating more comprehensive employment for the community (Satya, 2018). It takes competent and quality human resources and can be relied upon both by the company and for entrepreneurship to have qualified competitiveness to face this era. (Setiono, 2019). Some of the skills needed to face the industrial era 4.0, including:

- a. Skills in information, media, and technology,
- b. learning and innovating skills,
- c. leadership and responsible,

d. ability to communicate effectively.

From the above understanding, it can be concluded that competitiveness in the era of revolution industry 4.0 is the ability to compete in the digital revolution by improving digital technology skills, especially the internet, to self-employment based on information technology.

#### *Online Business Training*

Training is a part of education related to the learning process outside the school system because it is carried out outside of formal education. In addition to requiring a relatively short time, training also emphasizes more on practice. Training is carried out related to the needs of the world of work and industry and the wider community environment (Sri Nurhayati, 2018). Its development, ranging from simple training models to complex training models, will rely heavily on society's culture, especially those related to the world of education. The training model is considered adequate when based on curriculum, approaches, and strategies following the learning needs of the student's goals and the problems that occur in the midst. So more specific requirements are needed in building a training model to be more effective and efficient, including the learning needs of the term trainees in the world of education outside the school known as Training Needs Assessment (TNA), Subject Matter Analysis (SMA), and Approaches to Training and Development (ATD) (Kamil, 2003).

Science and technology are advancing rapidly in the digital era. Because technology has impacted human life, everyone must master information technology in order to avoid being left behind and to take advantage of various advancement opportunities, as information plays a critical role in the era of the information society or science society (Nana & Surahman, 2019). According to Akhmad's research, information technology is advancing at a faster rate and affecting all spheres of life, most notably economic transactions, in the industrial era 4.0. (Akhmad, 2015). Due to the increasing openness and competitiveness of market mechanisms, market mastery becomes a requirement for increasing competitiveness. The ease and low cost of internet connections today encourage an increasing number of people to use the internet. Everyone must be able to adapt to changes in order to maintain their competitiveness and avoid falling behind, specifically through the use of information technology (IT). Through the use of information technology, the speed, accuracy, and efficiency of information exchange in business transformation will be increased. Online commerce has emerged as one of the most promising areas of entrepreneurship. Along with being easier to apply, the advancement of information technology has made it easier to grow an online business. The use of information technology in online businesses has the potential to improve business transformation by increasing the speed, accuracy, and efficiency of large amounts of data exchange in order to expand market access and drive success. The advantages of conducting business online include the fact that it can be conducted at any time and from any location, that it can continue to operate (online), that it consumes little energy, that it can be conducted without the product, that it has a broad consumer reach, and that it is easy to promote the product. While the disadvantages include a heavy reliance on the internet, copyright issues, shipping issues, and increased shipping costs. As stated previously, online business training is a process of developing the ability to teach through the use of specific techniques and methods designed to enhance the knowledge, skills, and application of information technology science in the field of commercial business conducted over the internet network.

## **METHOD**

The research methods used are descriptive with a qualitative approach. The research instrument is the human himself in qualitative research and aims to explore, decrypt, and elaborate. While descriptive is to describe clearly field phenomena, then examined following the researcher's point of view. So the researcher is the main instrument that has a part in the research. The subjects in this study were 1 manager of the Special Job Exchange (BKK) of SMK Cendekia as the organizer and five respondents from alumni of SMK Cendekia batujajar who had participated in online business training. In this study, researchers used direct communication by asking open-ended questions, so that the information obtained was more complete and in-depth and related to the problems studied. To validate data, triangulation is used, which entails collecting similar data from multiple sources, reducing, and presenting it until conclusions are withdrawn. Data triangulation is used to increase confidence (validity) and consistency (reliability), as well as to aid in information analysis on the ground. In this validity test, triangulation is defined as the process of verifying data from multiple sources in multiple ways and at multiple times (Sugiyono, 2019).

## **RESULTS AND DISCUSSION**

### **Results**

According to the interview with Pramudita Koswara Putra, S.Pd, Chairman of the Special Job Exchange (BKK), and smk Cendekia Batujajar, the activity's organizer, training planning began with the following steps: 1) identifying alumni problems, 2) identifying needs to determine the training required by alumni, 3) designing training activities, and 4) submitting a proposal for training activities to be implemented.

According to the findings of interviews and observations, the stages of training are as follows:

- 1) The identification of problems is based on the results of a survey of alumni of SMK Cendekia Batujajar conducted via online questionnaires distributed to 32 returnees, 27 of whom stated that they were jobless.
- 2) Identification of needs based on the results of the alumni questionnaire analysis, as well as the current state of work and business in which online business offers excellent opportunities.
- 3) The organizer created training activities that included meetings and discussions with a variety of entrepreneurial practitioners, particularly those involved in online business. This is supported by documentation obtained during observation of meeting minutes.
- 4) The activity proposal was submitted for approval to SMK Cendekia Batujajar and Yayasan Putra Cendekia.
- 5) On Thursday, June 18, 2020, the training was held in the hall of SMK Cendekia Batujajar, with speakers and tutors from the Indonesian Marketing Teachers Association (AGMARI)
- 6) Evaluation occurs following the conclusion of training activities.

Increased competitiveness indicators assessed during the training evaluation process include participants' increased knowledge and skills in online business, increased skills in the use of information technology, and social media to launch an online entrepreneur. According to an interview with one of the participants, the result of online business training is an increased understanding of marketing science, particularly in online business, the steps necessary to start an online business, effective communication with consumers, and online product

promotion. Nonetheless, the absence of mentoring following training activities ensures that independent online business activities run optimally.

Obstacles to online business training programs include the fact that participants' facilities are not all identical because, in practice, participants use smartphones to facilitate online business transactions, primarily when they practice independently. Some participants encountered barriers to internet access due to signal networks or quotas, preventing them from practicing the results of intensive training. It was found that The weaknesses in online business training at SMK Cendekia Batujajar through observations and interviews, specifically a lack of intensive assistance from the organizer to participants. The training is brief, and there is no mentoring to assist participants in starting and operating their businesses, resulting in the slow progress and development of online businesses practiced independently by participants.

## **Discussions**

Implementation is the process of translating concepts or innovations into concrete actions that result in changes in knowledge, abilities, values, and attitudes. Training is conducted from the beginning to the end, from planning to implementation and evaluation (Akbar, S.T., Joko, 2018). The training organizer conducted a series of training activities prior to, during, and after the activity to ensure that the training met the expected objectives. Prior to conducting training, planning includes establishing objectives, developing a curriculum, recruiting learners, selecting instructors, and determining the availability of infrastructure facilities (Semarang & Aningtiyas, 2012). The stage of planning the training program for the implementation of online business training is completed in the SMK Cendekia Batujajar's Special Job Exchange (BKK) program. This is confirmed through the analysis of primary and secondary data collected in the field. Primary data is based on the capacity of research subjects to provide information about deteriorating data, specifically the Chairman of the Special Job Exchange (BKK), smk Cendekia Batujajar, as a trainer, tutor, and participant. Secondary data is used to supplement written data from a variety of sources, including program planning documents, activity proposals, attendance recaps, minutes of meetings, and evaluations.

The training sessions took place in the auditorium of SMK Cendekia Batujajar. The location is chosen based on the completeness of the facilities required to conduct the training. The room is quite large and can accommodate a large number of trainees. There is a wireless network for conducting online business practice demonstrations, as well as presentation equipment and other training-related equipment. Prior to implementing the training, another activity is identification, which serves as a guide for the preparation and implementation of the activity program. The identification is based on a survey conducted by the Special Job Exchange (BKK) of alumni of SMK Cendekia Batujajar and emphasizes the current state of the field in the context of the industrial revolution era 4.0, in which online business has emerged as a viable business opportunity that can be practiced in a variety of competency areas. As a result, online business becomes the focus of training sessions aimed at increasing the competitiveness of SMK Cendekia Batujajar alumni.

In this era, five skill domains are required: digital literacy, intensive thinking, effective communication, high productivity, and spiritual and moral values (Siti, 2018). Pramudita, Coordinator of BKK SMK Cendekia Batujajar, explained that online business training aims to increase participants' readiness to face the Industrial Revolution 4.0, particularly in the area of online entrepreneurship. Facilitators invite practitioners from outside and the industrial

world to help participants become more effective and competitive in the industrial revolution era. Online business training conducted in June 2020 drew alumni from a variety of majors and practitioners from the outside as speakers and received positive feedback from participants because it provided new insights and knowledge about practical business fields. This is reinforced by participants who establish online businesses through social media and marketplaces, and some of them earn money. Additionally, digital literacy in online business necessitates in-depth consideration of the business, effective communication with consumers, high productivity, and adherence to spiritual and moral values in business operations.

According to previous research, entrepreneurship must be developed early on as a foundation for the future, when employment is increasingly open to an innovative business climate (Stie et al., 2020). F, an alumnus of SMK Cendekia Batujajar 2020, explained, "This training provides motivation and knowledge to conduct business online without requiring a lot of capital; anyone can start an entrepreneur with just a smartphone and product photos." The training method refers to the manner in which instructors convey information in such a way that it is easily accepted and absorbed by learning participants (Akbar, S.T., Joko, 2018). R, a class of 2020 alumni, revealed that the training was quite exciting and provided a lot of new insights, but that time for direct practice is still lacking. To create a comfortable learning environment for online business training at SMK Cendekia Batujajar, lecture methods, live demonstrations, and discussions are used.

From the start to the finish of the online business training session held at SMK Cendekia Batujajar, the organizers, namely BKK (Special Job Exchange), were present. Following the completion of the training, an evaluation was conducted to determine whether the objectives were met in accordance with the plan, to overcome obstacles encountered during the training, and to serve as a reference for future training. As stated by Sudjana, the evaluation process entails collecting, managing, and presenting data for use in program decision-making (Semarang & Aningtiyas, 2012). Each training encounters unique obstacles during implementation on the ground and in the SMK Cendekia Batujajar online business training program. The availability of infrastructure facilities during training activities is a facilitating factor in the implementation of online business training. According to Anwar the term "means" refers to a variety of facilities that can be used to support ongoing learning activities in order to accomplish predetermined goals (Akbar, S.T., Joko, 2018). SMK Cendekia Batujajar, located on Jalan Raya Batujajar, also provides transportation assistance to participants. Among the supporting factors in this training are practitioners with sufficient experience to serve as training sources. Professional educators, according to Sihombing (Dumilah et al., 2020), are educators who possess competence and are capable of assisting participants during the training process.

## **CONCLUSION**

According to the findings of the research and analysis of the data collected, it can be concluded that SMK alumni's competence in online business increased as a result of their participation in online business training at SMK Cendekia Batujajar West Bandung Regency. This was bolstered by participants who started online businesses using social media and market places, with some earning income. Additionally to digital literacy, running an online business requires intense thought about the business itself, effective communication with consumers, high productivity, and adherence to spiritual and moral values. Training is provided to alumni of all classes and majors, according to the program's schedule and with the appropriate materials. Facilitators encourage practitioners from outside and the industrial

world to be more effective, which can boost alumni's competitiveness in the industrial revolution 4.0 era. Online business training conducted in June 2020 is followed by alumni from various majors and practitioners from outside as speakers, and receives positive feedback from participants because it provides new insights and knowledge about practical business fields. Through online business training, it is anticipated that alumni of SMK Cendekia Batujajar will be able to pursue online entrepreneurship. The training was quite interesting and provided numerous new insights, but there is still insufficient time for direct practice, and there is no post-training assistance to ensure that information on the development of online business activities practiced by participants is not facilitated, preventing some participants from practicing optimally.

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