Analysis of the Implementation of Vocational Revitalization in the Field of Industrial Class

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Abstract

The high unemployment rate in Indonesia is one of the problems that need to be addressed, and it is dominated by SMK graduates. The reason is that there is no link and match between the industrial world and vocational schools. To overcome these problems, the government's efforts to improve the quality and competitiveness of Indonesian Human Resources (HR) one of them with the Vocational Revitalization Policy as stated in the presidential instruction No. 9 of 2016. This study aims to find out how the implementation of the SMK revitalization policy in the industrial class sector at the SMK Islam Donomulyo and to find out how the obstacles that arise in the implementation of the revitalization policy. This study is a qualitative study using a descriptive-analytical-based approach. The sources of information for this study are primary data based on interviews and secondary data from written sources. They identified the sample in this study using qualitative data analysis. The results of the study show that the implementation of the Vocational High School Revitalization policy in the industrial class sector has been maximized. This can be seen from the indicators used, namely communication, bureaucratic structure, resources, and disposition/attitude of policy implementers. The obstacles that many get from the implementation of the revitalization of the SMK are Human Resources (HR) which still needs improvement, to maximize the SMK revitalization policy.

Keywords: Industrial class; Implementation; Revitalization

1. Introduction

In order to improve the quality of Human Resources and the competitiveness of the Indonesian people, the government seeks a Revitalization Policy as stated in the presidential instruction No. 9 of 2016. The policy is then followed up by the minister of education and culture to instruct all implementers to improve and align the curriculum. Vocational High School in accordance with the competencies that are the graduation requirements. This improvement and alignment is attempted by SMK to have the same standards as the industrial world and can be said to be a link and match with industry.

The purpose of implementing link and match education is to produce optimal outputs and outcomes, namely that human resources are able to think critically, creatively and innovatively according to the needs of the community and the job market. (Djojonegoro, 1998). However, in its application, link and match the fact that the quality of vocational education graduates does not always match the needs of the business world (Mahande, 2013). In addition, in many cases, link and match between SMK and DUDI has not yet led to the formation of a synergistic partnership with DUDI (Samsudi, 2014).

SMK Islam Donomulyo is one of the vocational schools that implements the vocational revitalization policy, especially in the field of strengthening industrial cooperation and the formation of an industrial class. The SMK, which is located on Jalan Hasanudin number 04, Donomulyo sub-district, Malang Regency, has collaborated with around 25 industries, domestically. The success of the SMK Islam Donomulyo in

implementing the vocational revitalization policy, especially in the field of strengthening industrial cooperation and the formation of an industrial class is interesting to be investigated further. The research that will be conducted is viewed from the perspective of implementing vocational revitalization policies, especially in the field of strengthening industrial cooperation. According to Nugroho (2014), a review from the perspective of policy implementation needs to be carried out considering that policy implementation is a very important stage and will determine the success or failure of a policy. The focus of the research lies on the success, obstacles and strategies of the SMK Islam Donomulyo in Malang Regency in implementing the SMK revitalization policy in the field of strengthening industrial cooperation at the school level in terms of the perspective of the policy implementation model developed by Edward III.

The policy implementation model developed by Edward III offers four variables that can influence the success or failure of policy implementation. The four variables are communication, resources, disposition and bureaucratic structure (Agustino, 2016). This study will describe and analyze the successful implementation of the industrial class revitalization policy at SMK Islam Donomulyo, Malang Regency. The purpose of this research is to find out how the implementation of the revitalization policy for industrial class in SMK Islam Donomulyo Malang Regency. As well as knowing how the obstacles that arise against the implementation of the revitalization policy.

2.   Literature Review and Hypotheses

Vocational revitalization policy

The Vocational High School Revitalization Policy is stated in Presidential Instruction Number 9 of 2016. This policy was issued in order to strengthen the synergy between stakeholders to revitalize SMK in order to improve the quality and competitiveness of Indonesian human resources. The contents of Presidential Instruction Number 9 of 2016 (Government of the Republic of Indonesia, 2016). To the minister of education and culture, the president specifically gave six instructions. The six instructions are: (1) Develop a road map for SMK. (2) Improve and align the SMK curriculum according to the competencies required by graduate users. (3) Increase the number and competence of educators and vocational education personnel. (4) Cooperating with ministries/agencies, local governments, and the business/industry world. (5) Improving access to SMK graduate certification and SMK accreditation. (6) Forming a working group for vocational development (Government of the Republic of Indonesia, 2016).

The purpose of vocational revitalization

Following up on the vocational revitalization policy, with the creation of harmony and equivalence in the revitalization of this vocational school, it can produce young generations who are ready to work, skilled, characterized by work ethic, discipline, and have high competitiveness. (Hadam, 2017). The objectives of this SMK revitalization policy are: (1) the realization of harmony between Vocational Schools and the Business/Industry World. (2) Paradigm shift from push to pull. This means that the SMK curriculum will be in line with the business/industrial world curriculum. (3) Changes in the teaching and learning process from supply driven to demand driven. (4) To produce SMK graduates who can work, continue to the next level of education, and can become entrepreneurs. (5) Reducing the gap between vocational education and the needs of the business world/industrial world (Hadam, 2017).

Vocational revitalization steps

Five areas of vocational revitalization have been determined by the Directorate of Vocational Development, namely revitalization of the curriculum, teachers and education personnel, collaboration with the Business/Industry World, certification and accreditation, as well as infrastructure and institutional facilities. The concrete steps that can be taken are as described in Figure 1.

Figure 1. The Realization of Revitalization in 10 Steps of Vocational Revitalization

Implementation of vocational high school revitalization policy in formation of industrial class

The cooperation program with the Business/Industry World, based on the Vocational Revitalization Serial Book consists of: (1) Developing industrial class programs; (2) Implement teacher internships in industry (OJT); (3) Implement student internships in industry (PRAKERIN); and (4) SMK plays a role as a liaison between the industrial world for other schools (Hadam, 2017).

Cooperation with business/industry

To support the achievement of school programs, a good and mutually beneficial cooperative relationship between Vocational Schools and the Business/Industry World is very necessary. This cooperative relationship will be more optimal, if the cooperation between the Vocational School and the relevant Business/Industry is set out in the text of the cooperation agreement. The forms of collaboration include: (1) Content Validation, namely activities carried out to adjust learning materials in the curriculum structure to the needs of the industrial world. (2) Industrial Visits (KI), (3) Visiting Teachers.

Formation of industrial class

Industrial class is an alternative learning program carried out by combining a hands-on learning process with industry. The preparation of this program is carried out jointly between schools and industry, as a form of industry contribution to the development of education and as an effort to meet the needs of students. The goal to be achieved with the industrial class is the mastery of student competencies according to the demands of the curriculum and it is hoped that students will have an initial picture of the industrial world in accordance with their field of expertise. The process of forming industrial class in SMK at SMK is as follows: (1) Vocational High Schools must build harmonious cooperation with partner industries; (2) Planning for an industrial class education model that is jointly prepared between SMK and industry and set forth in a cooperation agreement by both parties; (3) Preparation of a curriculum that is in accordance with industry needs; (4) Identifying the needs of teachers/teaching instructors, both in schools and in industry; (5) Identifying practice facilities and equipment and teaching materials; (6) Establishing a learning schedule, both at school and in industry (teaching factory); and (7) Establish a schedule for national examinations and competency tests.

Implementation of Internship Teachers (OJT)

Teacher internship is one of the efforts that can be done to improve teacher competence. The relevance of the competence of teacher expertise, especially productive teachers, and advances in science and technology in the world of work is the goal of this teacher apprenticeship program. In this teacher apprenticeship program, vocational school teachers can interact directly to see the competencies needed by the world of work, so it is hoped that teachers can teach their students better and in accordance with the competencies required by the industrial world. (Hadam, 2017).

Industrial work practice

Industrial work practice is a pattern of providing education and training carried out in two places, namely in schools and in the business/industry/agencies world as a partner institution. The pattern of implementing prakerin is carried out in Vocational High Schools (SMK) in order to bring the quality of graduates closer to the abilities demanded by the business world and the industrial world (Yuliato & Sutrisno, 2014).

Public policy

Thomas R Dye as quoted by Islamy (2009) defines public policy as "is whatever government chooses to do or not to do" (whatever the government chooses to do or not to do). This definition also emphasizes that public policy is about the realization of "action" and is not a mere statement of the will of the government or public officials. In addition, the government's choice not to do something is also a public policy because it has the same effect (impact) as the government's choice to do something.

In addition to the formulation above, it can also be concluded that the study of public policy is a complex study, because the implementation of public policy includes many aspects, namely: (1) the definition and formulation of "public problems", (2) development and planning policies, (3) analysis policies, (4) policy decision-making, (5) implementation and monitoring of policies, (6) evaluation of policies to see whether they achieve the desired results, and (7) evaluation of the effectiveness and efficiency of policy implementation policies (Sirajuddin, 2014).

Public policy implementation

Policy implementation is an action taken after the applicable guidelines have been drawn from the policy, including efforts to manage inputs to achieve outputs or results for society. Implementation involves not only the means of translating political decisions into routine practice through bureaucratic means, but also problems, conflicting decisions, and political gain. Therefore, policy implementation is a very important and very decisive aspect in the whole policy process. Edwards III in Agustino (2016) also states that if the implementation is not effective, then the decisions of policymakers cannot be implemented effectively. (Agustino, 2016)

The areas of policy implementation that need to be considered are policy formulation, administrative processes, executive decisions, delegation of power to political leaders, policy implementation, and the impact of policies on society. This is in accordance with Edward III's explanation in Agustino (2016), namely, policy implementation is the stage in the decision-making process that shapes policies such as enactment of laws, issuance of executive orders, making of judicial decisions, enactment of laws and regulations, and the public impact of these policies (Agustino, 2016).

George C. Edwards III Policy implementation model

Edwards III's policy implementation model has a top-down perspective, and is called the Direct and Indirect Impact on Implementation. According to Edwards III, based on the perspective of policy issues, political issues need to be addressed and resolved. Edwards III proposed a policy implementation perspective approach to the problem of what factors contribute to and prevent the success of policy implementation. Based on these rhetorical questions, four factors were considered as sources of problems and conditions for successful implementation, namely communication, human resources, the attitude of the implementer, the organizational structure included work flow of the bureaucracy. Public policy will not be effective in its implementation if it is not supported by these four factors.
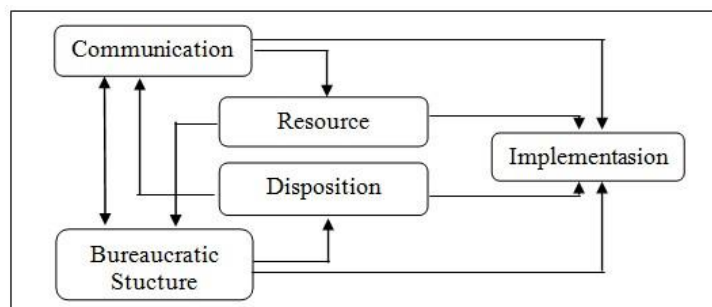

Figure 2. Approach Model of Direct and Indirect Impact on Implementation

Figure 2 shows that the four factors are related to each other. Policy implementation will not run optimally, if one of the factors is in a non-optimal condition, so that it will affect other factors. The first factor that influences the success of policy implementation is communication. Communication will determine the success of achieving the goals of implementing public policy. Communication, can be defined as the process of delivering information from policy makers (policy makers) or policy makers to policy implementers to policy users (target groups). Communication with users can be effective if it is transparent in its use. This relates to a transparent information system, clarity of information, and consistency in the delivery of information (Imronah, 2009)

The second factor is the bureaucratic structure. In policy implementation, the bureaucracy consists of structures and mechanisms. The structure of the bureaucracy is the availability of resources to implement a policy, knowing what to do, willing to do it, and knowing how to implement the policy. One important structural aspect of any organization is the existence of standard operating procedures or SOPs. (Winarno, 2008)

The third factor is resources. Edward III suggests that the resource factor has an important role in policy implementation. According to Edward III in Agustino (2016), these resources include human resources, budget resources, and equipment resources and authority resources. (1) Human resources, (2) Budgetary resources (funds), (3) Equipment resources, and (4) Authority resources, namely formal authority owned by each party involved in policy implementation so that policies can be implemented effectively. This authority is very crucial in policy implementation because it will be possible to use it for the benefit of individuals and groups, not the goals aspired to by policy makers and implementers (public interest). (Agustino, 2016)

The fourth factor is disposition. Disposition according to Edward III in Widodo (2010) a disposition is "the willingness, readiness and disposition of political behavior to actively conduct politics in order to achieve a political goal. It is further said that: For policy implementation to be effective and efficient, the implementor must not only know what needs to be done and have the ability to implement the policy, but also the will to implement it. (Widodo, 2010).

3.   Methods

In accordance with the descriptive analysis method, in this study the researchers tried to describe and analyze the implementation of the vocational revitalization policy, the obstacles and strategies undertaken to overcome these obstacles. The place of research used is the Donomulyo Islamic Vocational School, Malang Regency. This research has been conducted for 3 months, starting from March 2022 to May 2022. This research is focused on the process of implementing the industrial class vocational revitalization policy in the online business and marketing expertise program in terms of the perspective of the policy implementation model developed by Edward III.

The subjects in this study were: principals, vice principals for public relations and industry, vice principals for infrastructure, vice principals for academic affairs (curriculum). Subjects were selected based on purposive sampling, namely the technique of determining the sample with certain considerations (Sugiyono, 2014). The instrument used in this research is the main instrument and the supporting instrument. The main instrument in this research is the researcher himself. Supporting instruments consist of an observation guide, an interview guide, and a documentation guide. Data collection techniques are ways or strategies to obtain the data needed to answer questions. The data collection technique aims to obtain data in a way that is in accordance with research so that researchers will obtain complete data both orally and in writing (Moleong, 2012).

The variables in this study use one variable or a single variable, namely policy implementation. As stated in the previous chapter, here the author will use the research variables proposed by Edward III who argues that there are 4 (four) variables with indicators that are used as something that can be measured and researched. The four variables include communication, resources (HR, funds, and infrastructure), bureaucratic structure, and tendencies or attitudes. Data analysis techniques for policy implementation models according to Edward III consist of four variables, namely: communication, resources, disposition and bureaucratic structure (Agustino, 2016).

4.   Results and Discussion

The implementation of the industrial class revitalization policy is designated as the flagship program of the SMK Islam Donomulyo. And the policy has been stipulated in the School Activity and Budget Plan (RKAS) of the SMK Islam Donomulyo, Malang Regency, for the 2022-2023 Academic Year. It is hoped that within the next year, cooperation with industry will be stronger with the addition of industries that cooperate with schools through programs that intensify the collaboration.

According to the Head Master of SMK Islam Donomulyo Malang Regency, there are several programs that have involved industry in their implementation. However, so far, industrial involvement has only been used as a place for students to practice internships. For other collaborations, it is not optimal. This is because it is not easy to get the industry to cooperate with schools. As stated by Mahande, it is understandable that the difficulty of bringing the industry involved wholeheartedly with the world of education is understandable because there is no mutually beneficial cooperation for both parties and there are no

rules/laws that can bind both parties so that the link & match concept was initiated cannot be carried out regularly and systematically (Mahande, 2013).

However, since the enactment of the SMK revitalization policy through Presidential Instruction No. 9 of 2016, where the policy requires all SMKs to strengthen cooperation with industry so that link and match occurs, then SMK Islam Donomulyo Malang Regency is determined to further strengthen cooperation with industry so that there is equivalence and alignment (link and match) between graduate competencies and competencies needed by the industrial world. So that the absorption of graduates in the Industrial World is increasing. It was further disclosed that the collaborations that have been carried out since the promulgation of the Vocational Revitalization Policy are Industrial Work Practices (PRAKERIN), Industrial Visits, Internship Teachers (OJT), Teacher Workshops / Training / Training of Trainers (TOT), and most recently the Industrial Class for Online Business and Marketing Study Program.

This study is intended to analyze the implementation of the vocational revitalization policy in the field of strengthening industrial cooperation at the SMK Islam Donomulyo, Malang Regency using the approach proposed by Edward III which includes: Communication, Resources, Disposition, and Bureaucratic Structure.

The first requirement for the implementation of a policy is communication. Without good communication, a policy will not run smoothly as expected. The ability of policy makers to communicate a policy to policy implementers clearly, precisely and accurately will have a positive impact on the implementation of a policy. In the communication process, there are three important things that need to be considered, namely transmission, clarity and consistency. Transmission; Public policies should be conveyed not only to policy implementers but also to policy target groups and other interested parties either directly or indirectly, in other words the need for socialization both to policy implementers, target groups and the general public. (Ratri, 2014)

The transmission process is carried out through a coordination meeting containing the agenda for the socialization of the vocational revitalization policy, as well as socialization in the form of dissemination of school programs related to strengthening industrial cooperation for each expertise program. The coordination meeting was attended by policy implementers, namely the vice principal for public relations (public relations), vice principal for curriculum, vice principal for infrastructure, vice principal for student affairs, heads of expertise programs and teachers of the SMK Islam Donomulyo.

So far, the communication pattern that has been carried out by policy makers, in this case the head master of the SMK Islam Donomulyo, Malang Regency has been able to transmit the vocational revitalization policy clearly and coherently, so that policy implementers know and understand clearly the aims, objectives and targets of the policies instructed by the government principal.

The clarity of information related to the policy was followed up by the heads of expertise programs by compiling work programs with program priorities leading to strengthening industrial cooperation, including: (1) strengthening cooperation in the field of PRACTICES by adding industries that can be used as internships, (2) strengthening cooperation in the field of prakerin. teacher internship (OJT) by collaborating with industry in accordance with their respective expertise programs (3) strengthening cooperation in the field of industrial class formation by establishing an industry class for the Online Business and Marketing expertise program with PT Ramayana Lestari Sentosa Tbk which is already in the stage of signing a memorandum of understanding or MOU (Memorandum of Understanding), aligning the curriculum with the Ramayana, as well as providing a teaching factory for the learning process to take place.

In terms of consistency, the message of the vocational revitalization policy has been conveyed by the head master of the SMK Islam Donomulyo Malang Regency continuously to policy implementers in schools and to related parties in accordance with the contents of the policy. Thus, the information related to policies received is the same between policy makers and policy implementers. This is reinforced by statements from several sources, that the message conveyed by the head of the Islamic Vocational School Donomulyo Malang Regency regarding the SMK revitalization policy is in line with the contents of the SMK revitalization policy stipulated in Presidential Instruction No. 9 of 2016. This makes it easier for policy implementers to implement the policy. In addition, based on a review of existing data, it is clear that the revitalization policy has been stated in the work program of each policy implementer, which leads to the revitalization of strengthening industrial cooperation..

The second factor that affects the implementation of a policy when viewed from the aspect of the bureaucratic structure is fragmentation. Fragmentation, can be interpreted as the delegation of responsibility and authority of a policy to the field of implementing the policy, so that the implementers of the policy can implement a policy properly, it is necessary to coordinate between the implementers of the policy.

Another factor that also contributes that is no less important in implementing a policy is the resource factor. Even though the implementation of a policy is in accordance with existing regulations, it is clear and accurate in conveying it, but if in its implementation there are no/lack of resources (humans) who cannot do the job effectively, then the implementation of the policy will also not run effectively. Resources or "resources", include staff, information (information), authority (authority) and facilities (facilities). (Supriyatno, 2010)

Humans (Educators and Education Personnel) Discussion on staff refers to the quantity and quality of people involved in the formulation and implementation of policies. The discussion about staff is related to the ability (quality) and number (quantity) of the policy implementers (staff) that make a policy implementation successful or not. Apart from the aspect of quality and quantity, other aspects that affect the success of policy implementation if viewed from the human resource factor are skills. So it can be said that in implementing this Revitalization policy, the main resources needed are qualified human resources, both from the quality aspect, the quantity aspect, the quantity adequacy aspect and the skills aspect of all policy implementers. (Supriyatno, 2010)

Funds (Financial) the financial aspect is a very influential aspect in supporting the successful implementation of a policy. Because the financial aspect is one of the resources that directly affect the effectiveness and efficiency of the successful implementation of a policy.

Facilities and Infrastructure the facilities and infrastructure referred to in this study refer to infrastructure facilities that are adjusted to the provisions of the partner industry. Based on the results of observations to the SMK Islam Donomulyo, Malang Regency, information was obtained that the availability of infrastructure facilities in the implementation of this SMK revitalization policy, was still inadequate as required by the partner industry. Especially in the Industrial Class program due to the shortage of tools and materials in fulfilling the teaching factory.

In addition, the attitude and perception of policy implementers towards their duties and responsibilities are factors that also affect the implementation of a policy to make it run effectively. If the implementers have an attitude by providing support to the implementation of a policy, then the implementation of the policy will be carried out as planned. On the other hand, if the implementers have a negative attitude by refusing then the implementation of the policy will also face obstacles in its implementation. Policy makers can replace policy implementers, if it is found that policy implementers cannot implement policies as planned. Two important things related to attitude/disposition are, the first is the attitude of the implementers and the second is related to the initiatives of the implementers.

5.   Conclusion

Based on the results of research that has been carried out on the implementation of the industrial class revitalization policy at the SMK Islam Donomulyo, Malang Regency, several conclusions can be drawn as follows: Marketing is viewed from the policy implementation approach of Edward III's model. 2. Cooperation programs with industry. Another factor is related to resource factors, especially human resources, facilities and infrastructure, and funding/budget factors also determine the success in implementing the policy.

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