

Vocational School Revitalization: Opportunities and Challenges (Case Study of Implementation of West Nusa Tenggara Governor Policy Number 75 of 2020)

Muhammad Atha' Iqbal¹, Baiq Dewi Kamariani²

Program Studi Ilmu Administrasi Publik, Institut Teknologi Sosial dan Kesehatan Muhammadiyah
Selong

Article Info

Article history:

Received: 24 June 2024

Publish: 1 July 2024

Keywords:

Vocational School Revitalization,

Policy Implementation,

Opportunities and Challenges.

Abstract

The aim of this research is to understand the opportunities and challenges of implementing the vocational school revitalization policy at SMKN 01 Jerowaru, East Lombok. This research is a qualitative descriptive study with the research location at SMKN 01 Jerowaru, East Lombok. Collection techniques through interviews. Data analysis in this research uses the Interactive Model data analysis from Miles, Huberman and Saldana (2014). The results of this research show that there are opportunities and challenges for SMKN 01 Jerowaru in implementing the Vocational School Revitalization policy. Where opportunities and challenges come internally and externally. where the research results in this year, the opportunity for policy implementation obtained by SMK 01 Jerowaru is the collaboration between the school and industry in the form of an agreement in creating a curriculum, as a follow-up to this in the form of activities to increase competency and develop skills for teachers through the OJT program. Meanwhile, the challenge is the provision of practical equipment such as branding and barista practice rooms which still do not exist. For the culinary arts department, even though they already have an RPS equipped with IDUKA standard equipment, the production of products in schools is still not productive and unable to produce a surplus.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Muhammad Atha' Iqbal

Program Studi Ilmu Administrasi Publik, Institut Teknologi Sosial dan Kesehatan Muhammadiyah Selong

Baiqdewikamariani95@gmail.com

1. INTRODUCTION

Explicitly, one of the policy products in the world of education in the form of Presidential Instruction Number 9 of 2016 was directed to the Ministry of Education and Culture (Kemendikbud). Then it can be handed down to the Regional Government where the regulation becomes a constitutional mandate to be implemented by the Central Government through a decentralized function to the Regional Government (Maharani, et al. 2022). Regional Governments can issue regulations in the form of Provincial Governor regulations related to accelerating the revitalization of vocational high schools in the Province as mandated by the President as stated in Presidential Instruction No. 9 of 2016 concerning Revitalization of Vocational High Schools in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources. The issuance of the Governor's Regulation (PERGUB) was followed by harmonizing government regulations and regional medium-term development plans as a form of the government's seriousness in implementing the vocational high school revitalization policy.

The policy of revitalizing the world of education, especially in educational institutions such as vocational schools, is essential, considering that vocational schools have special departments and are one of the schools designated as revitalization schools. This is done as a government effort to improve the quality of resources and school competitiveness. The

most appropriate education to face world developments, especially the challenges of the globalization era, is education that is oriented towards the industrial world, so that vocational schools in the learning process must be able to create learning model approaches that are actual and in accordance with the needs of the industrial world (Zainal Arifin, 2012).

Revitalization policies in the education sector are carried out as a form of providing life force, growth power and new development power to the world of education (Natasha, 2012). Revitalization efforts are active efforts to explore and revive long-established values so that they can come back to life. In the educational revitalization process, schools must embrace all stakeholder organs in the education sector, both internal to the school and external to the school, which is manifested harmoniously in all components. education itself, such as: curriculum content, learning and assessment processes, subject management, school management, implementation of curricular activities or activities, empowerment of infrastructure, financing, and work ethic of all school members.

As a form of follow-up to the Vocational School revitalization policy, the Ministry of Education and Culture gave orders to all elements connected to education, both institutions or fields related to education and teachers, to refine and align the Vocational School curriculum which is aligned with the competencies required by graduate users. The hope is that by creating harmony and equality in the revitalization of vocational schools, we can produce young generations who are ready to use both in the world of work, young generations who are skilled, have character, have a work ethic, are disciplined and have competitiveness. (Hadam, 2017)

The objectives to be achieved with the publication of this Vocational School revitalization policy are:

1. Creating harmony and equality between vocational schools and the world of business and industry.
2. Change in frame of mind (paradigm) from push to pull. This means that the view of vocational schools has so far only been to encourage, produce and produce graduates without looking at the needs of the world of work and the needs of the job market. Changing to a paradigm of looking for everything related to the job market, starting from work culture and competencies needed by the job market by drawing them into vocational schools to develop vocational school curricula that are aligned with the industrial curriculum.
3. Changes in the teaching and learning process from supply driven to demand driven.
4. Producing vocational school graduates who can adapt to change, so that they become graduates who can work, continue to the next level of education, and become entrepreneurs.
5. Reducing the gap between vocational school education and the needs of the business/industrial world, in terms of technological, administrative and competency aspects. (Hadam, 2017)

As for revitalization steps, the Directorate of Vocational School Development has determined five areas of revitalization, namely revitalization of the curriculum, teachers and education staff, collaboration with the business/industry world, certification and accreditation, as well as infrastructure and institutions. Each of the five vocational school revitalization areas is implemented, then carried out in accordance with real programs to create superior and competitive resources.

The Province of West Nusa Tenggara (NTB) implemented Presidential Instruction Number 9 of 2016 concerning the revitalization of SMKs through Governor's Regulation concerning the revitalization of SMKs number 75 of 2020. This Governor's Regulation is intended as a guideline for the Provincial Government, the community and related parties

in implementing the revitalization of SMKs. The issuance of Governor's Regulation Number 75 of 2020 challenging the revitalization of vocational schools which should aim to, among other things:

- a) Strengthening the existence of vocational schools so that they have high competitiveness in meeting workforce needs in various local, national and global industries.
- b) Increasing linkages and compatibility between vocational school education providers and industry and the world of work.
- c) Align, develop, and/or perfect the vocational school curriculum to meet the needs of industry and the world of work.
- d) Increase the number and competency of vocational school education and teaching staff.
- e) Aligning the ratio of the number of competent productive teaching staff to the number of learning groups for each skill competency held by Vocational Schools.
- f) Increasing cooperation with government, industry and the world of work.
- g) Increasing access and recognition of graduate certification and vocational school accreditation (PERGUB NTB, 2020).

Then in the PERGUB there are at least 10 (ten) which are the scope of or part of the content of Vocational School Revitalization, including: (1) administration (2) institutional management (3) Curriculum Alignment (4) Educators and Teaching Personnel (5) Collaboration other educational units, industry and the world of work, universities, professional certification institutions (LSP) and other institutions in accordance with the required skill competencies (6) Facilities and Infrastructure (7) Competency Certification (8) role of regional apparatus organizations (9) monitoring and evaluation, and (10) financing.

The schools that are eligible to carry out the revitalization program include SMK Negeri 01 Jerowaru, East Lombok, as these two schools are registered in the Special Allocation Fund (DAK) work package for the Vocational School sector and the decision of the West Nusa Tenggara Provincial Education and Culture Service, which is assisted by the School Revitalization team. Vocational Middle School (TIM RSMK) and assisted by the Vocational High School Development Working Group (KKP SMK). As a regulation that is relatively new to be implemented, there are certainly opportunities and challenges for schools that implement the governor's regulation. Therefore, this journal will discuss the opportunities and challenges of vocational school revitalization at SMKN 01 Jerowaru, East Lombok Regency.

2. RESEARCH METHOD

This research uses a qualitative descriptive approach with relevant data sources obtained through interviews with sources. Interviews in this research were conducted at the location of each informant or source or actor involved in implementing the policy of the Governor of West Nusa Tenggara Regulation Number 75 of 2020 concerning Revitalization of Vocational Schools, with a direct question and answer system with related parties such as matters that are not yet clear for completion. acquisition of data and information. Data analysis in this research uses the Interactive Model data analysis from Miles, Huberman and Saldana (2014).

3. RESULTS AND DISCUSSION

Opportunities and Challenges for Implementing the Vocational School Revitalization Policy at SMKN 01 Jerowaru, East Lombok

Vocational High Schools (SMK) are vocational or vocational schools that train each student to be skilled and equipped with certain abilities so that they are ready to enter the

world of work and can work effectively in their respective fields of work. In this modern century, the world of work is developing very rapidly and is accompanied by the industrial revolution, so that it demands the ability of every worker not only to have abilities such as interacting with machines, tools and systems, but the work environment will demand technical, social and methodological abilities, with these abilities as their preparation to face this innovative work environment.

Every policy in the implementation process certainly has supporting and inhibiting factors, as is the case with the implementation of vocational school revitalization, these factors are things related to those that support the implementation stages of the policy as well as factors that hinder the process of implementing the policy, then the factors It is specifically divided into two, namely internal and external school factors.

The obstacles that occur in the process of implementing vocational school revitalization at SMKN 01 Jerowaru, East Lombok are divided into two, namely specific and general obstacles, the obstacles in general are related to the internal school as stated by Mr. Aswandi as Deputy Head of Curriculum at SMKN 01 Jerowaru, East Lombok, namely human resources. , he stated that:

"One of the most important points in carrying out each of these implementation activities is related to our collective commitment, from all school members, if the implementers here have good commitment in the implementation stage or the implementation will be supported and God willing, it will run smoothly, and vice versa if every school member If your commitment is not good it will really hinder you. Especially the discipline of students, especially adjusting time in practical lesson activities, students' habits of still making excuses when practicing, reasons for being tired and tired, the habit of chatting and playing a lot during practice and studying also hinders, other obstacles from teachers who still don't understand the system. technology related to reporting, supervision and recommendations based on information technology, there are still those who are confused and do not carry out their responsibilities." (Interview with Mr. Aswandi as Deputy Head of Curriculum on April 5 2024. 09.03 WITA at SMKN 01 Jerowaru, East Lombok)

Specific internal obstacles, namely related to each department at SMKN 01 Jerowaru East Lombok, firstly the obstacles that occur in the Hospitality program, in this department program internally there are obstacles in providing practical tools to develop students' abilities in seeing developments in the industrial and business world. , such as bratending and barista practice rooms which still don't exist, as explained by the Deputy Head of Sarpas SMKN 01 Jerowaru, East Lombok:

"For RPS, the only thing that is complete and of IDUKA standard is the culinary arts department, including the tools, graphic techniques are available but still not complete, God willing, it will be complete soon, the only thing that doesn't exist is the hospitality and ULW department, specifically for the hospitality department we use the edu-tel concept. To cover this shortcoming, Edu-Tel is a renovated practice space. If the room is like bratending and the baristas, we are still working on it in the future." (Interview with Mr. Abdullah, S.Pd as Deputy Head of Public Relations on April 4 2024. 09.32 at SMKN 01 Jerowaru, East Lombok)

For the culinary arts department, even though they already have an RPS equipped with IDUKA standard tools, this is related to the manufacture of products in schools which are still not productive and are not able to produce a surplus. This obstacle is influenced by the market, but teachers still have difficulty finding market networks because teachers feel that all Production and marketing activities are entirely borne by the teachers, as stated by Mrs.

Linda Aswari, a teacher in the culinary department at SMKN 01 Jerowaru, East Lombok, as follows:

"There are still not many orders, we teachers still have to look for market orders. The hope is that schools must determine the market, so we here as teachers only think about production. But don't we teachers think about production, we think about market orders. Because the market has not been determined by the school, we have to look for the market link which is a bit complicated. That's the obstacle. (Interview with Mrs. Linda Aswari as teacher on April 1, March 2024. 09.07 at SMKN 01 Jerowaru, East Lombok)

Apart from the obstacles above, in the process of implementing Vocational School revitalization, external obstacles include schools in the process of cooperation agreements between schools and the industrial and business world, not everything goes smoothly, there are also industries that ignore offers of cooperation, then the practicum MoU process is canceled by the industry due to management changes. In industry, this triggers SMKN 01 Jerowaru to be more extra in establishing and building relationships with various industrial and business worlds, as stated by Mr. Mahsir, S.Pd as Deputy Head of Public Relations, Beliu said:

"This industry has a very fast cycle of change, especially equipment. Sometimes we as education parties are not able to keep up with the industrial world. Yes, what's the name of industry? Maybe you think that here it's work and market orientation, so automatically we have difficulty aligning the equipment. Sometimes the equipment has just arrived but the industry has changed again, that's an obstacle we often experience, difficulties in getting cooperation with IDUKA, especially looking for OJT teacher internship locations and internship locations at IDUKA for students, various conditions requested by the industry. Sometimes it is difficult, there are also those who have signed an MoU agreement but it is canceled midway due to changes in management and so on. Therefore, the government needs to improve link and match." (Interview with Mr. Mahsir, S.Pd as Deputy Head of Public Relations on 02 April 2024. 09.18 at SMKN 01 Jerowaru, East Lombok)

Based on the researcher's observations and interviews, the obstacles felt by SMKN 01 Jerowaru East Lombok as the implementer of policies related to equipment, apart from the culinary department, hotel department, tourism service business and graphic engineering, are departments that are still unable to balance with industry. The achievement orientation of the school and the industry are certainly different, there needs to be support from the industry for the sustainability of the Link and Match system.

Apart from the obstacles above, there are also supporting factors in the process of implementing the Vocational School revitalization policy at SMKN 01 Jerowaru, East Lombok, namely the collaboration between the school and industry in the form of an agreement in creating the curriculum, so that in fact there can be synchronization of the school curriculum with industry which will help the students. Policy implementer at SMKN 01 Jerowaru in looking at developments in the industrial world. As explained by Mr Aswandi, he explained:

"What we should be grateful for is that with this revitalization, we have a strong foundation in building collaboration between schools and industry, including us jointly preparing the curriculum, especially industry which has focused on us in the world of education, so far in the long run. In the 4 (four) years since the revitalization program at this vocational school existed, SMKN 01 Jerowaru has signed an MoU on cooperation, including cooperation on curriculum synchronization with industry, for

example, in the field of hotel and culinary governance, we have an MoU with the Indonesian Hotel General Manager Association Chapter of NTB, for the field of development. "There is already quite a lot of tourism as far as I remember, so we agreed to develop a curriculum with the Mandalika Tourism Institute." (Interview with Mr. Aswandi as Deputy Head of Curriculum on April 5 2024. 09.03 WITA at SMKN 01 Jerowaru, East Lombok)

In addition to the curriculum synchronization agreement with IDUKA, SMKN 01 Jerowaru East Lombok as a follow-up to this includes activities to increase competency and skill development for teachers through OJT or training programs such as teacher internships, upskilling, or teacher package programs after the MoU has been agreed, the aim of the OJT program This is so that SMKN 01 Jerowaru East Lombok teachers can improve their soft skills and hard skills in accordance with the industrial environment, then these skills can be taught and transmitted to their students or students at school. As explained by Mr. Mujahidul Asayari, S.Par, as follows:

"There are various kinds of OJT programs, such as teacher internships, upskilling, teacher packages, training and various competency training, apart from this activity being initiated by the Regional Government through DIKBUD NTB, this activity is also often initiated by IDUKA which has collaborated with us, such as upskilling at PT. Golden Island yesterday." (Interview with Mr Mujahidul Asayari as a teacher on April 3 2024. 09.41 at SMKN 01 Jerowaru)

Based on observations and interviews by researchers at SMKN 01 Jerowaru, apart from opportunities, other supporting factors are of course contribution and assistance from the government, although it is felt that this is not yet optimal, but assistance in terms of facilities and infrastructure should not be ruled out, such as assistance in the form of RPS and administrative tools. catering, computers for practice and training for graphic engineering majors, including assistance in the form of financial funds, facilities in the form of goods and services. SMKN 01 Jerowaru will continue to strive to optimize various management information systems, teaching factories, and increase collaboration with industry on a local, national and global scale, so that the school can produce graduates who are ready to work.

Every policy in the implementation process certainly has opportunities and challenges. Likewise with the implementation of the Vocational School revitalization policy at SMKN 01 Jerowaru, East Lombok, these opportunities and challenges come from internal and external. Based on the analysis of the researcher's data, conclusions can be drawn. Internally, in the implementation of vocational school revitalization at SMKN 01 Jerowaru, East Lombok, related to each department, as happened in the Hospitality program, there were obstacles in providing practical equipment such as bratending and barista practice rooms which still do not exist. For the culinary arts department, even though they already have RPS equipped with IDUKA standard equipment, the production of products in schools is still not productive and unable to produce a surplus. This obstacle is influenced by the market, but teachers still have difficulty finding market networks because teachers feel that all production activities and Marketing is entirely borne by the teacher. For the Tourism Services Business and Graphic Engineering departments, the obstacles are still not able to balance those with industry. Furthermore, the external obstacle factor in the process of implementing the Vocational School revitalization policy at SMKN 01 Jerowaru, East Lombok is that the school experienced problems related to the cooperation agreement between schools and IDUKA, not everything went smoothly, there were also the industry ignored the offer of cooperation, then the practical MoU process was canceled by the industry due to changes in management in the industry.

Based on the data analysis, conclusions can be drawn regarding opportunities in the process of implementing the revitalization policy at SMKN 01 Jerowaru, East Lombok, namely the occurrence of collaboration between the school and industry in the form of an agreement in creating a curriculum, as a follow-up to this in the form of activities to increase competency and develop skills for teachers through programs OJT or training such as teacher internships, upskilling, or teacher package programs, other supporting factors are of course in the form of contribution and assistance from the government, although it is felt that it is not yet optimal, but assistance in terms of facilities and infrastructure should not be ruled out, such as assistance in the form of RPS and cooking tools, computers for practice and training for graphics engineering majors, with assistance in the form of financial funds, facilities in the form of goods and services.

4. CONCLUSION

Based on the research results and findings in the field, the final conclusion regarding the opportunities and challenges of implementing Governor Regulation Number 75 of 2020 concerning the Revitalization of Vocational Schools at SMKN 01 Jerowaru, East Lombok is as follows: the issuance of the Governor of West Nusa Tenggara's Regulation Policy regarding the Revitalization of Vocational High Schools is Concrete steps taken by the government to be present in every condition which then becomes the urgency of public interest in the world of education in the Republic of Indonesia, especially in the Province of West Nusa Tenggara. The existence of the Vocational School revitalization policy means school implementers are faced with something new that requires extra work in its implementation. So that many dynamics and obstacles emerge, including opportunities and challenges.

5. BIBLIOGRAPHY

- Arifin, Zainal.(2012). Implementasi Manajemen Strategik Berbasis Kemitraan Dalam Meningkatkan Mutu SMK. *Jurnal Administrasi Pendidikan*. Vol.XIV No.1 April 2012|61-62.
- Hadam, S. dkk. (2017). *Strategi Implementasi Revitalisasi SMK*. Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Maharani, W. M., & Wati, D. M. (2022). Implementasi Kebijakan Revitalisasi Pendidikan Menengah Kejuruan Di Provinsi Jawa Timur. *JPAP: Jurnal Penelitian Administrasi Publik*, 8(1), 89-106.
- Miles, M.B, Huberman, A.M, dan Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*. Sage Publications.
- Natasha, H. (2012). Revitalisasi Lembaga Pendidikan dalam Upaya Membangun Karakter Bangsa. An-Nida.
- Salinan Surat Intruksi Presiden (INPRES) Nomor 9 Tahun 2016 Tentang Kebijakan Revitalisasi Sekolah Menengah Kejuruan.
- Salinan Surat Peraturan Gubernur (PERGUB) Nusa Tenggara Barat Nomor 75 Tahun 2020 Tentang Revitalisasi Sekolah Menengah Kejuruan.
- Wibowo, N. (2016). Upaya memperkecil kesenjangan kompetensi lulusan sekolah menengah kejuruan dengan tuntutan dunia industri. *Jurnal Pendidikan Teknologi dan Kejuruan*, 23(1), 45-59.
- Yusuf, A. R., & Mukhadis, A. (2018). Model pengembangan profesionalitas guru sesuai tuntutan revitalisasi pendidikan vokasi di Indonesia. *Lectura: Jurnal Pendidikan*, 9(2), 130-139.

