Management of Competency Improvement of Educated Personnel At Vocational High School in Bima City

Salahuddin
Universitas Singaperbangsa Karawang, Indonesia
Email : dr.salahuddin@fkip.unsika.ac.id

Abstract

The policy of strengthening access at the vocational high school level necessitates the government's readiness to implement educational innovations that align with market demands, ensuring that graduates possess competencies compatible with the needs of the labor market. This study aims to describe the management of enhancing the competencies of educated personnel in vocational high schools in Bima City. Employing a qualitative approach with a case study design, data were collected through interviews, questionnaires, observations, and documentation. Data analysis was conducted using descriptive inductive analysis. The findings reveal that: (1) the graduation rate among students at the four state vocational high schools in Bima City, which served as the research subjects, is notably high, standing at 99.6%, with only 0.4% of students failing to graduate. This elevated graduation rate reflects the students' competency in absorbing knowledge and skills within the school environment. Meanwhile, the absorption rate of graduates into the job market is at 61.54%; (2) the supportive factors for enhancing the competencies of educated personnel include the availability of educational facilities and infrastructure, adequate qualifications of educators, and government support; (3) the program aimed at enhancing the competencies of educated personnel in vocational schools in Bima City encompasses both a departmental skills enhancement program and a partnership program; (4) challenges in improving the competencies of educated personnel at vocational schools in Bima include limited access to training and professional development opportunities, characterized by a notable lack of entrepreneurship training. Furthermore, the school's policies have not yet optimally supported the ongoing development of teachers' competencies, evaluation of practical work has not been maximally conducted collaboratively between schools and industry partners (DUDIKA), and some vocational schools still lack the necessary facilities and infrastructure to meet standards conducive to skill competency and support the development of students' talents and interests. In conclusion, the research indicates that while the percentage of vocational school graduates is exceedingly high, it is along with a sufficiently adequate absorption rate in the job market. This graduation and absorption level synergizes with the support and programs developed by education stakeholders (school community, government, and DUDIKA), despite the presence of unresolved challenges.

Keywords: *Competency Improvement, Educated Workforce, Vocational High School*

INTRODUCTION

The world's condition in 2025 will experience major changes in various sectors of life. In this context, the world will experience a new era full of challenges. Among the challenges faced by the world community are the geopolitical shifts played by major countries, the development of digital technology based on artificial intelligence that has the potential to replace humans, the occurrence of economic inequality and demographic shifts and climate crises that have an impact on the sustainability of society socially and economically. In this era of rapid change, it requires efforts to adapt and transform human resources that are compatible with global demands.

In accordance with the ideals of development in the current era of the administration of President and Vice President Prabowo-Gibran Rakabuming Raka, Indonesia has many potentials that can be utilized in responding to and facing changes in global conditions, namely by increasing job creation, industrial policies and down streaming, food and energy security, human resource development, institutional reforms that are full of the principles of good governance & clean government.

In this regard, the development and strengthening of human resource competencies is very vital, especially in efforts to build qualified talents to fill strategic positions in various government and non-government institutions that are expected to be able to support the achievement of the 2045 golden Indonesia target.

Amidst high hopes for accelerated development, Indonesia is still overshadowed by unstable economic conditions, which have an impact on budget efficiency in various fields and even mass layoffs in several employment sectors. Coupled with Indonesia's human development index capital which is still far behind other

countries, this has an impact on the difficulty of building competitiveness in filling job competitions. In 2024; Indonesia's Human Development Index (HDI) was recorded at 75.02, which is only an increase of 0.63 points compared to 2023 which was 74.39 (BPS, 2024). In addition, the results of research by the International Institute for Management Development in 2024 showed that Indonesia's human resource competitiveness was ranked 46th out of 67 countries.

The low competence of Indonesian human resources is suspected to originate from interrelated factors including: workers/professional experts who do not have adequate qualifications; minimal implementation of competency certification; the curriculum in vocational high schools is not yet in accordance with professional expertise; and human resources in Indonesia are very abundant but have not been optimized by the government. Meanwhile, in order to achieve a national development goal, human resource development is needed both macro and micro. In the macro context, it includes the process of improving human quality or ability (Notoatmodjo, 2003).

Considering that the unemployment problem in Indonesia is still crucial, in this case, BPS Data (2024) shows that the open unemployment rate (TPT) of the Indonesian population is still relatively high, although there is a tendency for a decrease in the figure in the 2019-2024 period, namely the Indonesian TPT in 2024 of 4.91%. Judging from the level of education completed, vocational school graduates still occupy the highest open unemployment rate, namely 9.01%, followed by high school graduates at 7.05%, Diploma IV/S1, S2 and S3 graduates at 5.28% and D1/D2/D3 graduates at 4.83%. The number of unemployed vocational school graduates is due to several factors including: (1) suitability of skills: Many vocational school graduates do not have skills that match the needs of the world of work. Companies often want more specific skills or work experience that graduates do not have; (2) Level of education and training: Vocational school graduates often do not get enough training to be ready to face the world of work. As a result, they have difficulty adjusting to existing job demands; (3) Economic Conditions: The unstable economic situation in Indonesia also affects the unemployment rate. Although vocational school graduates have skills, unfavorable market conditions can make it difficult to get a job; (4) Social stigma and competition: There is a stigma that vocational school graduates have lower quality compared to graduates from general high schools. In addition, the increasingly tight competition in the job market makes it difficult for vocational school graduates to compete with college graduates; (5) Lack of Support from the Government and Stakeholders: Many vocational school graduates do not receive sufficient support from the government in the form of job placement programs or entrepreneurship support. This causes graduates to feel lost after graduating. Therefore, efforts to improve Indonesia's human resources are a must. Superior human resources are only obtained through superior education. The progress of a nation requires superior human resources and the birth of superior humans requires superior education as well. These advantages include various components of education, such as: human resources educators, curriculum, facilities and infrastructure and so on.

Thus, education in the development of the Indonesian nation is very important, the results of the Mckinsey Global Institute research (2020) that in 2030 as many as 113 skilled workers are needed, to place Indonesia in the top seven world economies. Therefore, to create a generation of the nation that is able to create jobs (job creators), the integration of academic elements as pioneers in producing educated workers with business as the locomotive of the nation's economy by maximizing existing human resources to reduce the phenomenon of educated unemployment in Indonesia.

To face these challenges, quality education is needed that has a significant contribution in anticipating the explosion of unemployment (Handayani, et.al, 2022). This is in line with the roadmap for education development by the Ministry of Primary and Secondary Education which sets priority programs for education development including improving vocational education to produce graduates who are ready to

work (Materials for the Working Meeting of the Minister of Primary and Secondary Education with Commission X of the Indonesian House of Representatives, Wednesday, December 12, 2024).

This is important, considering that in the current era of globalization, the position of vocational education, especially Vocational High Schools (SMK) has a very important role in preparing competent and ready-to-use workers. With the diverse demands of industry, empowering vocational education through effective management is crucial to improving the competence of educated workers who graduate from SMK, so that in its implementation it must be able to adapt quickly to the needs of a dynamic labor market.

Considering that Bima City is one of the administrative areas of government that plays a role as a very potential service city and is included in the golden triangle area of the maritime axis of human interaction that connects the eastern part of Indonesia with NTT, the central part of Indonesia with the waters of Sulawesi and Kalimantan and the western part of Indonesia that connects the islands of Bali and Java. A very strategic position in supporting the acceleration of the national economic wheel, so that it requires skilled and knowledgeable workers in the required fields. For that, SMK is expected to produce graduates who are ready to compete, both in the local and global world of work.

Judging from the potential of the school, there are 11 vocational schools in the city of Bima consisting of 5 state vocational schools and 6 private vocational schools. Of the number of schools, this study focused on four vocational schools, namely SMKN 1, SMKN 2, SMKN 3 and SMKN 4 Bima City on the grounds that the schools that are the objects of the study have various advantages and best practices. This study aims to explore the management of improving the competence of educated personnel at vocational schools in Bima City, as well as providing relevant recommendations for education managers, so that they can make a real contribution to efforts to improve the quality of vocational education in Indonesia.

Based on the description above, this study attempts to examine in more depth the management of improving the competence of educated personnel in vocational schools in Bima city with the following sub-focuses: (1) Percentage and absorption capacity of educated personnel graduates in vocational schools, (2) Supporting capacity in improving the competence of educated personnel in vocational schools, (3) Programs to improve the competence of educated personnel in vocational schools, and (4) Constraints in improving the competence of educated personnel in vocational schools. This is based on the belief of having a link and match with sectors that absorb labor such as the agricultural, plantation, forestry, hunting and fisheries sectors followed by the trade, restaurant and accommodation services sectors, community, social and individual services, and industry.

METHOD

This study uses a qualitative approach with a case study design at 4 (four) State Vocational High Schools in Bima City, namely State Vocational High School 1, State Vocational High School 2, State Vocational High School 3 and State Vocational High School 4 of Bima City. In this case study research, the researcher explores a limited system (a case) or multiple limited systems (cases) over time, in detail, through in-depth data collection involving various sources of information, namely observation data, interviews and documents and reports, and reports case descriptions and themes based on cases.

This research was conducted from October 2024 to March 2025 through: (1) observation, questionnaires and interviews with informants, so that the data obtained is not in doubt about its level of accuracy. (2) Field Notes; In making field notes, the research team recorded all events heard, seen, and thought during the data collection process related to the focus of the research. In participation observation, the research team considered all data to be important, therefore, all field notes were made in detail and carefully each time they returned from observation and interview activities. (3) Photos; Photos are image data or very descriptive data.

Photos can provide information and describe various past events as well as situations and conditions in a setting that can be used as discussion or analysis materials.

The primary data sources in this study were obtained through interviews and questionnaires aimed at the Head of SMK, teachers. While secondary data sources were obtained mainly through literature studies related to the competence of SMK educated personnel.

The collected data was analyzed using narrative descriptive techniques referring to the concept put forward by Miles and Huberman through three flows, namely (1) data reduction; (2) data presentation, and; (3) drawing conclusions (Miles & Huberman, 2004).

Data reduction is an analysis process by sorting the same data obtained from different sources, eliminating data that is considered unimportant or used in the following analysis, selecting, focusing on doubtful data by rechecking, simplifying, organizing, sharpening, classifying and summarizing. Data reduction is carried out continuously during the research.

Data display means taking reduced data and presenting it in an organized and compressed manner so that conclusions are easier to draw. The data is then simplified and arranged systematically so that it can provide a clear picture according to the focus of the research being studied.

Conclusion and verification are efforts to find and reveal the meaning of the components of the data presented by examining the regularities, patterns (differences and similarities), explanations, possible configurations, cause-and-effect relationships, and propositions. In drawing conclusions and verification, a review of the data presentation and field notes is always carried out, both based on self-observation and through discussions with collaborators and respondents. To obtain the validity of data in research, three testing criteria are used, namely: (1) credibility; (2) dependability; and (3) confirmability. The examination of the validity of data in this study uses triangulation techniques. Triangulation in credibility testing is interpreted as checking data from various sources in various ways and at various times.

RESULTS AND DISCUSSION

Research on the management of improving the competence of educated personnel at vocational schools in Bima City focuses on: (1) identification of the competence of educated personnel explained in the percentage of graduation rates that have an impact on the absorption of graduates in the job market, (2) components that support the realization of improving the competence of educated personnel, (3) programs that support improving the competence of educated personnel, and (4) identification of various obstacles faced in improving the competence of educated personnel. Based on the sub-focus of the research, the findings of the research data are presented as follows:

Percentage and Absorption Capacity of Graduates of Educated Personnel at Vocational High Schools in Bima City

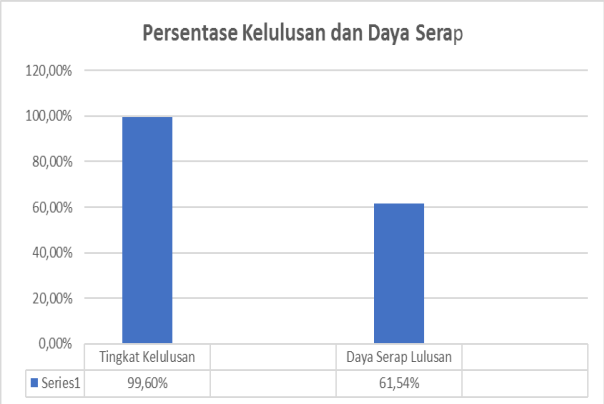
Data on the graduation rate and absorption of educated vocational high school graduates in this study are focused on data on vocational high school graduates in the 2023/2024 academic year. With a waiting period for absorption in the workforce between 6 months to 1 year after graduation. Based on research findings, the graduation rate of students at four State Vocational High Schools in Bima City in 2023/2024 was very high, namely 780 students (99.6%). However, there were still 3 students (0.4%) who did not graduate from a total of 783 students who took the 2023/2024 academic year exam. The failure of these students was due to not continuing school for reasons of early marriage and some died. The percentage of graduation was obtained from findings in four State Vocational High Schools in Bima City which were the objects of the study, namely the instrument data of the graduation rate at State Vocational High School 1 Bima City as many as 279 (99%) students out of 282 students, in this case there were 1.06% (3 students) who did not graduate, State Vocational High School 2 Bima City as many as 100% of the total 230 students, State Vocational High School 3 Bima City as many as 216 students (100%), and State Vocational High School 4 Bima City 100% of the total 55 students. The high graduation rate of

students at the four State Vocational High Schools in Bima City indicates the students' competence in absorbing knowledge and skills at school.

Judging from the graduate absorption indicator and according to the chosen and pursued field of expertise with the available job fields, it shows that the absorption of graduates of each State Vocational High School in Bima City in employment varies greatly. It is known that in State Vocational High School 1 Bima City, there are 210 graduates (75%) who have successfully obtained employment within 1 year after graduation with a level of linearity of employment with the majors studied of 60%, while in State Vocational High School 2 Bima City, there are 74 graduates (32%) with job suitability absorbed in the industrial sector of 25%. Meanwhile, in State Vocational High School 3 Bima City, 152 (70%) of the 216 graduates have obtained employment with the category of graduates working according to their expertise/major of 40%. Meanwhile, in State Vocational High School 4 Bima City, 44 graduates (75%) have been absorbed in the workforce with a level of linear job suitability with graduate expertise of 75%. The absorption capacity of graduates of 4 (four) vocational high schools in Bima City shows significant potential and challenges. Overall, the absorption of graduates at four State Vocational High Schools in Bima City is 61.54%, reflecting the need for industry for educated vocational high school workers. From the data, it was also revealed that there were 290 people (37.2%) of vocational high school graduates continuing their education to higher education; both locally and outside the region, and the remaining 10 people (1.28%) of graduates have not yet obtained job security.

The percentage of vocational school student graduation rates in Bima City and absorption in the world of work can be seen in the following graph:

Graph 1
Percentage of Vocational High School Student Graduation Rate in Bima City and Absorption Capacity in the World of Work



(Graduation Data for Students of State Vocational High Schools 1, 2, 3, & 4 in Bima City for the 2023/2024 Academic Year)

In addition, there are several factors that influence the high absorption of vocational high school graduates in Bima City; namely related to the curriculum. It is known that four state vocational high schools in Bima City have adopted the latest curriculum and involved industry in developing learning materials. This has an impact on the absorption of graduates in the field of work that is relevant to their expertise. In addition, effective internship programs and partnerships with companies contribute to the work readiness of graduates. Added to this are efforts to improve training and certification in certain areas of expertise, so that they have a significant impact on the competitiveness of graduates. This is known from the findings that in order to encourage the acceleration of graduate absorption, that SMK 1 Bima City implements TEFA learning, SMK 2 Bima City facilitates students in addition to project-based learning models, also always builds connections with industry, internship programs and dissemination of information to get jobs through the Special Job Exchange (BKK), counseling services and utilization of alumni networks. The same thing is applied by SMK 3 Bima City by facilitating students through collaboration with the industrial world, strengthening Soft Skills and Hard Skills. Meanwhile, in SMK Negeri 4 Kota Bima, always provides information on job opportunities in alumni groups and opens JOB FAIR exhibitions. Thus, the absorption of graduates in accordance with the expertise competencies indicates the relevance of the implementation of the

curriculum in schools with the needs of the world of work.

Supporting Capacity for Increasing the Competence of Educated Personnel at Vocational Schools in Bima City

The improvement of the competence of educated personnel that has an impact on the graduation rate of State Vocational School students in Bima City cannot be separated from various supporting components in the form of; (1) availability of educational facilities and infrastructure, (2) qualifications of educational personnel and (3) government support. First, from the aspect of support capacity related to the availability of educational facilities and infrastructure, it shows a fairly adequate level of achievement possessed by each school which includes components of general learning space, supporting space, and special learning space. Data findings show that in SMK Negeri 1 Kota Bima each core expertise already has an industrial standard TeFa room, SMK Negeri 2 Kota Bima has a Workshop for each expertise competency and its equipment is quite adequate including: electronics workshop, electrical workshop, TPL/Production Machine workshop, automotive workshop, building workshop each of which is equipped with an audio visual set, electrical installation set, computer assembly set, motorcycle repair set, light vehicle repair set, injection pump repair set, car and motorcycle assembly set, production machine repair set such as lathe, milling, scrap, CNC etc., and a set for installing concrete stone construction, wood drawings and mapping surveys. While in SMK Negeri 3 Kota Bima already has the infrastructure for developing a culinary workshop that already has an Industrial standard, a fashion workshop that already has an Industrial standard (computer embroidery machine), a camera that supports DKV entrepreneurship and film broadcasting, production unit as a place of sales and display. Likewise, SMK Negeri 4 Bima City already has an entrepreneurship and business practice workshop in accordance with the expertise competencies, namely maritime core (Fishing Vessel Nautical and Fishing Vessel Engineering, Agribusiness core (Fishery Product Processing Agribusiness and Brackish and Marine Fisheries Agribusiness). However, research data shows that there are still schools that do not have adequate facilities and infrastructure, namely SMK 1 Bima City does not have an industrial standard Core i7 computer, SMK 3 Bima City regarding hotel rooms that do not meet standards, printing equipment that is not industry standard, sewing machines that are not industry standard and most of the computer facilities that do not meet the needs of contemporary industry. Referring to these findings, the availability of adequate facilities and infrastructure is an important factor in improving the competence of educated personnel. Supporting facilities such as laboratories/workshops, comfortable classrooms, and access to information technology are crucial aspects that must be considered. The support of these facilities and infrastructure is very much in line with the research of Suranto, et.al (2022) which revealed that management of facilities and infrastructure is very important in improving the quality of education. While researching Suhendra (2022) stated that facilities and infrastructure are one of the main resources in supporting the teaching and learning process in schools. The success of educational programs in educational institutions is greatly influenced by the condition of educational facilities and infrastructure. Schools are highly dependent on the condition of educational facilities and infrastructure in schools and by maximizing their management and utilization; Second, seen from the aspect of the support capacity of educational staff, teacher qualifications and competencies are one of the factors that support the quality of education. Based on the mandate of Law Number 14 of 2005, the minimum educational qualification requirements for educational staff at the RA/TK, SD/MI, SMA/SMALB/MA/SMK/ levels of education are D.IV/S.1. Referring to the minimum educational qualification requirements, the findings of the research data show that the educational qualifications of educational staff at the four vocational schools that were the objects of the study as a whole have 100% met the minimum educational qualification standards of S1 from the total existing ASN teachers, consisting of ASN PNS and ASN PPPK with a total of 310 teachers, even of that number there are 26 teachers (8.4%) who

have educational qualifications S-2. This can be seen in the data of each school, namely SMK 1 as a whole has achieved S.1 qualifications of 100% and there are 5 people (5%) who have S.2 educational qualifications from a total of 90 teachers, likewise with the data of teachers at SMK 2, it is already 100% of the total number of teachers of 118 people. Of the total number of teachers, there are 11 people (9.3%) teachers who already have S.2 educational qualifications. In addition, it is interesting that ± 90% of teachers already have academic certification and the suitability between educational background and productive expertise competencies taught is 95%. While the condition of teachers at SMK 3 as a whole has met the minimum educational qualification standard of S1 (100%) from a total of 82 teachers, there are even 9 teachers (11%) who have S2 educational qualifications. with productive expertise backgrounds of 85% and 15% of teachers through the Dual Expertise program and have participated in Industrial training and internships through the Upskilling and Reskilling programs. It is interesting that some teachers at the school are assessors and graduates of the Teacher Mover program. The same thing was found at SMK Negeri 4 Kota Bima, it is known that 100% of teachers have met the S1 qualification and among them there is 1 person (0.2%) who has a S2 qualification from a total of 20 teachers with ASN status, both ASN PNS and ASN PPPK. From the number of teaching staff at SMK 4 Kota Bima, 95% of teachers have a suitable educational background with the expertise and competencies taught.

As an effort to improve sustainable quality, vocational schools in Bima city strive to encourage competency development, teaching quality, character development, internship and work practice programs, LSP and encourage teachers to take competency tests to obtain certificates of expertise in the industrial sector. The efforts made are in line with research by Hayati, et.al (2024), that the development of educational human resources can be carried out through on-the-job training strategies and outside the workplace (off-the-job training) and focus on four main teacher competencies: pedagogical, personality, social, and professional competencies. Therefore, there needs to be a systematic effort to ensure that educators in vocational schools have the appropriate educational background and undergo ongoing training. Collaboration between educational institutions and professional institutions can provide opportunities for teachers to improve their qualifications, such as attending workshops, seminars, and certification. The research data shows the seriousness of schools in improving the quality of educational human resources, especially educators with educational backgrounds that are in accordance with the required expertise competencies.

Third, from the aspect of government support in efforts to improve the competence of educated workers is quite adequate. Research data shows that there are several roles of government in supporting the improvement of the competence of educated workers, namely: (1) Government policies related to adequate financing and budgeting in vocational schools, (2) Provision of scholarships and educational assistance, (3) Provision of assistance for the development of educational facilities (buildings, practice facilities, etc.), (4) Continuous coaching and professional development of educators, (5) Distribution of BOS Funds, (6) Provision of Internship Programs and Link & Match, (7) Development of Training and Certification, (8) Strengthening Entrepreneurship Programs, (9) Facilitating Job Fairs and Job Fairs. Apart from budgeting support and the provision of facilities and infrastructure, there are research findings that local governments do not yet have a bias in facilitating educational institutions and the industrial world to develop a curriculum that is in accordance with the needs of the local labor market, Local governments have never held training and professional development for teachers and education personnel to improve their competence. Government support, both in the form of policies and budgets, greatly influences the support for improving the competence of educated workers. In addition, support in the form of incentives for high-achieving teachers or internship programs for teachers in relevant industries are also effective steps.

Educational institution programs to support the competence of educated personnel:

Research data shows that there are several programs to improve the competence of educated workers developed by SMK in Bima City. The program is based on two main aspects, namely: (1) a program to strengthen expertise based on majors, (2) Partnership programs. The program to strengthen expertise based on majors is one of the strategic steps implemented by SMK in Bima City to improve the competence of educated workers. In SMKN 2 Bima City, in an effort to improve the competence of graduates, various programs are being held, including: Synchronization of the curriculum based on the world of work, Project-based learning, Teaching Factory Class, Entrepreneurship Class, Student internships and teacher internships, Competency Certification programs, and Business Incubation programs as well as upskilling and re-skilling training, special training and certification in the form of AC and Refrigerator (Cooling) service training, Welding training, Motor service, CNC programming training, training in the use of modern accounting software. In addition, no less important is the strengthening of students in character education. The same thing was done by SMK 3 Kota Bima, namely (1) Aligning the Curriculum with Industry Needs (Link & Match), (2) increasing the Proportion of Practical Learning, (3) Professional Training and Certification, (4) Competency-Based Education and Training (Diklat), (5) Implementation of the Teaching Factory Model (TeFa), (6) Strengthening Soft Skills and Work Readiness. This is an effort to encourage students to have an Entrepreneurial mindset, teach creative, innovative, and daring mindsets, build independent and problem-solving characters so that students have high fighting power in business. In addition, conducting competency tests before students are declared graduates using 2 competency test schemes, namely (1) Independent Competency Test by involving Partner industries that are relevant to the Department as External Examiners; (2) LSP-P1 Scheme Competency Test in collaboration with Network Schools that have LSP-P1; (3) Competency-Based Curriculum Development. Competency-oriented curriculum development programs are another important step in improving the quality of educated personnel. The four vocational schools in Bima City have implemented a competency-based curriculum to ensure that the teaching materials are in accordance with the skills needed in the world of work; (4) Use of Technology in Learning. The implementation of technology in the learning process is also a major focus. Schools create a modern learning environment by including technology-based learning aids. This not only enriches the educational experience but also improves the digital competence of teaching staff. Research by Subtianah (2023) states that the integration of technology in learning can help increase student engagement and participation, improve the quality of learning, reduce learning costs, increase the efficiency and effectiveness of learning, and prepare students to face the demands of an increasingly digital world of work. The integration of technology in learning can help improve students' problem-solving skills, critical and analytical skills, and the ability to work independently and collaboratively. In addition, technology can also help increase efficiency in the learning process and prepare students to face the demands of an increasingly digital world of work. (5) Continuous professional development program.

Continuous professional development programs are also very important in maintaining and improving the competence of educated personnel in vocational schools. These three vocational schools hold workshops and seminars regularly to equip teachers with the latest knowledge and innovations in education. Research by Tanjua, et.al (2024) that professional skills that are continuously updated through training and development are an important factor for teachers in improving the quality of teaching.

In addition to the above programs, efforts to improve the competence of educated workers are carried out through the Partnership Program, namely establishing cooperation with various local and national industries. Through this program, educators and students can be directly involved in industrial practices, which provide real experience and improve skills. Based on research findings that SMK 1 Bima city opened an Alfa Mart Class partnership, SMKN 2 established partnerships with several companies

in the automotive sector, such as Toyota Bima, Mitsubisi Bima, Oto Service, Astra Motor Bima, Krida Honda, Hangkuk Welding Bima, Arjuna Land Properti, Jaga Aset Bima, Metromini Celullar Bima, Sharp Bima, LG Bima, PLN Cabang Bima, Oirobion Bima, Participating in entrepreneurship training, Cooperating with campuses that have business incobatos, Cooperating with MSMEs that allow students to learn directly from practitioners. According to research by Sari et.al (2024) that the placement of the business world and the industrial world (DUDI) as a place for industrial practice (PI) has proven effective in providing real work experience to students. This helps students to understand things that cannot be learned only in school, especially in practical aspects in the field. Students can collaborate the knowledge gained in school with experience in the industry. While SMKN 3 collaborates with the Printing, Craft Industry, Hotels, Restaurants, Bakery Businesses and Travel Tourism. While SMK 4 Kota Bima fosters partnerships with several companies, such as PT. SEI Indonesia, Mandalika Maritim Centere (MMC), LPK. Sekai Hikari Indonesia Bekasi, LPK. Mitra Bahari Indonesia, IMCAA, PT. Anugrah Bahari Pasifik, PT. Setya Jaya Samudera, PT. Karunia Bahtera Samudera, PT. Laut Biru Lestari Sape Bima, Ken Food Kota Bima, BBI Matua Dompu, collaborate with MMC as a forum to train students' abilities before boarding the ship and dropping graduates to work on fishing vessels abroad, as well as facilitating graduates with partners in efforts to open their own businesses for the APHPi expertise concentration. In addition, the partnership with DUDIKA is carried out through internship programs, recruitment of alumni to become workers, provision of practical equipment, field work practices, industrial internships, industrial classes, entrepreneurship classes, inviting practitioners who are struggling in entrepreneurship to become guest teachers at schools, young entrepreneur training, implementation of competency tests involving professional associations and relevant work worlds, Student Project Guidance by Partner Industries, Mentoring of Student Project Groups by Industry Partners, Provision of Revolving Capital and efforts in partnership patterns related to the development of educator competencies (OJT for productive teachers). These partnership efforts are in line with research by Dewi, et.al (2024) that teachers who have undergone internships can integrate real examples from industry into lessons, making the material more contextual and interesting for students. In addition, in realizing the MoU for internships, the school optimizes the implementation of the curriculum that combines theory with practice in a dual system education package, where all vocational schools including SMK in Bima City also carry out PSG with five main activities, namely: Preparation of joint training programs between schools and industry; Synchronization of programs with an optimization approach; Guidance of students in industry by teachers and instructors; Monitoring and evaluation and assessment of the progress of students in practice at the end of the deployment period.

Obstacles in Improving the Competence of Vocational High School Educated Personnel

Research findings data obtained several obstacles that affect efforts to improve the competence of educated personnel at vocational schools in Bima City. Some of these obstacles are: lack of training and professional development. One of the main obstacles faced is limited access to training and professional development for educated personnel, this is known from data findings that some state vocational schools in Bima City still lack entrepreneurship training. In fact, according to Efendi, et.al (2024) that ongoing training, development of digital literacy, and integration of technology into the curriculum are key components in developing educator professionalism. In addition, management support is not optimal. In this case, some teacher stakeholders at state vocational schools in Bima City consider that the school management governance pattern is still conventional and not optimal in encouraging the realization of best practices in education that are oriented towards student needs. There are school policies that do not optimally support the need for continuous teacher competency development. In fact, according to research by Fatati, et.al (2019), it was revealed that organizational support

significantly influences teacher motivation and performance in carrying out their daily work. In addition, evaluation of work practices has not been maximally carried out jointly between schools and DUDIKA, and there are still vocational schools whose facilities and infrastructure do not meet the standards to support expertise competencies and support the development of student talents and interests.

CONCLUSION

From the results of this study, it can be concluded that efforts to improve the competence of educated personnel at vocational schools in Bima City have shown positive results in terms of the percentage of graduates absorbed by the labor market. However, there still needs to be improvement and innovation in the curriculum and increased cooperation with industry to improve the competitiveness of graduates in the future. In addition, to improve the competence of educated personnel at vocational schools in Bima City, more attention is needed to three main aspects: the availability of adequate facilities and infrastructure, continuous professional development for teachers and consistent and effective government support. Efforts to improve these three aspects will not only benefit educators, but will also have a positive impact on the quality of education and skills of vocational school graduates in Bima City. Overall, the programs implemented at vocational schools in Bima City show a commitment to improving the competence of educated personnel. Cooperation with industry, curriculum development, and ongoing training are some examples of strategies that have proven effective in improving the quality of education at vocational schools. These findings are in line with other studies that show the importance of good education management in improving the quality of educators.

Overall, educational institutions' programs in supporting the competence of educated workers in 4 (four) state Vocational High Schools in Bima City have proven effective in preparing graduates who are ready to face challenges in the world of work. Programs to strengthen expertise based on majors and partnership programs with industry are two main pillars in improving these competencies, so it is important for all related parties to continue to collaborate and innovate in developing these programs.

With the research findings that there are still some students who do not graduate due to early marriage among students, the recommendation from these findings is that there needs to be collaborative and synergistic efforts between parents, the government, educational institutions and educational institutions to more optimally carry out socialization of early marriage prevention by providing a good understanding of the importance of education for the future of a quality generation.

SUGGESTION

With the research findings that there are still some students who do not graduate due to early marriage among students, the recommendation from these findings is that there needs to be collaborative and synergistic efforts between parents, the government, educational institutions and educational institutions to more optimally carry out socialization of early marriage prevention by providing a good understanding of the importance of education for the future of a quality generation.

In addition, the obstacles in improving the competence of educated personnel in vocational schools in Bima City must be a major concern for education managers. Efforts to improve teacher competence do not only depend on formal training, but also require support from a good managerial environment, provision of competent resources, and relevant curriculum. Solving this problem requires strong cooperation between the government, schools, and education stakeholders to ensure that teachers have all the tools needed to adapt and thrive in the ever-changing world of education.

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