



# Implementation of Vocational High School Revitalization Program in Preparing Graduate Competencies

Vicky Erlinda, Muhtar\*, Leny Noviani

Master of Economic Education, Faculty of Teacher Training and Education, Sebelas Maret University, Indonesia

\*Corresponding author

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**Abstract**— *The purpose of this study is to determine the implementation of government policies in the form of a Presidential Instruction (Inpres) dated 9 September 2016 concerning the revitalization of vocational high schools, which is related to increasing competitiveness and the quality of human resources. This research was conducted at the State Vocational High School 6 Surakarta, which is the only school that implements the vocational high school revitalization program, especially for the fields of business and management expertise. This research method is descriptive qualitative, and the researcher is the instrument in this research. Vocational High School Negeri 6 Surakarta carries out 9 (nine) aspects of revitalization, namely; 1) Revitalization of human resources (HR); 2) Build SIM-based SAS; 3) Link and match with industry; 4) Industry-based curriculum; 5) Teaching factory; 6) Use of video tutorial media and video-based portfolio of e-Report skills; 7) Professional certification test; 8) Fulfillment of facilities and infrastructure; 9) The role of Vocational High School as a driver of the local economy. The results showed that the revitalization of Vocational High Schools running at Vocational High School Negeri 6 Surakarta has gone well because most aspects have been implemented, but there are still some problems found in this study lack of interest in extracurricular activities, disruption of the online new student admission system, financing and suitability of industrial visit locations, student activeness during guest teacher activities, student discipline and incompatibility of competence with industrial work practice locations, teaching factory instruments, inadequate selection of time for professional certification tests, insufficient facilities and infrastructure. The solutions offered in this study are an increase in the budget allocated for extracurricular activities, teaching factories, improvement of the School Administration System, alternative locations for industrial visits, encouraging guest teachers to be more active in interacting with students, submitting the professional certification to National Professional Certification Board, fulfilling priority facilities and infrastructure first.*

**Keywords**— *Education, policies, revitalization of Vocational High School.*

## I. INTRODUCTION

Education is a teaching and learning process carried out by humans in developing their skills and academics and also to shape the character of humans. National Education System Law Number 20 of 2003 states that national education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality,

intelligence, morals, and skills needed by themselves, society, nation, and state.

Vocational education is one of the educations in Indonesia which has the aim of preparing productive, ready-to-use, and quality students in the world of work. Vocational education is a system in education so that someone will be able to work in a group or a certain field of work [13]. In line with Law number 20 of 2003 Article 15 which states, "Vocational education is education which

prepares students especially to work in certain fields "[3]. Vocational education has the aim of shaping students into graduates who are quality, productive, and ready for work, therefore it needs to be adjusted to the needs of bussines sector and industrial sector, so that later when students have completed their studies, they can immediately work and not be unemployed.

The main problem in the implementation of vocational education in Indonesia is the high number of unemployed people from the vocational high school level. In 2020, the Vocational High School level of education shows the highest number of unemployed compared to other levels of education, namely 8.49%. Vocational High School graduates during the last 3 years trend for the level of labor absorption are in the second-lowest position after the diploma graduate-level [1].

Another problem that causes high unemployment at the Vocational High School level of education is the mismatch or mismatch between educational requirements and the needs of graduates in the world of work. The educational mismatch problem reflects inefficiencies in vocational education institutions [12].

The problem of incompatibility occurs because vocational education in responding to the needs of the world of work and the world of industry is still not flexible enough, especially those related to work skills and changes in attitudes that are demanded by the world of work [7]. Stakeholders acknowledged there were skills gaps in key and technical skills [14]. These mismatches include knowledge, skills, and understanding that are considered important to the organization by both workers and students who are all equally important in determining the future of the sector to come.

Minister of Research and Technology Bambang Brodjonegoro conveyed that several problems cause Vocational High School in Indonesia to be unable to meet the needs of the labor market, among others; it is difficult to change the existing curriculum in Vocational High Schools, many schools have small capacities, so they cannot develop teachers or curricula, and there is also a lack of productive teachers who are suitable for the fields being taught [15].

The high unemployment rate for vocational high school education indicates that the implementation is still not good, so the President issued a policy in the form of Presidential Instruction Number 9 of 2016 concerning the revitalization of vocational high schools, which is related to increasing competitiveness and the quality of human resources. It is hoped that the Inpres will be able to solve various problems in Vocational High School related to the quality of graduates and the quality of education.

Presidential Instruction Number 9/2016 targets 5 areas of revitalization, namely curriculum, teachers and education personnel, collaboration with bussines sector and industrial sector, certification and accreditation, as well as surprise and institutions. The five revitalization areas will be revitalized with 10 (ten) concrete steps for revitalization, namely; 1) Revitalization of human resources (HR); 2) Building a school administration system based on management information systems; 3) Link and match with industry; 4) Industry-based curriculum; 5) Teaching factory; 6) Use of video tutorial media and video-based portfolio of e-Report skills; 7) Professional certification test; 8) Fulfillment of facilities and infrastructure; 9) Developing local wisdom; 10) The role of Vocational High School as a driving force for the local economy [5]. The implementation of the vocational high school revitalization policy carried out at The State of Vocational High School 6 Surakarta will be described in this paper.

## II. MATERIALS AND METHODS

This research was conducted at The State of Vocational High School 6 Surakarta, data collection was carried out by interviewing and documentation methods, interviewing informants selected in this study were students of class XII majoring in business and management, Head of the Department of Business and Management Expertise, Deputy Principal of Curriculum, Student Affairs, facilities and infrastructure, and public relations. The material used is the policy of Presidential Instruction Number 9 of 2016. The method used is the study and document review which is then linked to the results of interviews with informants, data analysis techniques used are data collection, data reduction, data presentation, and concluding [11].

## III. RESULT AND DISCUSSION

Following are the results and discussion of the results of descriptive analysis obtained through documentation and interviews with informants.

### 1. Implementation of the revitalization policy at The State of Vocational High School 6 Surakarta

Vocational school revitalization as stipulated in Presidential Instruction Number 9 of 2016. The regulation was issued to improve vocational high schools in the function of preparing students to enter the world of work. Vocational school revitalization is expected to produce a generation of people who are ready to work at a productive age by the skills or competencies of skills by the company and bussines sector and industrial sector [5]. This is in line with the results of Martono's study which states that the labor absorption of vocational school graduates is low due to

several components, namely the curriculum, teaching staff, and infrastructure of vocational education delivery [9]. Based on this, the revitalization of Vocational High School must be carried out comprehensively in all components that make up the implementation of vocational education activities. Based on this, the revitalization of Vocational High School must be carried out comprehensively in all components that make up the implementation of vocational education activities. The State of Vocational High School 6 Surakarta is one of the schools appointed by the Vocational High School directorate to carry out Vocational High School revitalization and is currently the only school in Surakarta that has a field of business and management expertise that has been implemented Vocational High School revitalization. The following are aspects that are carried out at The State of Vocational High School 6 Surakarta, especially in the field of business and management expertise. The following are the aspects of implementing the revitalization Vocational High School.

#### **A. Revitalization of Human Resources**

The revitalization of human resources in the revitalization of Vocational High School is carried out as an effort to prepare competent and reliable human resources, especially in today's competitive global era. Improving vocational education for teachers is very important because the teacher is a direct component dealing with students. Teacher competence needs to be improved to suit the needs of bussines sector and industrial sector and the times. The government has taken several efforts to improve teacher competence, consisting of including education and training activities, workshops, seminars, and selection of exemplary teachers to providing professional allowances as a means of self-development for teachers [4]. Many teachers at The State of Vocational High School 6 Surakarta have carried out many teacher development activities in the form of seminars, workshops, workshops, and scientific discussions. These activities are carried out by teachers in the school environment and outside the school environment. Teachers who are active in carrying out these activities are young because they are related to self-development as a teacher and as an administrative requirement.

UU Number 14 of 2005 concerning teachers and lecturers explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, basic education, and secondary education. The teacher

always makes it a habit to convey motivation and character-building efforts by reminding simple things, such as keeping the class clean, starting learning activities by praying, going in and out of the classroom accustomed to greetings, independence, honesty, and also how to decorate. Teachers always convey the objectives of learning activities when starting to enter new material and teachers also do not forget to use various methods but are adapted to the material, student circumstances, and environmental conditions. Teachers in carrying out the profession should apply 4 ONs in completing the tasks they carry in the form of vision, action, passion, collaboration [5]. Teachers at Vocational High School have carried out their profession by the provisions in teacher self-development efforts even though they have not been maximally implemented.

Revitalization is also carried out on students because students must have competitiveness, especially when entering the world of work. Character education in students is an important effort in preparing Vocational High School graduates to have competitiveness. Character is a way of thinking and behaving that characterizes each individual in life and collaboration both within the family, community, nation, and state [17].

Forming character education can be done anywhere, but character education is mostly formed in schools, especially by teachers. Extracurricular activities can also form a strong character in students. At The State of Vocational High School 6 Surakarta, there are extracurricular activities that must be followed by students in grades 10 and 11. There are extracurricular compulsory scouts in grade 10, besides that students are also required to choose one of the extra options besides scouting, such as sports (volleyball, futsal, basketball), arts (dance, music), Scouting, Flag Raiser, PMR, spirituality (Islamic spirituality, Christian spirituality), then Language (Japanese, English).

The short stages of students' extracurricular activities starting from preparation to evaluation, namely at the beginning of grade 10 students are recorded to take one extra compulsory, namely scouting and one extra choice that is their interest or talent. At the time of implementation, students take part in extracurricular activities accompanied by a supervisor once a week and usually outside of school teaching and learning hours. When there will be an event or competition, students will increase their practice time. Evaluation on students is carried out at the time after training or at the time after the

competition if students do not fulfill the achievement plan.

### **B. Building a School Administration System based on Management Information Systems**

A system is a unit that comes from components that require cooperation to achieve certain goals [10], while information is data that has been processed in a form that is meaningful to the recipient and has benefits in making decisions at present or in the future. 2]. Management information systems in building school administration require the role of machines, namely computers and the internet or school websites for easy delivery of this information. The implementation form of the use of a school administration system based on management information systems consists of the learning curriculum, administration, public relations, and student affairs [5].

The curriculum field is related to web-based curriculum information that can be accessed on the web from the vice principal of school 1 or curriculum fields such as syllabus information, lesson plans, hour distribution, and so on. Also, information on learning outcomes can be accessed on the web from The State of Vocational High School 6 Surakarta and only students who have a student ID number can be accessed. Schools have not provided information related to website learning materials because many learning activities are carried out in face-to-face or offline activities.

The field of public relations relates to the use of a school administration system based on management information systems, namely the provision of job vacancies information and also the provision of facilities to bussines sector and industrial sector to carry out the recruitment at schools. Information regarding job vacancies is obtained by students through the *whatsapp* group and through seminars at schools which are commonly called job fairs. A brief stage in the recruitment activity at school from preparation to evaluation, namely in preparation for the job fair activity begins with the school inviting bussines sector and industrial sector who want to recruit students of The State of Vocational High School 6 Surakarta. Information related to bussines sector and industrial sector who wants to carry out recruitment is conveyed to students and then students are given the freedom to register the bussines sector and industrial sector they want. The school then prepared a schedule for the recruitment implementation. During the implementation, the school invited students who had registered to attend presentations

from related bussines sector and industrial sector. Then the tests or activity stages continue until the recruitment of students is announced.

The field of student affairs is related to the use of a school administration system based on management information systems, which is related to the acceptance of new students online new student admission. New student admission activities at The State of Vocational High School 6 Surakarta are carried out online and offline. Online implementation is used for students who live outside the city while offline for students who live in the city or who are still around the school even though they come offline to school but the implementation is still online by providing computers and the internet for new student admission registration. This activity is carried out to help students who have difficulty registering at home and have become an order from the province for systemized public schools in new student admission registration to be carried out online.

A brief stage in online new student admission activities at school from preparation to evaluation, namely for online new student admission preparation carried out by socialization to the community, then for implementation it is carried out online and schools also provide offline to facilitate prospective students who cannot register online at home. Results are submitted online and students who qualify can re-register to school.

### **C. Link And Match With Industry**

Link and match is a learning process in Vocational High School that requires the role of bussines sector and industrial sector in its implementation because it relates to interested parties as graduate users. Link and match policies from the Indonesian Ministry of National Education were introduced by Prof. Dr. Ing. Wardiman Djoyonegoro in 1989-1998 when he served as Minister of Education and Culture. The concept of link and match is the linkage and suitability of the competencies of graduates from the world of education that can be accepted in the world of work. The link and match with the school industry begin with curriculum synchronization, which is a partnership program between The State of Vocational High School and bussines sector and industrial sector [8]. Synchronizing the curriculum in the context of developing curriculum in The State of Vocational High School is an activity between curriculum developers or (schools) and the business and industrial sector the party that uses the selected graduates or institutions to collaborate [16].

Schools in the implementation related to bussines sector and industrial sector and industry will synchronize the curriculum with business and industrial sector which then produces an MOU or a letter of agreement with the school which in the MOU also contains that bussines sector and industrial sector is willing to accept apprentice teachers, internship students, accept recruitment, and willing to be a guest speaker or guest teacher. School development will be optimal if the cooperation between agencies or bussines sector and industrial sector which is relevant to the competency of expertise is stated in the MOU or agreement text [5]. The link and match program carried out at The State of Vocational High School 6 Surakarta consists of industrial visit activities, guest teachers, the formation of industrial classes, the implementation of apprenticeship teachers, and industrial work practices.

#### **D. Industry Based Curriculum**

The curriculum is an important part of the implementation of education, including vocational education. The curriculum is an educational design that determines the implementation of the results of an educational provision. The curriculum at the Vocational High School level is considered rigid by some circles, as a result, it is constrained in meeting the labor needs needed by bussines sector and industrial sector [4]. In this revitalization the curriculum at Vocational High School is made more flexible or to suit industry needs, but not the entire curriculum, for example, there are 3 curricula, there is one curriculum that is designed to be flexible. At The State of Vocational High School 6 Surakarta, it has collaborated with the industry in the formulation of curricula for the fields of business and management expertise. Examples of industries that collaborate in the preparation of the department of accounting program curriculum are public accountants, pharmaceutical chemistry, Asia Marko. Department of marketing program with Alfamart, and for the department of office administration program, namely with konimex companies, namely groups, synergy.

A brief stage in industry-based curriculum activities by schools from preparation to evaluation, namely the preparation stage starting from choosing a bona fide bussines sector and industrial sector to develop the curriculum, then synchronizing the curriculum which results in an MOU with bussines sector and industrial sector. Then the bussines sector and industrial sector who have been selected are invited to prepare the curriculum to provide input

and later will enter into curriculum development. The results of the negotiations are used to compile the syllabus because the core competencies and basic competencies have been determined by the government and then in the preparation of the syllabus they will be adjusted or reprocessed so that they are in line with what the government stipulates and those in the world of work.

Curriculum development is also balanced with the teacher's ability to teach, for that, before delivering material to students, the teacher must be given training. This training can be in the form of upgrading, the teacher is given material by the bussines sector and industrial sector related to the competencies that must be mastered, then a competency test or exam is also conducted on the teacher. The industry-based curriculum is carried out about preparing students to carry out on the job training or internships in the world of work. The evaluation stage is carried out, namely at the end of the year by comparing the plan with the implementation by looking at the syllabus, for learning activities the evaluation is carried out by looking at the results of the output or grades obtained by students, and for on the job training activities carried out with the results of the assessment form in the form of a certificate from bussines sector and industrial sector which states competent or incompetent.

#### **E. Teaching Factory**

Teaching factory (TeFa) is a forum, atmosphere, activity, and place of learning that combines the curriculum in schools with assignments from industry [6]. In TeFa activities there are interactions between teachers, industry, and students who carry out practices using tools, instruments, and work procedures that apply in the industry. TeFa activities are expected to produce goods, products, or services that have a selling value. At The State of Vocational High School 6 Surakarta, the field of business and management expertise that has synergized with industry is the department of marketing program, while for the implementation of the department of accounting program and the department of office administration program is limited to internal production units that have not synergized with the industry even though the preparation of practice places is made as close as possible to the standards in the working world.

The concept of a teaching factory has previously been introduced in Indonesia since 2000 with a simple form of production units [6]. Since the department of office administration program and the

department of accounting program are graduates who produce services, finding the right and suitable industry is more difficult than majors that hone technical skills. In the department of marketing program, it can collaborate with the industry because in Indonesia there is a large retail company, namely Alfamart, which in the industry has its tools, instruments, and work procedures so that it can produce a curriculum as applicable work standard.

A brief stage in the teaching factory activity by the school from preparation to evaluation, namely the preparation stage begins with providing debriefing to students in the form of a job description before starting work practice, then a schedule is made for practical implementation. Then for the implementation in each department, there is a slight difference, namely the department of marketing program is held at Viska Mart, which is carried out by taking students of class 11 the department of marketing program class 1 and 2 each of two children for each class and so is grade 10. Between grade 11 and grade 10 are mixed so that the implementation every day is 4 people.

The implementation of the department of office administration program is divided into 3 places, namely photocopying and binding services, receptionists, and libraries. Students begin practicing in grade 10 and mixed with grade 11. The department of accounting program is carried out at Bank Karina, which is implemented by taking class 11 children who take one child for each class. There are 3 classes of the department of accounting program, meaning that every day they carry out the practice of 3 children for 3 days, so every week there are 2 shifts. In practice, students carry out practices under the direction of the supervisor. They are given full responsibility for the practices they carry out so that if there is an error in the activities carried out, they are obliged to replace it or fix it, this is done to shape the character of students to be responsible for their work. The evaluation activity is carried out by assessing the orderliness of students to carry out practices.

#### **F. Use of Video Tutorial and Portfolio-Based Video E-Report Skills Media**

The more advanced technology can be a means of making learning methods more varied, the goal is that students can be more enthusiastic about taking part in learning if the methods used are varied. Through video tutorials, students can record activities from the psychomotor realm and also their attitudes [5]. Video tutorials provide opportunities for students to evaluate or observe the results of their

practical work, either personally or through peer evaluations. The application of video as an e-report skill can provide flexibility for students and teachers because it can adjust the abilities of students, provide a lot of information so that later evaluation is not only limited to answering by memorizing, but also through recorded direct practice [5].

At The State of Vocational High School 6 Surakarta, it supports technological advances as a medium of learning, in the school environment there are facilities to develop technology as a learning medium, for example, such as school wifi, computers, cameras, and other tools. In the field of business and management expertise, the majors that have video tutorial media and e-report skill-based portfolios are the the department of office administration program and marketing program in several of their subjects. The department of accounting program has not used it due to the large number of materials related to material that contains counting, which is considered inappropriate when using the media.

A brief stage in using video tutorial media and video-based portfolio e-report skills from preparation to evaluation, namely the preparation stage before starting learning, which is done by preparing learning videos related to the material to be delivered by students. Learning videos can be in the form of self-made videos or videos from the internet created by the work of subject teacher deliberation. In practice, the video is played and students are asked to pay attention to it, then students are assigned to make the same video and ask other students to take the video. In the evaluation stage, students collect the results of the video to the teacher and the teacher discusses the video during learning activities and asks other students to provide input.

#### **G. Professional Certification Test**

Deutz Gessellschaft fur Internationale (2016) explains that the quality of Vocational High School student graduates is determined by the mastery of the Indonesian National Work Competency Standards which are formulated in the testing and certification system. The approach strategy used by National Professional Certification Board in disseminating and implementing the certification system in business sector and industrial sector is through an accelerated recognition of industrial competency certification programs or companies in collaboration with Professional Certification Institution licensed by National Professional Certification Board [5].

Vocational High School that have been appointed as the first party Professional Certification Institution have their authority to test their students, but they are still under the National Professional Certification Board so that the certificates obtained standardization of national education by students will remain standardization of national education licensed. Students who have obtained a competency certificate mean that the student has been recognized in mastering the work competency standards of a bussines sector and industrial sector. The State of Vocational High School 6 Surakarta is an extension of the National Professional Certification Board. Every year the school carries out the professional certification test on grade 12 students in the Vocational Competency Exam, and if the student passes the competency test, he will receive a certificate bearing the Garuda logo. The assessors on the professional certification test came from teachers outside the The State of Vocational High School 6 Surakarta who had obtained certificates as assessors.

A brief stage in the professional certification test activities in schools from preparation to evaluation, namely in preparation, namely first by bringing in assessors from outside the school who have certificates as assessors, and assessors prepare the Planning Activities and Assessment Process. Administrative preparation for students, namely registering, then filling in the *APL-1* form which contains registration, and the *APL-2* form which contains that students have understood and mastered the Indonesian National Work Competency Standards as evidenced by the report card scores. The school then determines the schedule for the implementation of the certification test, then during the implementation, the previous examiners provide directions regarding the implementation of the professional certification test. The certification exam is carried out under the supervision of an assessor. Test material contains theoretical or knowledge material and practical or technical testing. In the evaluation stage of the statement whether the student is competent or incompetent if competent means passing and submitted to National Professional Certification Board to obtain a certificate. So that grade 12 students upon graduation will receive a diploma or Certificate of Graduate Study as well as a certification test certificate from National Professional Certification Board.

#### **H. Fulfillment of Facilities and Infrastructure**

Activities in providing all the needs, to meet the existing facilities and infrastructure in schools are a form of effort to achieve the goals set in the

implementation of learning at Vocational High School. Fulfillment of facilities and infrastructure is based on link and match, curriculum, factory teaching, tutorial/video media E-Report Skills, and Professional Certification Institution [5]. Starting with collaboration in bussines sector and industrial sector which is arranged into a curriculum to achieve teaching factory-based learning, tutorial media are needed to produce student portfolios in the form of E-Report Skills, through E-Report Skills it is hoped that it can simplify the process of professional certification of graduates. Vocational High School adjusted to the Professional Certification Institution standard. Fulfillment of facilities and infrastructure at The State of Vocational High School 6 Surakarta has not met the requirements up to 100%, but has reached more than 85% has met the requirements.

A brief stage in the activity of fulfilling facilities and infrastructure in schools from preparation to evaluation, which begins with the activities of each department that evaluate the tools to support teaching and learning activities whether they are by the development of the world of work or whether the tools are still suitable for use. If there are tools needed, then the department submits to the school, then the data goes to schools for majors that require additional facilities and infrastructure. The fulfillment of surprise is not carried out just after the data is entered, but schools look again at the sources of available funds. Funds that regularly come from the central government are School Operational Assistance funds and funds from the Central Java provincial government, namely Operational Assistance For Operators funds.

Activities to fulfill surprise can be seen again, whether for capital expenditures or goods and services expenditures. If what is needed is capital expenditure, it is necessary to consult with the government first because the amount of funds tends to be large. If the funds for capital expenditure are sufficient, then the surprise submitted by each department will be purchased. In contrast, if a request for funds is needed for goods and services expenditure, there is no need to consult with the government because it is sufficient with government funding assistance such as School Operational Assistance and Operational Assistance For Operators. Evaluation of the fulfillment of sarpras is by looking back at tools that may or may not be suitable for use, tools that need service, or need to purchase new tools that are tailored to the development of the world of work.

### **I. The Role of Vocational Schools as Driving the Local Economy**

As a driving force for the local economy, the method used by Vocational High School is by cooperating with bussines sector and industrial sector to collaborate in the fields of education and economy [5]. In educational cooperation it is used for the learning process in internship activities, then for the economic sector, bussines sector and industrial sector can be used as a place to distribute vocational graduates who are ready to work. At The State of Vocational High School 6 Surakarta, the form of its role as a driving force for the local economy is the training tent activity. When students in grade 10 begin to be required to participate in general practical activities called training tents, the aim is to foster an entrepreneurial spirit.

The training tent activity requires students to make groups, each group is responsible for 3 days to sell in the tent, using capital from the school, and the products sold are fully left to the students to determine it. Also, entrepreneurship learning activities are held to foster entrepreneurial enthusiasm through practical activities. The entrepreneurial practice of students through managing a business center [5].

Creating human resources can be formed through non-academic education, a form of the opportunity given to schools to interact with communities in the economic field, namely by trading various types and kinds. School activities as another driver of the local economy, namely through activities related to their respective majors, which are commonly referred to as production units. in the department of marketing program, there is a teaching factory in the form of Viska Mart, in the department of accounting program, there is a teaching factory in the form of Bank Karina, while in the department of office administration program there is a photocopy and binding service business.

### **2. Problems in the implementation of the revitalization policy at The State of Vocational High School 6 Surakarta**

The results showed that several problems faced by The State of Vocational High School 6 Surakarta based on sources from informants;

- A. Students find it difficult to divide time between academic and extracurricular activities,
- B. Disruption of the School Administration System such as in the implementation of online New Student Admissions, namely problems on the website, and in the collection of New Student Admissions documents,

- C. The number of costs incurred for industrial visits that are burdensome for students, and the lack of compatibility between the location of the visit and the competence of the department.
- D. Lack of student activeness due to less interesting discussion themes, and the lack of appropriate time and place chosen so that the enthusiasm of students to participate in guest teacher activities is low.
- E. Lack of student discipline due to discomfort with field supervisors, the work provided is not by student competencies in industrial work practices and the supervisor's lack of communication with students and industry.
- F. Lack of maintenance on practical tools in the teaching factory activities, and the absence of facilities that meet the activities for practice by the competence of expertise.
- G. Inaccurate implementation time was chosen for the professional certification test activities, resulting in many students not being able to participate in these activities, and the absence of a team to assess the appropriateness of the Competency Test Place for professional certification testing.
- H. Lack of several facilities to support practical activities that have not been fulfilled.

### **3. Solutions to the problems of implementing the revitalization policy at The State of Vocational High School 6 Surakarta**

The solution presented by the researcher is based on the results of research from interviews with informants, namely by combining and collaborating between the solutions chosen by the school with the solutions provided by the research subject, which then concludes.

- A. The school can budget funds to support extracurricular activities for students.
- B. The school checks the new student admission documents first, especially regarding the registration requirements, so that there is no misunderstanding between the school and prospective students.
- C. Allowing students to carry out industrial visits around student residences by student competencies, so that it can reduce costs. Furthermore, for other industrial visit problems, a solution that can be taken is that schools re-establish communication with industry so that the material presented is by the competency needs of students.
- D. The school assigns the student team to discipline students in participating in guest teacher activities, then the school can reformulate the time and place for implementing guest teacher activities.



- E. Improving the way of communication between teachers and students and industry so that industrial work practice activities can be by the competence of student majors.
- F. Schools can re-budget the allocation of funds for the provision of student practice facilities, and divert student practical activities in developing their competencies according to the needs of the world of work
- G. Re-negotiate with National Professional Certification Board to readjust the implementation schedule with the students' readiness. Then for the problem of competency test sites, which can be resolved by bringing incompetent parties, who can determine the competency test site by the world of work, and the provisions set by the National Professional Certification Board .
- H. The school reformulates and chooses which majors are a priority to be equipped with facilities and infrastructure.

#### IV. CONCLUSION

The implementation of the revitalization of The State of Vocational High School 6 Surakarta based on the preparation, implementation and evaluation has been going well because all aspects of the revitalization policy have been fulfilled, but the school needs to refine the technical implementation because several problems were found that could be found by the author in several activities such as the problem of lack of schools In participating in extracurricular activities, the solution is that the school allocates funds for these activities, disruption to the online new student admission system, the solution is periodic checking of documents sent by prospective students, in addition to these other problems found are the amount of costs required for industrial visits and the location is not in accordance with the competence of students, the solution is that students are allowed to make industrial visits which are located not far from the student's residence and the school makes a list of companies that are suitable for UK Industry Visit.

Another problem encountered was the lack of student activeness in participating in guest teacher activities, the solution was that the school reformulated the timing of the appropriate activities and students participated in supervising student order in its implementation, during industrial practice students also encountered problems, namely lack of communication between field supervisors, students and schools so there are problems such as students getting jobs that are not in accordance with their competence, the solution is to improve communication between students, field supervisors and schools, besides

that the teaching factory owned by the school is poorly maintained and incomplete, the solution is to re-budget the funds used for purchasing facilities what students need, then the inaccurate timing of the professional certification test and the difficulty of schools getting a team to assess the Competency Test Place, the solution is to renegotiate with National Professional Certification Board regarding the timing of the implementation. There and coordinating to bring in competent parties to assess the test site, and the last problem is the lack of facilities and infrastructure for student practice and the solution is that the school prioritizes several departments that are deemed feasible to immediately be equipped with facilities and infrastructure.

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