UNDERSTANDING THE GAP BETWEEN POLICY AND IMPLEMENTATION OF VOCATIONAL SECONDARY EDUCATION TO REALIZE SUSTAINABLE DEVELOPMENT: THE CASE OF EAST JAVA PROVINCE, INDONESIA

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ABSTRACT

Introduction: This research aims to analyze and describe the gap between vocational secondary education policies in East Java Province, Indonesia, and the actual situation to realize sustainable development. It is hoped that a regulation can be the right solution to improve the quality of vocational secondary school education and adapt to technological developments and the industry and business world needs. The articles in East Java Governor Regulation Number 22 of 2017 concerning the Revitalization Acceleration of Vocational High Schools in East Java Province still become a serious problem that needs attention. Policy implementation problems of vocational secondary education in East Java Province have not yet been resolved properly, including: (1) lack of communication between schools and the business world and industry caused the difficulty for schools in getting partners. However, this situation impacts students at the time they carry out industrial work practices. Even if they succeed in getting a partner, other problems often happen such as a mismatch between the skills program at school and the substance of the work carried out in industrial work practices. Besides, the duration of industrial work practice is inadequate, because it is generally practiced for less than 1 semester, and quite a few only happened within 3 months; (2) not all residents in East Java have access to quality vocational secondary education services due to the limited capacity of people with weak economic backgrounds, limited number of schools, and limited school capacity; (3) shortage of teachers both in number and competence; (4) there is still a long waiting period for vocational high school graduates to enter the workforce.

Theoretical framework: In general, the task of implementation is to establish a link that allows the goals of public policies to be realized as outcomes of governmental activity (Grindle, 2017). Policy implementation is the meaning of implementing laws where various actors, organizations, procedures, and techniques work together to achieve policies or program goals. (Stewart, Jr., J., Hedge, D.M., & Lester, 2008). Implementation is the process of translating policy into action. The implementation process is complicated and complex (Barrett, 2004). This needs to be understood because the implementation process involves the interaction of many variables as well as formulating delivery activity mechanisms. Complexity in the process often raises several problems. Edward III (1980) revealed that "Because the four factors are operating simultaneously and interacting with each other to aid or hinder policy..."
implementation the ideal approach would be to reflect this complexity by discussing them all at once.” This means that policy implementation works simultaneously and interacts with each other to support and hinder policy implementation, so the ideal approach is to reflect complexity by discussing factors that support the success of policy implementation which include communication, resources, implementing attitudes (disposition), and bureaucratic structures. The policy implementation model can be explained and analyzed by looking for relationships among the dimensions that form it, so it can explain an effective implementation.

**Method:** The research method used is qualitative conducted through interviews, observation, and document data. Interviews were conducted by stakeholders from the public and private sectors at regional and local levels. Researchers conducted document analysis related to regulations on the revitalization of vocational secondary education.

**Results and Conclusions:** The research results show the high rate of educated unemployment is caused by several aspects. Many vocational high schools do not have job training centers and 55 percent of vocational high schools do not have laboratories. However, not all aspects are strong, such as communication, human resources, implementing attitudes, and bureaucratic structure. Moreover, researchers found that a lack of coordination among actors caused the implementation process to run imperfectly.

**Keywords:** policy implementation, vocational secondary education, coordination, sustainable development.
Estrutura teórica: Em geral, a tarefa de implementação é estabelecer um vínculo que permita que os objetivos das políticas públicas sejam realizados como resultados da atividade governamental (Grindle, 2017). Implementação de políticas é o significado de implementar leis onde vários atores, organizações, procedimentos e técnicas trabalham juntos para alcançar políticas ou objetivos do programa. (Stewart, Jr., J., Hedge, D.M., & Lester, 2008). Implementação é o processo de transformar políticas em ações. O processo de implementação é complicado e complexo (Barrett, 2004). Isso precisa ser entendido porque o processo de implementação envolve a interação de muitas variáveis, bem como a formulação de mecanismos de atividade de entrega. A complexidade no processo frequentemente levanta vários problemas. Edward III (1980) revelou que "Porque os quatro fatores estão operando simultaneamente e interagindo uns com os outros para ajudar ou dificultar a implementação da política, a abordagem ideal seria refletir essa complexidade, discutindo-os todos de uma só vez". Isso significa que a implementação de políticas trabalha simultaneamente e interage uns com os outros para apoiar e dificultar a implementação de políticas, de modo que a abordagem ideal é refletir a complexidade, discutindo fatores que apoiam o sucesso da implementação de políticas, que incluem comunicação, recursos, atitudes de implementação (disposição) e estruturas burocráticas. O modelo de implementação de políticas pode ser explicado e analisado procurando relações entre as dimensões que o formam, para que possa explicar uma implementação eficaz.

Método: O método de pesquisa utilizado é qualitativo realizado através de entrevistas, observação e dados de documentos. Foram realizadas entrevistas por partes interessadas dos setores público e privado a nível regional e local. Pesquisadores realizaram análise documental relacionada à regulamentação sobre a revitalização do ensino secundário profissional.

Resultados e Conclusões: Os resultados da pesquisa mostram que a alta taxa de desemprego educado é causada por vários aspectos. Muitas escolas de ensino médio profissional não têm centros de formação profissional e 55% das escolas de ensino médio profissional não têm laboratórios. Mas nem todos os aspectos são fortes, como comunicação, recursos humanos, atitudes implementadoras e estrutura burocrática. Além disso, os investigadores concluíram que a falta de coordenação entre os intervenientes fez com que o processo de implementação decorresse de forma imperfeita.

Palavras-chave: implementação de políticas, ensino secundário profissional, coordenação, desenvolvimento sustentável.

1 INTRODUCTION

Human development is a vital part of the investment in economic development as an investment pathway prepared for children to continue economic improvement both individually for their families and collectively for their communities (including development interests in their country). The biggest problem of education development in Indonesia today is the wide gap between expressed aspirations and realization and the implemented policy choices. Everyone knows the importance of education as a locomotive for the nation's progress, and either the education problems in Indonesia. However, no one knows how to make it happen and how to overcome the various existing problems.

The vision of President Joko Widodo's government in the second term through the changes introduced by the new education regime is very intensive as deconstruction work
but is still very doubtful as reconstruction work. However, educational development cannot stand alone because progress in education reflects the condition and vision of overall development. So, educational transformation efforts must start from the redefinition of development itself. Amartya Sen launched a sharp criticism of the development trend that places too much emphasis on physical-material development (Rajapakse, 2016). For him, the essence of development is an effort to improve the quality of life. Talking about quality of life, the main issue is capability, and the key word is education.

Human capital theory states that human capital is an ability that exists in humans, such as knowledge and skills obtained through various educational activities such as school, training, or courses. Education and training are the most important investments in human capital (Becker, 1962). One of education focuses on mastering work skills is vocational education where many experts pay attention to vocational schools. Vocational education increases the economic productivity of a region and the progress of civilization is the quality of education. The better the vocational education in a country, the higher the level of industrial growth (Malley & Keating, 2000). Vocational education is economic education as it is geared to the needs of the job market and thus contributes to national economic strength (Thompson, 1973). Therefore, vocational high school graduates hope to be able to contribute to the nation's competitiveness in products, services, and preparation of human resources.

The long history of vocational education in Indonesia has experienced many challenges. The pillars of vocational education in Indonesia were introduced during the colonial period. However, an alarming decline with the stigma of unemployment and incompetent graduates due to unplanned development, mismatched learning, and the low role of industry still happened recently. Even though the government has prepared various programs, it still has not answered the existing opportunities and challenges (Suharno et al., 2020). In 1994 - 1998, the working world tended to employ high school graduates with the same salaries as vocational high school graduates. The learning process in vocational high schools tends to be theoretical and mismatched with the competencies required by the business and industrial world. The curriculum is prepared by inexperienced experts in the industry, so Students do not receive benefits from the internship/practical program. In 1998-2001, the development of vocational high schools experienced stagnation due to regional autonomy policies. Each region is competing to
carry out short-term development which has resulted in a decline in vocational education both in quantity and quality. In 2019, the Indonesian government carried out the development of vocational high schools through the Revitalization Program focusing on improving quality which focuses on physical assistance (student practice rooms) and vocational practice equipment. In 2020, strengthening vocational high schools through the Center of Excellence Program which focuses on improving the human resources of vocational high schools with training for school principals and vocational teachers. In 2021-2023, develop vocational high school human resources with a new integrated paradigm that impacts other schools with physical and non-physical assistance through the Center of Excellence program. Moreover, this program also includes training for school principals, vocational teachers, curriculum aligned with industry partners, and school digitalization.

The administration of education in Indonesia is not only carried out by the government but also involves the private sector to contribute to the provision of education. The high rate of unemployment and school dropouts in Indonesia become the government's main problem. The occurrence of unemployment is caused by unskilled vocational high school graduates in competencies so they do not meet the demands of the job market. Dropout from upper secondary education is well known as the cumulative result of multiple risk factors, including a disadvantaged social background, academic difficulties, and low engagement with education (Finn, 1989) (Lamb et al., 2011) (Rumberger, 2012). For the lower middle class, students drop out of school due to the expensive cost of education, especially in private schools. The large number of vocational high school students repeating and dropping out of school is a contributor to the increasing number of unemployed. Compared with other lower middle-income countries such as Myanmar, the Philippines, Cameroon, Cambodia, India, and Bolivia, youth unemployment (aged between 15 and 24 years) reached 12.2 percent. Indonesia shows the highest figure of around 18 percent (International Labor Organization, 2017). Moreover, vocational secondary education has not been fully supported by improving the quality of services, learning infrastructure, adequate and quality practice places, lack of qualified teaching staff, lack of adequate internships and work practice places, as well as limited capacity for competency certification. Besides, many schools do not have vocational training centers and 55 percent of vocational secondary education does not have laboratories.
Moreover, the Covid-19 pandemic has also worsened the condition of vocational high school education in Indonesia. Covid-19 also affects the mental health conditions of vocational school students in Indonesia (Julianto et al., 2023). Mental health disorders are caused by social restrictions and online learning. Learning activities at home limited their social interactions which triggered student dissatisfaction. They face difficulties doing practicum from home which can disrupt the students’ learning process because of their limited interaction. On the other hand, vocational schools require students to master certain skills, which are achieved through practical fieldwork. The transition to online activities makes learning monotonous and results in mental health problems for vocational high school students because learning outcomes are not absorbed properly. The post-Covid-19 pandemic has brought several challenges as well as opportunities for human life. Work turbulence occurs making it uneasy to define work. As a result of VUCA and the turbulence of the world of work, schools are required to change their paradigm and way of working. Vocational high schools are preparing the workforce to establish themselves to prepare job creators.

This research takes its locus in one of the areas in East Java Province, namely Malang Regency. The reason for choosing this location is that based on the results of the National Labor Force Survey in Malang Regency there are still many educated unemployed. Of the approximately 14 thousand vocational school graduates each year, only around 30 percent are absorbed into the working world (www.jatim.bps.go.id).

2 THEORETICAL FRAMEWORK
2.1 POLICY IMPLEMENTATION

The success of implementing development in Third World countries does not only lie in the importance of developing administrative reform, such as renewing the principles of public administration. The institution-building concept is developing organizations and the environment, and formulating development policies. However, the most crucial is regarding the implementation of development policies. This is not only experienced by countries in the Third World but also experienced by developed countries such as the United States (Keating & Bardach, 1977; Pressman & Wildavsky, 1973).

Policy program decisions as alternative problem solutions must be implemented by administrative bodies and government agents at lower levels. The policies are implemented by administrative units that mobilize financial and human resources. At this
implementation stage, various interests will compete with each other. Implementers support some policy implementation even others may be opposed by implementers.

The program implementation failed in achieving the desired goals. The problem came from the way the program was implemented. Implementation studies use a top-down approach that purpose: "to identify the cause of implementation problems of failure and suggest ways of enhancing the likelihood of obtaining compliance with policy objectives, generally focused on strategies for improved communication of intentions, coordination of the links in the chain, management of resources and control implementing agents" (Barrett, 2004).

2.2 VOCATIONAL SECONDARY EDUCATION REVITALIZATION POLICY

Revitalization is an effort to revitalize an area, organization, or other vital management that experienced setbacks and degradation. The revitalization process includes improvements to physical and economic aspects in terms of buildings and management. Physical revitalization is a short-term strategy intended to encourage an increase in long-term economic activity. Following up on Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High Schools, the Minister of Education and Culture clearly instructed to perfect and align the vocational high school curriculum to the competency needs of graduate users (link and match). The concept of link and match in the world of education is not something new. At the beginning of the 20th century, it was known as a theory or school of behavioral learning was essentially an embodiment of the concept of link and match known as the concept of learning by doing. The learning process is carried out by doing something to provide a real and actual experience (experience) in learning to gain the ability to transfer what has been obtained (transfer of learning and transfer of principle). Someone can apply their knowledge and skills to the real world.

3 RESEARCH METHODS

This type of research is descriptive research with a qualitative approach. This approach presents data systematically, factually, and accurately regarding the field facts. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks to inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative
researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Creswell, 2015).

A research location is a place where researchers can capture the actual conditions of the object to obtain real data based on the field conditions. The location of this research was carried out in East Java Province. The reasons for choosing the location were based on several considerations, including (1) the East Java Provincial Government issued a governor's regulation regarding the policy of revitalizing vocational secondary education compared to other provinces, namely in May 2017; (2) In the 2019/2020 academic year, East Java Province has the most public vocational high schools in Indonesia, namely 297 schools; (2) Has the largest number of students in public vocational schools with 331,740 students; (3) In February 2021, the open unemployment rate for vocational high school graduates in East Java Province was ranked highest compared to graduates of other levels of education about 11.45 percent.

The types of data in this research can be divided into two parts, namely primary data and secondary data. Primary data is obtained in verbal form or words or spoken utterances and behavior from subjects (informants) related to the research focus. Data and information collected through in-depth interviews are divided into three, namely: (1) general data and information including programs run by the East Java Provincial Education Office, especially the implementation of vocational secondary education; (2) data and information from vocational high schools that receive revitalization assistance; (3) data and information obtained from the world of business and industry. Apart from that, primary data can be obtained from observations including the teaching and learning process in schools, and the practical teaching and learning process (on-the-job training) in the world of business and industry. Secondary data in this research is divided into three, namely: (1) data and information in general including vision and mission, organizational structure, history of establishment, work programs, budget allocations, employee conditions and discipline, policy documents in the form of Laws, Provincial Governor Regulations East Java, East Java Provincial Government Education Service Strategic Plan, East Java Province Regional Revenue and Expenditure Budget; (2) data and information on vocational high schools receiving revitalization assistance, both public and private, in Malang Regency. In this research, researchers used interactive model data analysis techniques. Streams of interactive activities in interactive model data analysis,
namely data condensation, data presentation, and conclusion/verification(Miles et al., 2014).

4 RESULTS AND DISCUSSION

The current education problem is that education does not contribute to reducing unemployment rates. Vocational secondary education contributes to the highest unemployment rate compared to other levels of education. The problem currently being faced by vocational secondary education is the unavailability of job market information with tracing elements as a reference in the placement of vocational secondary education alumni or as a map of human resource needs. So it can be concluded that the policy of revitalizing vocational secondary education, especially in East Java Province, was unsuccessful in its implementation (unsuccessful implementation) because the parties did not cooperate.

The fundamental problem for public administration and public policy is coordination. This has been recognized as a government problem for centuries (Peters, 2018) often found and difficult to cure. Same opinion Bouckaert et al., (2010: 13-14) that "Coordination is one of the oldest problems facing the public sector. That is, the more the public sector has evolved and expanded the more that incoherence and the failure to be capable of encouraging, or coercing, programs to work together have come to be seen as among the more crucial root causes of the numerous perceived failures of government. Governments are inherently multi-organizational. The specialization reflected in its multi-organizational nature often influences the quality of public decisions. Further, specialization is politically important for the government because it provides a clear locus for the identification and activities of client groups within society.

The function of East Java Governor's Regulation Number 22 of 2017 is to strengthen the legal basis for Presidential Instruction Number 6 of 2016. Until now the role of regional secretaries is still ineffective in accelerating the revitalization of vocational secondary education. The regional secretary as the highest administrator in the Province has the authority in coordinating with regional apparatus organizations. The Regional Secretary should be able to act as the administrative axis in ensuring smooth policy implementation. The education office must be ready to coordinate with other regional organizations to achieve policy goals, as well as the Manpower Service and the Industry Service. In reality, the East Java Provincial Education Office has no access to
these various organizations. There is no concrete effort to engage regional organizations to discuss policies for the revitalization of vocational secondary education. There is a tendency for regional organizations to work independently, so there is no synergy and collaboration.

The Manpower and Industry Service has its vocational development program. It shows there are overlapping policies in improving the quality of human resources even though the objectives are the same. As stated by Gafar (2018) the sectoral ego factor is reflected in many policies that have emerged to support their duties and functions implementation, so many regulations or public policies overlap but are not harmonious at central and provincial levels in Indonesia. This situation can cause the implementation of vocational secondary education revitalization policies to be ineffective because each implementer has a different vision. Meanwhile, according to Febrian (2015), Awareness of a common goal is a source of strength to reduce sectoral ego which becomes an obstacle. Poor coordination between the stakeholders involved will only lead to ineffectiveness in the policy implementation process.

So the key to successful implementation of the vocational secondary education revitalization policy in East Java Province is coordination between related units. The organizational structure in implementing the vocational secondary education revitalization policy has multi-organizational characteristics. This means that in this implementation many organizations and actors are involved in the implementation. The units involved in implementing a program require effective coordination to equalize perceptions among related units to realize policy implementation. Building chemistry as colleagues is needed to align the developed vision and mission to produce common targets.

Coordination between stakeholders is like an orchestral performance where many actors are involved according to their skills. There is the program will be implemented (focusing on reducing the unemployment rate of vocational high school graduates through a vocational secondary education revitalization program). There are the game rules are manifested in the form of regulations that need to be agreed upon. There needs to be a conductor who leads the program. Implementation in each region must be packaged in a clear program (operational program) and there is strategic planning at the regional level.

Coordination is an effort to create a situation, namely accord, harmony, and balance. The need for coordination depends on the nature and communication needs in
carrying out the task and the dependence degree of each implementation unit. Through coordination hoped that accord or harmony of all activities will achieve the expected goals. One way of coordinating is by establishing good communication with implementing actors. Communication is the process of conveying messages from the communicator (message sender) to the communicator (message recipient) through a channel (tool) with a specific purpose. Successful policy implementation requires the implementer to know what must be done. This can only be achieved if the communication process goes well (Edward III, 1980).

For Grindle (2017) The success of policy implementation is determined by whether a program is supported by adequate resources or not, so it can communicate the contents of the policy to be implemented. The lack of coordination between agencies is reflected in the existence of several factors that cause program/activity performance to not meet the targets. Perfect communication and coordination are the keys to a policy implementation success. The large number of parties/actors participating in the implementation of the vocational secondary education revitalization policy required intensive coordination. There needs to be collaboration and synergy between vocational high schools, the Education Service, the Employment Service, the Industry and Trade Service, the Indonesian Employers' Association (APINDO), the Indonesian Chamber of Commerce and Industry (KADIN), Vocational Colleges coordinated by the Regional Secretary on the orders of the Governor of Java Province East by establishing a clear and targeted development program.

From the communication aspect, the implementation of the revitalization policy for vocational secondary education is minimal in coordination between related agencies in the world of business and industry. Therefore, effective implementation always requires clear program standard targets and needs to be supported by clear inter-organizational communication patterns so that the goals achieved are understood by program implementers. (Van Meter & Van Horn, 1975). Presidential Regulation Number 68 of 2022 indicates the need for harmonization and collaboration. The revitalization hope can reach every agency related to vocational high schools. Mutual coordination to think together, to discuss together the mapping of workforce needs in the city and district. So, we can develop a clear curriculum with the competencies needed by the business world, the industrial world, and the world of work (DUDIKA) regarding the abilities needed in the future, and can be adapted to development in each region. The following are targets
that can be carried out by each actor in realizing the success of the vocational secondary education revitalization policy in East Java Province:

Table 1. Strategic Targets in Coordinating Between Stakeholders

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Target</th>
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<tr>
<td>education authorities</td>
<td>a. Preparing competitive human resources</td>
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<td></td>
<td>b. Application of dual system learning</td>
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<td></td>
<td>c. Providing competent instructors</td>
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<td></td>
<td>d. Evaluation and certification of graduates</td>
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<td>employment agencies</td>
<td>a. Development and management of labor market information systems, and workforce needs to support development in the region</td>
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<td></td>
<td>b. Work training</td>
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<td></td>
<td>c. Upskilling for instructors</td>
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<tr>
<td>Department of Industry and Commerce</td>
<td>a. Preparation of human resource competencies required by industry</td>
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<td></td>
<td>b. Involvement of experts in certain fields in learning</td>
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<td></td>
<td>c. Providing a place for fieldwork practice and internships</td>
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<tr>
<td>Other services</td>
<td>a. Preparation of human resource competencies required by the field</td>
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<td></td>
<td>b. Become a resource person and facilitator in preparing human resources according to their competence</td>
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<td>BAPPEDA</td>
<td>a. Ensure the inclusion of vocational education programs in Regional Strategic Plans</td>
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<td>b. Providing funding support for the revitalization of vocational education under its authority</td>
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<td>KADIN</td>
<td>a. Developing Indonesian national work competency standards (SKKNI), operational curriculum with the department</td>
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<td></td>
<td>b. Building matchmaking infrastructure for data</td>
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<td></td>
<td>c. Preparing the business world to be able to manage students optimally in the workplace</td>
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<tr>
<td>Business World and</td>
<td>a. Develop a curriculum together with the school</td>
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<td></td>
<td>b. Providing facilities for student and teacher internships</td>
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<td></td>
<td>c. Graduate job placement</td>
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<td></td>
<td>d. Providing competency certificates for internship students</td>
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<tr>
<td>College</td>
<td>c. Assist school principals</td>
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<td></td>
<td>d. Provide training for graduate students</td>
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<td></td>
<td>e. Certified internship activities for aligned competency programs</td>
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<td></td>
<td>f. Teacher capacity development activities</td>
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<td></td>
<td>g. Diploma 2 Fast Track Program</td>
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</table>

Source: researchers’ data processed

Even though coordination has an important role in the implementation process, coordination is not easy to do. O'Toole & Montjoy (1984: 492) said, "If the implementation is essentially a problem of cooperation, one might ask what inducements are available to bestir individuals, whether in one or in multiple agencies, to work together toward a common policy product". Coordination must be integrated. Work
integration shows a state of mutual complementarity and giving must be continuous, a series of activities are connected as a connection with previous activities. The successful implementation of the vocational secondary education revitalization policy is largely determined by the coordination aspect running effectively. Coordination is well known as the process of combining the means and activities of separate work units to achieve effective organizational goals.

Efforts to improve the quality and absorption of the workforce in Malang Regency, East Java Province, Indonesia require many parties' synergy. Both from vocational education, government, and the world of business and industry. This synergy is demonstrated by solid cooperation between the Directorate of Vocational Education and Training, the University of Muhammadiyah Malang, the Malang Regency Manpower Service, the Malang Regency Regional Development Planning Agency, and many companies. This was demonstrated through the efforts of the Regional Development Planning Agency which helped with the financing scheme for vocational high school graduates leaving for Japan. Then the Education Department will strengthen the links and matches at the provincial level to Bank Jatim which will also support from the budget side. Meanwhile, the Vocational Department, University of Muhammadiyah Malang will also be responsible for improving the quality of human resources through training and resource development programs for graduates for 1 year before leaving for Japan, including the official certification process. By good synergy is hoped that we will be able to answer the problem of unemployment rates in Malang Regency. It is targeted within 2 years it can help 500 vocational high school graduates in Malang Regency achieve a more decent future.

5 CONCLUSIONS

The East Java Provincial Government, in this case, the East Java Provincial Education Office, is trying to prepare competitive resources. However, it needs to be supported by effective coordination between schools, the Employment Service, the Industry and Trade Service, the Indonesian Employers' Association (APINDO), the Indonesian Chamber of Commerce and Industry (KADIN), and Vocational Colleges. Apart from that, the existence of innovative thinking leaders (school principals) is very necessary to establish partnerships with the world of business and industry.
6 RECOMMENDATIONS

In the process of implementing the revitalization policy, many obstacles were encountered, such as the scope of coordination cannot reach all relevant agencies, such as the District/City Employment Service in East Java Province. The implementation of the revitalization policy has multi-organizational characteristics. This means that many organizations and actors are involved in the implementation, including Vocational Schools, Education Departments, Employment Service, Associations (KADIN, APINDO), business and industry, and universities. To overcome the problem of weak coordination, the solution chosen by the government needs to involve hierarchical authority originating from the central government (Peters, 2018). The central government has a large number of instruments to use in facing coordination problems. These mechanisms are often both political and administrative. Coordination is about setting and implementing priorities and about getting organizations to work together smoothly and effectively. As stated in Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational High Schools is a mechanism to unite ministers representing their departments to produce collective policies. This mechanism does not solve coordination problems but allows ministers and other government officials to address some policy issues by making them top priorities (Peters, 2018).

Furthermore, the coordination mechanism has also been regulated in Presidential Regulation Number 68 of 2022 concerning the Revitalization of Vocational Education and Vocational Training aimed at provincial governments and district/city governments by forming a Regional Vocational Coordination Team (TKDV). In carrying out this role, the provincial government needs to form a Regional Vocational Coordination Team involving provincial-level KADIN, and district/city-level KADIN. TKDV is the sole vocational coordination institution in the province or district/city. Thus, TKDV is formed wherever possible based on the development of existing vocational coordination institutions in the regions, such as the Skill Development Center (SDC), regional partnership accelerators, or others. Through good coordination, we can build an up-to-date and comprehensive labor market information system describing labor structure, characteristics, supply, and needs according to type of work and skill level. The short-term targets are (1) providing real-time information about the supply of skilled labor; (2) information companies provide material regarding job vacancies at the local level; (3) used as a basis for upskilling development. The medium-term goal is to have a skills
monitoring system. To know what skills are surplus and deficit. The long-term goal is to have a workforce planning framework to support sustainable policy development.

RESEARCH LIMITATIONS

The research limitation is that more in-depth research has not yet been done regarding the types of private vocational high schools supported by large organizations and private vocational high schools with small capacity which influence the success of the revitalization of vocational secondary education. This could be an agenda for future researchers.
REFERENCES


