

## VOCATIONAL HIGH SCHOOL REVITALIZATION POLICY IMPLEMENTATION IN KUPANG DISTRICT

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### Abstract:

Most vocational schools (SMK) in the Kupang district still need to optimize their efforts in facing the challenges of revitalization. These schools require assistance in order to step out of their comfort zones and work towards planned revitalization. The research conducted in this study followed a descriptive research method with a qualitative approach. The informants for this study were purposefully selected, totaling 50 individuals. The findings revealed that the implementation of the policy for revitalizing vocational high schools in Kupang Regency faced challenges in terms of communication, inadequate utilization of human resources, limited budgetary resources, and insufficient equipment and facilities. This lack of progress reflects a general misunderstanding of the importance of revitalizing vocational high schools in Kupang Regency. The term "revitalization" is often misinterpreted as an optional or discretionary measure rather than a necessity. Furthermore, the bureaucratic structure currently in place for implementing the Vocational Revitalization Policy in Kupang Regency requires special attention from all relevant parties, including the department responsible and the schools themselves. On the other hand, it is crucial for implementers to recognize the significance of this policy as the foundation of vocational education, deeply ingrained in the DNA of vocational schools (SMK).

**Keywords:** Revitalization, Policy, Implementation

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## INTRODUCTION

The implementation of quality and beneficial education is a mandate of law. It is reflected in the opening paragraph of the Fourth paragraph of the Republic of Indonesia Constitution, namely educating the nation's life. In terms of implementation, achievement indicators and strategic management are needed to accommodate all the planned processes. Management can be interpreted as mobilizing people and not people to achieve organizational goals. Strategies can be interpreted as tips, methods and/or tactics designed systematically to carry out management functions to achieve organizational goals efficiently and effectively (Pasolong, 2007, p. 90). Education as an instrument for achieving intelligence and quality of social life must continue to improve. That is why in its implementation, a curriculum and pattern are needed to accommodate the implementation of the constitution's mandate following the demands of the current era.

According to Article 18 of Law of the Republic of Indonesia Number 20 of 2003 Concerning the National Education System, Vocational Education is secondary education that prepares students to work in particular fields, and the National Education program is specifically for Vocational High Schools or Sekolah Menengah Kejuruan (SMK). Vocational schools (SMK) must develop a skilled workforce in line with what the workplace demands as one of the institutions that prepare the workforce.

Furthermore, one of the goals of vocational education, according to the Regulation of the Minister of National Education or *Peraturan Menteri Pendidikan Nasional* (Permendiknas) Number

22 of 2006, Vocational Education aims to improve intelligence, knowledge, personality, noble character, and skills of students to live independently and take part in further education according to their vocational program. Therefore, vocational high schools must produce adequate graduates according to competence to compete in the world of work. Vocational High School graduates must have ideal morals, skills, and knowledge competence. In the implementation of Vocational High Schools, what is of concern is how Vocational Schools can prepare graduates who are ready to compete and are expected to supply competent and professional graduates according to the demands of the world of work and the world of industry or dunia kerja dan dunia industry (DUDI). In this regard, Vocational Schools as providers of Vocational Education (Vocational) must prepare an instrument to implement quality Vocational Schools following the stated goals.

Through Presidential Instruction, the government launched a concept, the Vocational School Revitalization Policy, as outlined in Presidential Instruction Number 9 of 2016. The Presidential Instruction for Revitalizing Vocational Schools is part of the government's efforts to enhance the quality and competitiveness of Indonesia's human resources. The revitalization process for vocational schools involves a comprehensive transformation of the education and training system, from upstream to downstream, positioning them as key players in delivering quality education and adapting to the developments of the 4.0 era. The objective is to produce graduates who are well-equipped to meet the demands of the evolving world and contribute to the economy, thereby reducing the burden of unemployment on the state.

As the world continues to progress, scientific advancements must be continuously incorporated. In line with this, the government aims to establish a long-term educational program, particularly in the vocational sector, that can effectively address the challenges posed by the world of work and industry. In order to achieve this target, it is essential for the government to prepare competent human resources. In practice, vocational schools (SMK) serve as educational institutions whose potential needs to be fully realized. Furthermore, these schools produce graduates who possess the ability to compete in the business and industrial sectors, as well as a strong entrepreneurial spirit.

Therefore, in the context of achieving success in national education, it is imperative to continuously intervene in vocational schools to ensure they adopt the appropriate strategies aligned with the goals of national education and the challenges faced by vocational education. That is why, in implementing and responding to the readiness of skilled human resources, the government issued Presidential Instruction No. 9 of 2016 concerning Vocational High School Revitalization. The planned revitalization will be an indicator of reworking the process of the existence of vocational schools (SMK) in supplying quality human resources in national development. Revitalization must be the answer to see the development of vocational schools (SMK) and how far it has been implemented. Schools should be able to create ready-to-use human resources in business and industry.

East Nusa Tenggara Province, especially Kupang district, has 25 vocational schools (SMK) with various competency skills. By looking at the 5 indicators of achievement of vocational schools (SMK) Revitalization, namely Curriculum, Teachers and Education Personnel, Collaboration with DUDI (Business World Industry), Certification and accreditation, as well as Sarpras and institutions, the authors want to research the implementation of vocational schools (SMK) Revitalization in Kupang Regency with a focus on 5 indicators of achievement which has been mentioned above.

**Table 1.** List of Vocational High Schools in Kupang Regency

No	Vocational Schools (SMK)	NPSN	Expertise Competency
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Name			
1	SMKS Reformasi Plus	69786214	Freshwater Fishery Agribusiness, Agribusiness of Food Crops and Horticulture
2	SMKS Tecmatik Reformasi Plus	69774730	Multimedia
3	SMKS Kristen Elpida	69905530	Radio Broadcasting Techniques and Radio Programs
4	SMKS Adven Nusra	69894993	Computer and Network Engineering, Nursing
5	SMKN 1 Kupang Regency	50300265	Nautics of Fishing Vessels, Fishing Vessel Engineering, Freshwater Fisheries Agribusiness, Network Computer Technology, Agribusiness Processing of Fishery Products, Food Crops and Horticulture Agribusiness
6	SMKS Tunas Isai	50306576	Accounting and Financial Institutions
7	SUPM Kupang	69924881	Online Business and Marketing
8	Mentari Kupang Marine Vocational High School (SMK)	50306574	Fishing Vessel Nautics, Brackish Water Fisheries Agribusiness
9	West Kupang State Vocational School 2 (SMK)	69827625	Commercial Ship Nautics, Commercial Ship Engineering
10	West Kupang State Vocational School 1 (SMK)	69727541	Nautics of Fishing Vessels or <i>Nautika Kapal Penangkap Ikan</i> (NKPI), Freshwater Fishery Agribusiness or <i>Agribisnis Perikanan Air Tawar</i> (APAT), Ruminant Livestock Agribusiness or <i>Agribisnis Ternak Ruminansia</i> (ATR), Food Crops & Horticulture Agribusiness or <i>Agribisnis Tanaman Pangan &amp; Hortikultura</i> (ATPH)
11	SMKN 1 Amarasi	69896139	Building Modeling And Information Design, Electrical Power Installation Engineering, Automotive Light Vehicle Engineering
12	SMKS Efata Sulamu	50306575	Food Crops and Horticulture Agribusiness, Poultry Livestock Agribusiness
13	SMKN PP Negeri Lili	69734022	Accounting and Financial Institutions
14	SMKN 1 Takari	60728867	Ruminant Livestock Agribusiness, veterinary Nursing, Agribusiness of Food Crops and Horticulture
15	SMKN 2 Takari	69867911	Wood and Rattan Creative Crafts, Batik Creative Crafts and Textiles, Automotive Light Vehicle Engineering, Welding Engineering, Modeling Design and Building Information
16	SMKN 1 Amfoang Selatan	69765059	Audio Video Engineering, Electric Power Installation Engineering, Light Vehicle Engineering, Agribusiness of Food Crops and Horticulture, Accounting and Financial Institutions



17	SMKN Restorasi Oelbanu	70012982	-
18	SMKS Lapangan Nekamese	69765061	Food Crops and Horticulture Agribusiness, Ruminant Livestock Agribusiness, Tourism Travel Business
19	SMKN 1 East Amabi Oefeto	69752276	Plantation Plant Agribusiness, Ruminant Livestock Agribusiness
20	SMKS PLK Titfen	60728905	Automation and office governance Poultry Agribusiness,
21	SMKN 1 South Amarasi	69725916	Food Crops and Horticulture Agribusiness, Computer and Network Technology, Ruminant Livestock Agribusiness
22	SMKN 1 West Amarasi	69939165	Travel agent, Hotel accommodation
23	SMKS Hasael	70001784	Food Crops and Horticulture Agribusiness, Ruminant Livestock Agribusiness
24	Northwest Amfoang State Vocational School 1 (SMK)	69728761	Fishing Vessel Nautics, Seaweed Agribusiness, Poultry Agribusiness, Agribusiness of Food Crops and Horticulture
25	SMKN 1 Amabi Oefeto	69763279	Accounting And Financial Institutions, Automation and office governance

Source: MKKS Kab. Kupang, 2023

Of the 25 vocational schools (SMK), it is hoped that they can translate Presidential Instruction (Inpres) Number 9 of 2016 concerning Vocational Revitalization. Vocational schools must develop their wings according to their expertise and competencies in responding to the challenges of developing National Education. The instructions in this revitalization policy are entirely addressed to 12 working cabinet ministers, 34 governors, and the head of the National Professional Certification Agency (BNSP). This policy instructs all appointed ranks to develop programs that align with the vocational education revitalization policy following their respective fields to improve Indonesia's human resources.

Specifically for the Minister of Education and Culture, the President instructed six things, namely: (1) to draw up a roadmap for vocational schools (SMK); (2) improve and align the vocational schools (SMK) curriculum according to the needs of the business world and the industrial world; (3) planning programs as an effort to increase the number and competence of educators and education staff; (4) establishing cooperation with ministries/agencies, regional governments, and the business/industry world; (5) increasing access to accreditation and certification of SMK graduates; (6) forming a working group tasked with developing vocational schools (SMK).

Seeing this phenomenon, the vocational schools (SMK) Revitalization Policy needs to be studied and researched; how far has it been implemented? The revitalization of Vocational High Schools, which is expected to be a benchmark for the development of human resources who are skilled and ready to work and entrepreneurship, is applicable. Revitalization of Vocational High Schools, especially Vocational High Schools in Kupang Regency, needs attention and needs to be translated in its implementation and implemented in a tangible way to achieve the overall Revitalization policy and answer the National Education Goals.

Education Revitalization is an effort that is more careful, more persistent and more responsible for realizing the goals of developing national education following the mandate of Law

Number 20 of 2003 concerning the National Education system. Revitalization in education is intended to maximize all elements of education (Central Government, Regional Government, BUMN, BUMD, and Private Companies) related to real care in the vocational education process. Aspects of noble character, morals and character need to be included in developing policies, programs, and indicators of success in education through vocational schools (SMK) Revitalization.

Thompson (1973, p. 93), one of the vocational education experts, states that Vocational education is economic education as it is geared to the job market's needs and thus contributes to national economic strength. To support the health of the country's economy, vocational schools (SMK) must therefore be able to boost the competitiveness of the country. As mentioned earlier, the issuance of Presidential Instruction No. 9 of 2016 for revitalizing vocational high schools is inextricably linked to the phenomenon.

The irony is that vocational schools (SMK) in the Kupang district still need to be more optimal with this revitalization challenge. Vocational schools in the Kupang district still need help to get out of their Comfort Zone and towards the planned revitalization. Vocational schools in the Kupang district still need improvement and implementation from all aspects. Following the 5 Points of Revitalization that were proclaimed, the existing conditions show a contradictory phenomenon. The background of these various forms of deficiency is that the teacher's human resources can be said to be inadequate according to the professional demands of teachers, a curriculum that does not correlate with the industrial world or the business world, infrastructure and lack of creativity and innovation and a correlation with DUDI that is not optimal. That is why the author wants to examine the implementation of the Presidential Instruction on the Revitalization of Vocational High Schools in Kupang Regency in 2022. How far is it implemented, or is it just rhetoric? Thus, achieving SMK Revitalization in Kupang Regency is a non-negotiable price for implementing National Education and SMKs to respond to this revitalization.

The implementation of the Vocational High School (SMK) Revitalization Policy Implementation in the Kupang district can be described based on George Edward III Theory. This theory is an approach applied through four variables that greatly determine policy implementation success. The four variables are communication, resources, disposition, and bureaucratic structure. Implementing the policy in question is crucial because of how well a policy is. If it is not adequately prepared and planned for its implementation through these four variables, then what is the goal of public policy will not be realized.

Based on Edward III's Theory (1980:21), the four study variables that need to be looked at are how the process of conveying information or transmission, clarity and concentration of information conveyed (Communication), how the availability of staff who have quality and quantity in decision making and the authority to carry out tasks and the responsibilities and facilities needed in its implementation (Resources), what is the attitude and commitment of the executors towards the program, especially the implementer (Disposition) and whether there are SOPs and workflow arrangements and program implementation (Bureaucratic Structure).

The relationship between the four variables, Tamami and Dina Suryawati explained: The communication of instructions or directions that need to be appropriately conveyed, are unclear, and inconsistent will undoubtedly influence the bureaucratic structure. After a deviation occurs in communication where the implementer can interpret different intentions from the contents of the policy, the disposition can also play in its implementation because both are very influential on the attitude of the policy to be taken by the implementer. After a communication deviation occurs and affects the attitude of the policy to be taken, it will result in routine activities that are just like that so that it affects the loss of resources such as eliminating staff skills, creativity, and adaptability (In

the communication of instructions or Directions that are not appropriately conveyed, are unclear and inconsistent will undoubtedly have an impact on the bureaucratic structure.

After deviations occur in communication where implementers can interpret different intentions from the content of the policy, dispositions can also play a role in its implementation because both are very influential on the policy stance that implementers will take. Once a communication deviation occurs and affects the policy stance to be taken, it will result in routine activities that are just like that which have an impact on the loss of resources, such as eliminating staff skills, creativity, and adaptability.

**Public Policy.** Friedrich 1969 in Agustino (2016:16) states that policy is a series of actions proposed by a person, group, government, or a particular environment by showing the obstacles or opportunities for implementing the proposed policy to achieve specific goals. State policies and policies are often referred to as public policies; state policies or government policies have the same meaning.

Another definition of policy put forward by Nugroho (2006:23) formulates an understanding of public policy. First, public policy is made by state administrators or public administrators. So, public policy is everything done and not done by the government. Second. The public policy regulates shared life or public life, not the life of a person or an individual. Public policy governs everything in the public administrator's agency domain. Public policy regulates common, personal, or class problems that have become a problem for everyone in that area. Third, it is a public policy if the benefits obtained by people who are not direct users of the products produced are far more or greater than those of direct users. From some of these descriptions, public policy is a complex process. However, without intending to reduce this complexity, the authors can conclude that public policy is a series of policy processes (decisions and actions) carried out by the government to solve problems that arise in society.

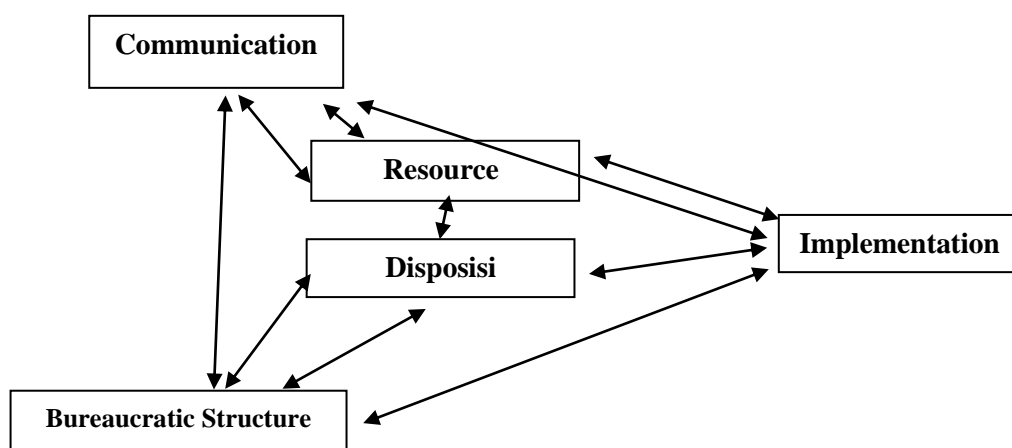
**Policy Implementation.** Implementation of various activities directed at the realization of the program. In this case, the administrator manages how to organize, interpret, and implement the policies that have been selected. Organizing means arranging resources, units, and methods to implement programs. This explanation cites Nugroho's opinion (2006: 158), which states that policy implementation is a way for a policy to achieve its goals. There are two options for implementing public policy: directly executing in the form of programs or creating derivative policies or derivatives of these public policies. Meanwhile, according to Soenarko (2005, p. 180), in implementing public policy, several provisions must be met and carried out to be successful; these provisions concern the authority of the implementor, the content of the policy, the legitimacy of the people and et cetera (Madaan et al., 2023).

Policy Implementation Model George C. Edward III. In reviewing policy implementation, Edward III revealed 4 crucial factors or variables in public policy implementation. These factors are:

1. Communication, a practical implementation, occurs when decision-makers know what they are doing. It can work if communication goes well. Communication is needed so that decision-makers and implementers will be more consistent in implementing every policy that will be implemented in society.
2. Resources, no matter how clear and consistent the provisions or rules are and no matter how accurate the delivery of these provisions and rules is, if the policy implementers who are responsible for implementing the policy lack the resources to implement the policy, the lack of resources -resources to do the job effectively then the implementation of the policy will not be effective.



3. Disposition, if a policy implementation is to be effective, policy implementers must not only know what to do but must also implement it so that, in practice, there is no bias.
4. Bureaucratic structure, policies that are so complex, require the cooperation of many people; when the bureaucratic structure is not conducive to the available policies, this will make resources ineffective and hinder the implementation of policies.



Source: Edward III (1980)

**Figure 1.** Edward III's policy implementation model (1980)

From the explanation above, the relationship between the variables of Communication, Resources, Disposition, and Bureaucratic Structure is a unified whole that is interrelated in implementing a public policy. Therefore, from all the concepts and explanations and phenomena above, the researcher tries to provide a topic of discussion for this proposal titled: "Implementation of the Vocational High School Revitalization Policy in Kupang Regency."

## METHODS

The research method employed in this study is a descriptive research method with a qualitative approach. The researcher will follow the stages of data collection outlined by Creswell (2016, p. 254-255), which include qualitative observation, qualitative interviews, qualitative document search, and qualitative analysis of audio and visual materials. These methods will be used to gather comprehensive and in-depth information related to the research objectives. In terms of data collection, the researcher will conduct qualitative observations to systematically observe and document the behaviors, interactions, and activities of the subjects in their natural settings. This will provide valuable insights into the current state and functioning of the vocational schools in the Kupang district.

Additionally, qualitative interviews will be conducted to engage in meaningful conversations with selected informants. These interviews will be designed to elicit their perspectives, experiences, and opinions regarding the revitalization challenges faced by vocational schools. The purposive sampling technique will be employed to select 50 individuals who possess relevant knowledge and expertise in the field of vocational education in the Kupang district. Furthermore, the researcher will carry out a comprehensive search for qualitative documents related to vocational school revitalization. This may include policy documents, reports, academic papers, and other relevant materials that can provide insights into the current policies, practices, and challenges in the field. Lastly, the researcher will analyze qualitative audio and visual

materials, such as recorded interviews, videos, or presentations, that are relevant to the research topic. These materials can offer additional perspectives and rich contextual information to enhance the understanding of the revitalization efforts and their impact on vocational schools in the Kupang district. By employing these research methods, the study aims to gather a robust and diverse set of qualitative data, enabling a comprehensive analysis of the challenges and opportunities associated with the revitalization of vocational schools in the Kupang district.

## RESULT AND DISCUSSION

To analyze the implementation of the Vocational High School revitalization policy in Kupang Regency, the authors use the theory of Edward III (1980:21), which states that four variables influence policy implementation, with the results of the research and discussion as follows.

**Communication.** Edward III (1980, p. 21) states that implementation will work effectively if the measures and policy objectives are understood by the individuals who are responsible for achieving the policy objectives. Clarity of policy measures and objectives thus needs to be communicated appropriately with implementers. In implementing the revitalization of SMKs in the Kupang district, this policy has been socialized by the Education and Culture Office of the Province of NTT through the secondary education sector.

The results of previous research conducted by WYDHA and DIAN (2019) concluded that communication needed to be carried out properly, so many implementing actors still needed to understand the SMK revitalization area designed by the Ministry of Education and Culture. So, the researchers recommend that the East Java Provincial Government immediately compile a roadmap for developing vocational education and socialize it to all stakeholders in the East Java Province region. So that information on the revitalization policy can be received and understood by all implementing actors.

It also happened at the Office of Education and Culture when the author obtained an interview with the head of the curriculum section, HANS BENGGU, on November 15, 2022, who stated that regarding the SMK revitalization policy, the Education and Culture Office realized that its implementation still had to be improved. However, the NTT Education and Culture Office strives to build communication with all SMKs in NTT to implement this policy. Therefore, the Communication Service has done this through a Google form which was sent to MKKS groups to be followed up on whether the curriculum alignment has been carried out, how many DUDIs already have an MOU, mapping of graduates or graduates, and the availability of Sarpras and Education and education staff. All of these things still need to be maximized.

There needs to be more communication related to the Implementation of Vocational Revitalization itself. Previous research and the results of interviews with the Head of the Curriculum Section show that communication could be running optimally. It will impact the implementation of SMK Revitalization in Kupang Regency.

Of the 10 schools studied, all showed a positive trend or understanding of revitalization, but the implementation needed to be improved. Schools still need to be encouraged to understand the Revitalization Policy and how to implement it. The results of interviews with the head of SMK N 1 Takari, YOHANIS NUBAN, for example, the implementation of SMK Revitalization is under development. It is already underway, but it is described as a part of the curriculum that has yet to receive special attention.

The consistency or uniformity of basic measures and objectives needs to be communicated so that implementors know the exact size and objectives of the policy. Communication within the organization is a process that is very complex and complicated. Someone can withhold it only for



particular purposes or distribute it. In addition, different sources of information will also give rise to different interpretations. It also happened in the implementation of the revitalization policy; the information received by the heads of district vocational schools was not only from outreach but also came from other sources, such as the website portal of the SMK directorate and the working meetings of the principals, which are held every month. Information often received by SMK heads needs to be scrutinized and followed up so that several indicators of the success of the revitalization policy can be accommodated or fulfilled. The results of a review of the Accreditation Preparation documents and interviews with the Chairman of the Kupang Regency MKKS found that revitalization is the DNA of SMK.

More communication with implementers seriously affects policy implementation. For implementation to be effective, those responsible for carrying out a decision must know whether they can do it. The implementation of the policy must be accepted by all personnel, and must understand clearly and accurately the intent and purpose of the policy. If policy-making actors have seen the ambiguity of policy specifications, they need help understanding what will be directed. Policy implementers need clarification about what they will do, so if it is enforced, it will not get optimal results.

**Resource.** According to Edward III (1980, p. 21), it will be a matter of how clear and consistent the program implementation is and how accurately the communication is sent if the person responsible for implementing the program needs more resources to carry out their duties. These resource components include human resources, budget sources, and equipment resources.

**Human Resources.** Human resources are an essential component in the implementation of a policy. Related to implementing the Revitalization at SMK Kupang Regency, talented human resources are needed in their fields. The human resources in question are executors in the intended revitalization course. The human resources which are an essential part of implementing revitalization at this Vocational High School are those related to the East Nusa Tenggara Education and Culture Office, in which there are essential actors in the success of the Revitalization Policy.

In schools, the essential actors in the revitalization implementation process are the Principal, Head of Department, and Curriculum and committees. Of course, a standard is needed as a benchmark in looking at existing human resources. The standard in question is the number of productive teachers certified according to their competency skills and certified as professional teachers. Several things related to vocational teacher certification are the school's efforts to independently train each vocational teacher to take special education for the vocational profession. Therefore, the availability of a budget is needed to achieve this. On the other hand, through the SIM PKB account offered by the Ministry of Education and Culture, it is necessary to pay close attention and follow it because, in this account, assistance is often given to teachers who are eligible to carry out the intended training. In addition, the teacher's independent efforts can be used to increase competence related to their vocational certification.

According to the findings of an interview with the principal of SMK N1 Amabi Oefeto on November 1, 2022, academic recognition through the teacher certification test is necessary to generate the most significant number of Teacher HR in their profession. The budget that is currently in place limits this. Indeed, in the PKB SIM account, there is an opportunity to get a call for the competency test, but even then, the opportunity has yet to be obtained. If SMKs want to move forward with this Revitalization policy, it needs to be seen. Human resources are vital."

In addition to teaching human resources, facilities and infrastructure are essential. Facilities needed to implement policies/programs must be fulfilled, such as offices, equipment, and sufficient funds. With this facility, the program can run.

**Budget Sources.** Budgetary Resources in realizing the SMK Revitalization policy in the Kupang district are essential. Related to this, SMKs in Kupang Regency, during their existence, receive a budget from the Central Government through School Operational Assistance every year according to the number of students present. In addition, the central government also helps in the form of Special Allocation Funds following existing competency competencies to support the sustainability of the SMK and achieve the quality of the declared vocational education (Revitalization). In principle, the assistance given to many schools has yet to accommodate everything needed to realize the revitalization.

On this occasion, the Head of the Tunas Isai Vocational High School stated that in the absence of RPS assistance, implementing this revitalization would be even more difficult; this was conveyed because the Tunas Isai Vocational High School had yet to receive this assistance. The existing BOS funds are only used for school operations, and everything has been budgeted according to the existing technical guidelines. So, an adequate budget is needed for the realization of the revitalization.

**Equipment Resources (Suggestions and Infrastructure).** School equipment resources are needed to support the successful revitalization of SMKs in the Kupang Regency. Vocational High Schools in Kupang Regency indeed consist of several Skills competencies, and each Skills Competency requires equipment that suits their needs. Through government intervention through DAK and equipment assistance (DAU), it is hoped that SMKs in the Kupang district can carry out their competence wheels well and optimally.

The results of observation and processing of school data found data on facilities and infrastructure in the schools studied as follows:

**Table 2.** Semester Learning Plan

No.	School Name	Availability of Competency-Based Semester Learning Plans	Budget Sources
1	West Kupang State Vocational School 1 (SMK) (Design Modeling)	1	Special Allocation Fund 2020
2	SMK 1 Kab.Kupang (Agriculture)	1	Special Allocation Fund 2021
3	Tunas Isai Vocational School (Office)	0	0
4	Adventist Vocational School (Health)	1	Foundation
5	SUPM (Fisheries)	1	Ministry
6	Pp Lili Vocational School (Animal Husbandry)	1	Ministry
7	SMK 1 Amarasi Barat (Hospitality)	1	Special Allocation Fund 2018
8	SMKN 1 Takari (Kiryay Kayu)	1	Special Allocation Fund 2018
9	SMKN 2 Takari (Electricity)	1	Special Allocation Fund 2020
10	SMKN 1 Amabi Oefeto	1	Special Allocation Fund 2020

Source: Basic Education Data for Vocational High Schools in Kupang Regency 2022

**Table 3. Equipment**

No	School Name	Availability of Skills Competency Equipment	Budget Sources
1	SMKN 1 Kupang Barat (Modeling Design)	1	Special Allocation Fund 2020
2	SMK 1 Kupang Regency (Agriculture)	1	Special Allocation Fund 2021
3	SMKS Tunas Isai (Office)	1	Unit Operational Assistance Foundation
4	SMKS Advent (Health)	1	Ministry
5	SUPM (Fishery)	1	Ministry
6	SMK PP Lili (Farm)	1	Ministry
7	SMK 1 Amarasi Barat (hospitality)	1	Special Allocation Fund 2018
8	SMK N 1 Takari (Wood Craft)	1	Special Allocation Fund 2018
9	SMK N 2 Takari (Electricity)	1	Special Allocation Fund 2020
10	SMKN 1 Amabi Oefeto	1	Special Allocation Fund 2020

Source: Basic Education Data for Vocational High Schools in Kupang Regency

From tables 2 and 3, it can be concluded that the availability of facilities and infrastructure can be said to be sufficient because all of them already have Student Practice Rooms or *Ruang Praktik Siswa* (RPS) and equipment which will later be used as student training centers in developing and applying their Competency Skills both theory and practice.

**Disposition.** One factor that influences policy implementation's effectiveness is the implementer's attitude. If the implementer agrees with the contents of the policy, they will carry it out happily. However, if their views differ from the policy maker's, the implementation process will experience many problems.

There are three forms of attitude/response of the implementer to the policy; implementer's awareness, implementer's instructions/directions to respond to the program towards acceptance or rejection, and the intensity of the response. Implementers may understand the aims and objectives of the policy but often fail to implement the program properly because they reject the goals contained therein, so they secretly divert and avoid implementing the policy. In addition, the support of implementing officials is needed to achieve program targets.

Leadership support greatly influences the program's implementation so that it can achieve its goals effectively and efficiently. The manifestation of this leadership support is placing policies as program priorities, placing executors with people who support the program, and paying attention to the balance of the region, religion, ethnicity, gender, and other demographic characteristics. Besides that, the provision of sufficient funds to provide incentives for program implementers so that they fully support and work in implementing policies/programs.

The results of previous research by Evy Herlinawati (2020) concerning the Analysis of the Implementation of Vocational Revitalization Policies in the Field of Strengthening Industrial Cooperation at the Malang Muhammadiyah Vocational School found that the factors influencing the implementation of industrial class formation policies at Muhammadiyah 1 Vocational High School Malang City were that obstacles were still found, especially in the aspect of disposition/ attitude of policy implementers. It is indicated that policy implementers still give negative responses related



to these policies, which are not optimal and lack initiative in preparing cooperation programs with the industry. Other factors are related to resource factors, especially human resources, facilities, and infrastructure, as well as the funding/budget factor, which is still an obstacle or obstacle in implementing the policy. Meanwhile, from the communication and bureaucracy factors, it runs effectively, meaning that there are no obstacles or obstacles found in its implementation.

Regarding disposition, the Head of SMKN 1 Kupang Regency said we have adequate human resources, equipment, and RPS. Leaders give freedom and flexibility to every productive teacher to develop student competence. Build as many relationships as possible with DUDI and foster an entrepreneurial spirit for students through existing competency skills. If revitalization is carried out correctly, SMKs in Kupang Regency will not only become Vocational Education Pilot Projects. However, they will be able to produce graduates who are competitive and ready to become entrepreneurs. Through communication and common perceptions, a commitment is built regarding efforts to prepare graduates who are ready according to their fields of expertise. Now the head of the department and the Productive Teacher must work together and understand the importance of this. Indeed, what has been done is not maximal, but everything is heading there (revitalization).

From this aspect, there is a positive trend from the attitude of existing implementers regarding the implementation of SMK Revitalization at SMK N 1, Kupang district.

**Bureaucratic Structure.** The bureaucratic structure is the characteristics, norms, and patterns of relationships that repeatedly occur in executive bodies with potential and actual relations with what they have in carrying out policies. Discussing the implementation agency of a policy cannot be separated from the bureaucratic structure.

Suppose the resources are sufficient to implement a policy, and the implementers know what to do. In that case, implementation will only succeed if the existing bureaucratic structure hinders the coordination needed to implement the policy. Complex policies require the cooperation of many people, and a waste of resources will affect the implementation results. Changes made will certainly affect individuals and, in general, the system in the bureaucracy.

Regarding the bureaucratic structure, the results of interviews at SUPM Kupang with the Deputy Secretary for Curriculum at SUPM Kupang found that the implementation of Revitalization at SUPM Kupang was, in principle, going well vertically SUPM Kupang is running this school. Because all lines can work following the standards applied by the ministry, almost all our graduates work directly at DUDI and are also entrepreneurs. Adequate budget and sufficient infrastructure to make everything run well."

The bureaucratic structure is inseparable from the aspects that affect the organizational structure, namely the division of authority and the relationship between organizational units. SUPM under the ministry can run well. It contrasts with the existing SMK under the auspices of the Provincial Office of Education and Culture. This aspect has yet to be seen as necessary to implement the SMK Revitalization.

## CONCLUSION

In the implementation of the Vocational High School revitalization policy in Kupang Regency, the authors use the theory of Edward III (1980, p. 21) and found that from the side (1) Communication is still not going well and is not maximized because the Revitalization policy is still seen as an option or choice while from the side (2) Human Resources have optimally run as expected because there are still many Education Personnel who do not yet have certificates of competency skills, budget resources are still minimal because the resources are only from and BOS for schools under the auspices of the province and equipment resources (facilities and

infrastructure) have begun to appear. The RPS assistance from DAK can see it following the existing competency competencies, (3) the disposition was that the implementer should interpret the importance of this policy as the DNA of SMK as Vocational education. It is reflected in the need for more understanding of the Revitalization of Vocational High Schools in Kupang Regency due to the translation of revitalization, which is only an option or choice, not a necessity. At the same time, in terms of (4) the ongoing bureaucratic structure related to the Vocational Revitalization Policy in Kupang Regency needs special attention from all lines, both Relevant Dina and the school that runs it.

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