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Original Research Article

Strategy to Accelerate the Revitalization of Islamic Vocational High School Donomulyo, East Java

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Abstract: This study aims to analyze the implementation of the Vocational High School revitalization policy in forming industrial class 4.0 and identify factors that support and hinder the program's implementation. The research was conducted at Donomulyo Islamic Vocational School, Malang Regency. The data analysis technique in this study used descriptive qualitative methods. The results found that Donomulyo Islamic Vocational School has implemented the revitalization policy of vocational school well, primarily through the industrial class program that divides learning into theory and practice sessions. Through the Ministry of Education and Culture, the central government supports implementing this policy with coordination, socialization, and monitoring through Takola technology. However, there are challenges in student readiness, low discipline, and difficulty adapting to industrial work patterns. Supporting factors for implementing this policy include the memorandum of understanding with the industry, the industrial internship program, and financial and facility support. The main obstacles include limited industry human resources, low coordination, lack of funding, and limited facilities and infrastructure. Therefore, the synergy between schools and industries, increased funding, and curriculum flexibility are needed to revitalize vocational schools more optimized by industry needs. This research is expected to contribute to Donomulyo Islamic Vocational School in improving the effectiveness of vocational revitalization policies through expanding industrial internship cooperation, increasing the professionalism of policy actors, and systematic policy evaluation. In addition, strengthening community involvement through participatory mechanisms is needed to ensure transparency and optimization of policy implementation by industry and public needs.

Keywords: Revitalization, Industrial Class 4.0, Vocational High School, Policy Implementation.

1. INTRODUCTION

Revitalizing vocational schools is one of the Indonesian government's efforts to improve the quality and competitiveness of human resources. Presidential Instruction No. 9/2016 is the basis of a policy that refines and harmonizes the vocational school curriculum to suit the needs of the world of business and industry. This process is known as the "link and match" concept, where vocational education is aligned with the competencies required by the job market. With the projected increase in the productive age population, Indonesia must prepare a competent and ready-to-use workforce. However, the Central Bureau of Statistics data shows a high unemployment rate among vocational school graduates, mainly due to the mismatch of graduates' skills with industry needs. This is one of the significant challenges for the government to ensure that vocational education can produce a workforce relevant to the world of work (Kemdikbud, 2017).

Vocational schools face challenges in optimizing their role in producing a ready-to-use workforce. Although the primary objective of vocational schools is to prepare graduates who are ready to work, the main problems faced are the lack of adequate practicum facilities, limited practical costs, and lack of cooperation between vocational schools and the business world (Mahande, 2013). The curriculum applied in many vocational schools is still conventional and has not comprehensively approached the needs of the industrial

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world, so many vocational school graduates have difficulty entering the world of work (Samsudi, 2014). In addition, the industry must also incur additional costs to train a workforce that is not fully ready to use. Therefore, closer collaboration between schools and industries is needed to create a more relevant and effective education system and prepare a competent workforce. The President's instruction to reform the vocational education system is crucial to address this challenge.

The President emphasized the importance of vocational education reform to produce qualified human resources ready to face global challenges. In this effort, the revitalization policy of vocational schools is one of the important steps. At Donomulyo Islamic Vocational School, for example, this policy is implemented to improve the quality of education and create an Industry 4.0 class that can respond to market demands. Despite efforts to adapt the curriculum to the industrial world, many obstacles remain. One of them is the lack of adequate facilities to support practical learning. To face this challenge, vocational schools must increase their capacity to provide facilities meeting industry standards. In addition, educators must also be given sufficient training in order to apply more relevant and innovative learning methods. As a result, it is expected that vocational school graduates will be better prepared to work according to the needs of the industrial world.

Donomulyo Islamic Vocational School has implemented the vocational school revitalization policy focusing on establishing an industry 4.0 class. However, although this policy is expected to produce graduates who are ready to work, several challenges are still faced. One of them is the limited quality of learning facilities and amenities, which impacts the lack of practical learning that students can do. The lack of effective cooperation with business and industry is also a significant problem. Teachers at Donomulyo Islamic Vocational School need additional training to apply learning methods that align with the development of Industry 4.0. In addition, the lack of industry-certified educators also hampers the quality of education at the school. Therefore, it is important to identify and address these challenges through improvements in various aspects, including facilities, curriculum, and relationships with the business world, so that the revitalization policy of vocational schools can run effectively and produce graduates ready to compete in the world of work.

Research on the implementation of the vocational school revitalization policy at Donomulyo Islamic Vocational School is essential to assess the extent to which this policy can overcome the challenges faced by these educational institutions. This research will examine the implementation of the policy in the field of strengthening cooperation with business and industry, as well as how vocational schools can be better prepared to form the Industry 4.0 class. The synergy between the school and the business world is the key to success in improving the quality of vocational education. Increasing this collaboration can create a more relevant and effective learning process oriented towards industrial needs. Successfully implementing the vocational school revitalization policy will significantly improve the quality of vocational school graduates who can meet the demands of the growing labor market. This research is expected to contribute to formulating better education policies.

This study aims to analyze the implementation of the vocational school revitalization policy in the industrial class formation 4.0 field at Donomulyo Islamic Vocational School, Malang Regency. In addition, this study aims to identify and analyze the supporting and inhibiting factors that influence policy implementation. This research helps provide empirical literacy studies in public administration science, especially related to policies on accelerating the revitalization of vocational high schools in East Java Province. This research also provides insight into the revitalization of vocational education, including the industrial curriculum and the concept of a teaching factory. This research benefits school principals, teachers, education personnel, students, and policy developers. Principals can understand the challenges in implementing revitalization. At the same time, teachers and education personnel can improve their understanding of the culture of vocational education, help learners overcome social problems, and play an active role in the education revitalization process.

2. LITERATURE REVIEW

Public policy is all the government's decisions, both in actions and decisions not to act, because both impact society (Dye in Islamy, 2009). This policy is formed from the interaction of policymakers based on phenomena that need solutions and considering the community's aspirations. According to Akib (2010), public policy has three main characteristics: it is made by state administrators, regulates public life at large, and provides more significant benefits to the general public than its direct users. The public policy process consists of several stages: problem identification, policy formulation, decision-making, implementation, and evaluation and assessment of its impact (Sirajuddin, 2014). Policy implementation is an important aspect of the entire policy process because, without effective implementation, the policies that have been designed will not achieve their objectives (Edwards III in Agustino, 2016).

The Edwards III policy implementation model emphasizes four main factors: communication, bureaucratic structure, resources, and disposition. Effective communication ensures that policies are conveyed to implementers and target groups. The bureaucratic structure includes work mechanisms and inter-agency coordination. Resources include human

resources, budget, equipment, and authority that support successful policy implementation. Disposition, namely the attitude and commitment of implementers in carrying out policies, also affects the effectiveness of implementation. If one of these factors is not optimal, policy implementation will experience obstacles (Agustino, 2016). Therefore, when selecting a policy model, one must consider the advantages and disadvantages of existing approaches so that the designed policy can be implemented efficiently and effectively according to community needs.

The revitalization policy of vocational schools is outlined in Presidential Instruction, which aims to improve the quality and competitiveness of Indonesia's human resources through stakeholder synergy (Government of the Republic of Indonesia, 2016). This instruction includes the preparation of a workforce needs map based on the roadmap for vocational school development and other strategic steps. This policy is addressed to the Minister of Education and Culture and 12 other ministries, 34 governors, and the Head of the National Professional Certification Agency (BNSP). Each ministry has specific tasks according to the President's direction, such as improving the competence of educators, aligning curricula, collaborating with industry, and increasing access to certification and accreditation of vocational schools. In particular, the Minister of Education and Culture received six instructions, including establishing a working group for vocational school development to ensure the sustainability of this policy.

The revitalization of vocational schools aims to create graduates who are ready to work, competent according to industry needs, and highly competitive (Hadam, 2017). One of the changes promoted is a paradigm shift from a push to a pull system, where vocational schools now adjust their curriculum based on business and industry demand. The learning process that was previously supply-driven is now demand-driven, ensuring that graduates can work, continue their education, or become entrepreneurs. In addition, this policy reduces the gap between vocational school education and industry needs in terms of technology, administration, and competencies. The Directorate of Vocational Development defines five main areas of revitalization: curriculum, education personnel, industrial cooperation, certification and accreditation, and facilities and institutions, which are implemented in ten strategic steps to revitalize vocational schools (Hadam, 2017).

The concept of industrial cooperation in vocational education aims to produce vocational school graduates who have skills and are ready to work professionally. This cooperation is realized through industry-based learning programs that allow students to learn in schools and businesses. The link-and-match policy is an effort to improve the relevance of vocational schools to labor needs, shifting the education paradigm from supply-minded to demand-minded (Disas, 2018). Synchronizing the vocational school curriculum with industry needs creates harmony between providers and users of labor. The success of this program involves vocational schools, industry, and government, with the central role of vocational schools in researching labor market needs (Kurniasari Dewi, 2015). The steps of cooperation include selecting industrial partners, intensive communication, formal agreements, and realizing sustainable cooperation activities (Widianti ., 2017).

The implementation of industrial cooperation in the revitalization policy of vocational schools aims to improve the quality of graduates to match the needs of business and industry (Hadam, 2017). This cooperation program includes the development of industrial classes, teacher internships in industry (on-the-job training), industrial internships, and the role of vocational school as an industrial liaison for other schools. Forms of cooperation include curriculum validation by industry, industrial visits, and guest teachers who provide practical insights to students. Industrial classes are an alternative to practice-based learning, where curriculum development is carried out with industry to ensure relevance to the world of work. This program aims to improve the skills and competitiveness of graduates through learning methods that are by industry standards so that graduates are better prepared to enter the world of work or entrepreneurship (Widianti, Solichin, & Yoto, 2017).

Teacher internships, on-the-job training, and industrial internship programs are the main components in strengthening the competencies of vocational teachers and students. Teacher internships aim to improve professionalism by equipping them with direct insights related to the needs of the world of work, including personnel management, production, and marketing (Usep, 2017). Meanwhile, an industrial internship connects students with the industrial world, reduces competency gaps, and increases real work experience (Yulianto & Sutrisno, 2014). Industry plays a role as a place of practice, a provider of funds, and a compiler of educational programs. This program aims to develop student's technical skills and work ethic and strengthen the relationship between schools and the industrial world. With this cooperation, vocational schools can produce a professional workforce ready to compete in the job market (Hamalik, 2007).

3. RESEARCH METHODS

3.1 Research Design

This research is a qualitative study with an analytical descriptive approach, which describes the phenomena that occur, both natural phenomena and those caused by humans. The descriptive-analytical method is used to describe a research object based on samples or data that has been collected and draw

conclusions that are specific and conical (Sugiyono, 2014). By this method, this research seeks to describe and analyze the implementation of the vocational school revitalization policy, identify obstacles that arise, and formulate strategies to overcome these obstacles.

3.2 Research Location

This research was conducted at Donomulyo Islamic Vocational School, Malang Regency. The selection of this location is based on its relevance to the focus of the research, namely the implementation of the vocational school revitalization policy in forming the industrial class 4.0. Donomulyo Islamic Vocational School was chosen because it is one of the schools that implemented the revitalization program, allowing researchers to study the implementation process directly.

3.3 Data Analysis Technique

This research uses the Huberman and Saldana (2014) interactive model to descriptively analyze the research data, which includes four stages, namely data collection through interviews until it reaches saturation point, data condensation through selection and simplification, systematic presentation of data to facilitate analysis, and verification by drawing conclusions based on data interpretation. This analysis aims to understand the implementation of the vocational school revitalization policy in forming industrial class 4.0 at Donomulyo Islamic Vocational School, Malang Regency.

4. RESULTS AND DISCUSSION

4.1 Research Results

This research was conducted at Donomulyo Islamic Vocational School, Malang Regency, East Java, a private school under the Donomulyo Islamic Vocational School Education Foundation (YPID) and established in 1977. This research focuses on implementing vocational schools' revitalization policy in forming industrial class 4.0. In its development, this school implements a teaching factory-based learning system, where students' skills are designed according to industrial work procedures and standards to produce products that meet market demands. In addition to improving academic skills, the school also balances the development of students' potential through non-academic activities, such as recitation and congregational prayers. It fosters entrepreneurship through the school production unit. With this approach, Donomulyo Islamic Vocational School seeks to produce competent, competitive graduates ready to face the challenges of Industry 4.0 and the world of work. This research refers to Edwards III's theory in examining policy implementation through four main variables: communication, resources, disposition, and bureaucratic structure. These factors are used to identify barriers and policy success.

Revitalization of vocational schools aims to improve the quality and competitiveness of graduates with effective communication between the education office, schools, and business and industry. This policy is based on East Java Governor Regulation No. 22/2017 and Presidential Instruction No. 9/2016. One concrete implementation is establishing the Industry 4.0 class at Donomulyo Islamic Vocational School with government support in the form of facility assistance, improving the quality of educators, and synchronizing the curriculum with industry. "*The point is to accelerate vocational school to be more relevant to work needs, especially technology*," said an informant. This support makes it easier for schools to prepare graduates who are better prepared for the world of work. The industry-based learning model allows students to adapt to technological developments, answering the challenges of a skilled workforce in the future.

Communication and socialization of the vocational school revitalization policy have gone well. Various stakeholders, both internal and external to the school, have received policy information. "*We are aware of the policy. The gubernatorial regulation aims to improve the competitiveness of vocational school graduates through adjusting education programs to the needs of the business world and the industrial world*," said an informant. However, there are challenges in implementing this policy, especially for schools that do not receive direct assistance. The success of revitalization depends not only on financial support but also on schools' readiness to adapt to changes, including curriculum development and industry cooperation. Schools with extensive networks tend to be more ready to adopt this policy than those with minimal cooperation. Therefore, the government needs to strengthen mentoring for vocational schools that need technical assistance for more effective and equitable implementation in East Java.

Revitalization at Donomulyo Islamic Vocational School in forming industrial class 4.0 shows positive results. Government assistance for two consecutive years has had a significant impact on improving teaching staff and learning facilities. "*The implementation of the revitalization of Donomulyo Islamic Vocational School in the formation of industrial class 4.0 is supported by government assistance for two consecutive years. This includes improving the quality of teachers and education personnel, infrastructure facilities, and digital-based learning activities*," said an informant. The revitalization program provides tangible benefits for schools that receive support. However, challenges remain for schools without direct support, so a more inclusive strategy is needed to spread the benefits. Industry 4.0 classes allow students to engage in technology-based projects with industry guidance, making learning more relevant and applicable.

Curriculum alignment with industry needs is an important aspect of vocational school revitalization. This includes certifying graduates based on the Indonesian

National Work Competency and industry standards. "*The revitalization of vocational schools must be done as a whole, starting from improving the curriculum in accordance with trends, increasing accreditation, and certification*," said an informant. Implementing industrial classes allows students to focus more on industry-appropriate theory and practice. However, there is a gap between schools receiving assistance and those not. Additional policies are needed for revitalization to have a broad impact. Curriculum alignment involves flexible learning methods and industry cooperation to provide practical tools and to train teachers and students. With a strong synergy between education and the world of work, vocational school graduates can be highly competitive and adapt to technological developments.

The revitalization of vocational schools in East Java involves various parties, including the Education Office, Bappeda, Disnaker, LPMP, and business and industry. The provincial government has issued regulations as guidelines for implementation, but technical obstacles still occur. "*The policy stipulates that for the revitalization of vocational school education, strong efforts are needed from various parties such as the business world, the industrial world, universities, local governments, and the community*," said an informant. The interaction and synergy of various parties are important to ensure the success of revitalization. With good communication and equal support, this policy is expected to have an optimal impact on vocational education in Indonesia. The main challenge is coordination between stakeholders so that the implementation runs according to the target. Therefore, a strict monitoring and evaluation system is needed to ensure the benefits of this policy are felt by all vocational schools, both in cities and remote areas.

The resources and recruitment mechanisms for teachers and education personnel at Donomulyo Islamic Vocational School are designed to meet the criteria and competencies in teaching industrial class 4.0. The recruitment process goes through several stages to ensure prospective teachers have the appropriate qualifications, especially for teachers in the technology field who must master industrial technology development. One informant stated, "*Recruitment is done through interviews and based on the last education certificate*." In selecting teaching staff, the process is carried out similarly to employee recruitment in general, considering the ability to adapt to the school's needs. In addition, the expected teacher qualifications include three main aspects: academic and industrial technology 4.0 certification, technical and pedagogical competencies, and social and entrepreneurial abilities. One informant added, "*Teachers must master industrial technology 4.0, use industrial design software, and apply innovative learning methods such as blended learning and Project-Based Learning*".

The existence of human resources in school organizations has a strategic role in responding to changes in the world of education. Therefore, human resource planning is essential to ensure the continuity of educators with appropriate quality. The quality of teachers at Donomulyo Islamic Vocational School is a significant concern in the learning process, with support from the Malang District Education Office through various competency improvement programs such as technical guidance. "*The hope is that teachers can master the technology they teach and have a recognized certification*," said an informant. In addition, teachers' competence is improved through active involvement in the subject teachers' meeting (MGMP). Recruitment of qualified teachers determines the effectiveness of learning in this school. Therefore, the organizing stage is essential to ensure task boundaries, cooperation between sections, and vertical and horizontal relationships within the established organizational structure.

The upskilling and reskilling program for industry-standard vocational school teachers is one of the efforts to improve the competence of educators. The assessment of this program is carried out comprehensively, covering aspects of participants, instructors, and the implementation of activities. "*Upskilling and Reskilling program certification is carried out after participants complete the training*," said an informant. In addition, the distribution of teaching assignments is also adjusted to the teacher's ability to increase work motivation. The vice principal for curriculum plays a role in distributing tasks evenly and coordinating with teachers through discussions regarding the readiness of their teaching time. Teachers at Donomulyo Islamic Vocational School are also required to be able to implement the Merdeka Curriculum, which prioritizes project-based learning. "*This method aims to build a more valuable experience for students and increase their critical thinking*," explained an informant.

Apart from formal education, improving teacher competence can be done through industrial apprenticeships. Apprentice teachers can directly observe the competencies required by the world of work and adjust their teaching methods according to industry needs. "*Educators at Donomulyo Islamic Vocational School are quite dedicated but need additional support in mastering the latest technology*," said an informant. The results of this internship experience are then applied in the preparation of the selection of relevant learning methods. With industrial apprenticeships, an industrial culture can be formed in the school, giving the school a strong industry-based character. Cooperation with industry in the apprentice teacher program also benefits the business world by utilizing innovations from educators. To support this success, the standard of facilities and infrastructure in schools is also considered, including laboratories, workshops, and information technology-based facilities funded by the school

operational assistance fund to support the effectiveness of digital-based learning.

According to Edward III, the disposition or attitude of policy implementers has important consequences for the effectiveness of policy implementation. This disposition includes the implementers' willingness, commitment, consistency, and honesty in carrying out the policy and the level of democracy in its implementation. This study focuses on the partnership between the world of business and industry and the school in forming industrial class 4.0 at Donomulyo Islamic Vocational School. One informant explained the steps taken by the school, "*Identifying potential industrial partners and establishing formal communication and cooperation through a memorandum of understanding*." Another informant added, "*The steps include school needs analysis, business partner mapping, cooperation preparation, socialization, approach to the business world, partnership implementation, evaluation, promotion, and alignment with government policies*." The school also contacted the business and industry to prepare for Industry 4.0 activities to match students' competencies with the needs of the world of work. "*The school has established communication with various industry partners to support this program, including providing fieldwork practice opportunities*," said an informant.

The interviews showed that all informants were aware of the steps taken by Donomulyo Islamic Vocational School in planning business partnerships. These partnerships have a tangible impact on the school, teachers, students, and alumni. The revitalization of vocational schools has significantly changed the curriculum and learning system. "*The school has held meetings and discussions and established communication with companies to support the Industry 4.0 class program*," explained an informant. The school curriculum is now more tailored to industry needs through a link-and-match approach with the Business World/Industry. The learning model combines instruction and construction, so the learning stages are more oriented towards direct practice in the industry. "*The school invited us to provide education related to digital payment systems to students*," said an informant. With the alignment of the curriculum, it is expected that vocational school graduates are increasingly ready to enter the world of work by industry demand.

Implementing the Teaching Factory development program at Donomulyo Islamic Vocational School further emphasizes the balance between learning and production activities so that students have relevant skills. "*Human resource development includes increasing knowledge and training skills according to specific tasks*," explained an informant. The work program includes strengthening cooperation with industry in three main areas: increasing the number of industries for industrial work practice, aligning teacher internship programs with their respective expertise programs, and establishing industrial classes. "*One of the implementations of Teaching Factory development is the development of productive teacher human resources through internship programs in industry*," said an informant. In implementing this program, the Development Team actively coordinates with the world of business and industry to ensure synergy between school learning and industry needs. With this cooperation, educators and students will be better prepared to face the challenges of the growing industrial world.

Bureaucracy is an organizational system structured to carry out government tasks and public services. In implementing the governor regulation policy as a derivative of Presidential Instruction to accelerate the revitalization of vocational high schools in East Java, Donomulyo Islamic Vocational School established an industrial class 4.0. Bureaucracy plays a role in ensuring the effectiveness of this policy, especially in the institutional and curriculum aspects. The school institution is a line organization with a direct hierarchy from top to bottom. Based on the interview, one informant stated, "*We are trying to strengthen cooperation with industrial partners, as well as building a digital-based management system*." In addition, the school has a development team that applies for assistance through Takola to improve facilities, human resources, and finances. Most teachers confirmed the improvement in quality through the upgrading program, as mentioned by the informant, "*Institutional arrangements are getting better and there is an improvement in our quality as teachers*."

Curriculum structuring is an important aspect of the bureaucratic structure, especially in establishing the industrial class 4.0. Curriculum planning involves the principal, vice-principal, and curriculum team, with some teacher involvement. Based on the interview, the informant stated, "*Those involved in curriculum planning are the curriculum vice-principal, the principal, the curriculum team. We only involve some teachers*." This process is carried out through discussions and workshops with industry partners to ensure the curriculum aligns with business and industry standards. Synchronization is done with partner companies and the implementation of digital-based learning and assessment. One informant revealed, "*Through the making of memorandum of understanding and meetings between the development team, the head of the curriculum, and staff with the world of business and industry to synchronize and design the curriculum together*." However, there is a difference of opinion regarding the involvement of teachers in planning, as stated by another informant, "*Knowing and already using the industrial class curriculum, but not involved in its preparation*."

The curriculum at Donomulyo Islamic Vocational School has changed with social, economic, and technological developments. The Merdeka curriculum provides flexibility in learning according to student interests without coercion. To improve the competence of teaching staff, the school holds In-House Training (IHT) as part of the Implementation of the Independent Curriculum. One informant stated, "*IHT at Donomulyo Islamic Vocational School was carried out in July, and that month the Merdeka Curriculum was also implemented*." Curriculum preparation refers to the Decree of the Minister of Education, Culture, Research and Technology, considering the character of schools and supporting industries. In an implementation, teachers adjust teaching tools to the learning pattern of the Merdeka Curriculum, as mentioned by the informant, "*There is no longer a syllabus and Learning Implementation Plan, but Flow of Learning Objectives, Learning Outcomes, and Modules that are tailored to the needs of students*."

Various internal and external factors support the implementation of vocational school revitalization in forming the industrial class 4.0 at Donomulyo Islamic Vocational School. The main factor is the commitment of educators and all school members to implementing this policy. One informant stated, "*The school community's commitment is the most important. If the implementers are committed, the policy will run smoothly. Conversely, it will certainly hinder if the commitment is lacking or stops in the middle of the road*." In addition, government support in the form of facilities and infrastructure assistance also facilitates policy implementation. Another informant revealed, "*With a large amount of government assistance, vocational school revitalization can run more easily in terms of facilities and improving the quality of human resources*." Another supporting factor is the technology-based management system implemented to support administration, learning, and curriculum synchronization with the industrial world. This further strengthens the link between schools and industries in the Link and Match system so that graduates have skills that match the needs of the world of work. The school's commitment to establishing cooperation with industry is also a key factor that helps the revitalization program run smoothly.

Despite many supporting factors, implementing the vocational school revitalization policy at Donomulyo Islamic Vocational School still faces various challenges. The main obstacle comes from the lack of competence of teaching staff in the use of technology. As stated by the informant, "*The supervision system and others are technology-based, but there are teachers who still do not understand, so further training is needed*." In addition, limited government assistance is also an obstacle because it is only given to specific departments, which results in inequality in development between departments. "*Not all departments receive assistance, so departments that do not develop more slowly*," said an informant. Another challenge is collaborating with the industry, especially in adapting to rapidly evolving technology. "*Sometimes a new tool comes, but the industry has already replaced it*," said an informant, emphasizing the need for further support from industry so that schools can adapt learning facilities to industry standards. In addition, teachers feel burdened in finding a market network for products produced by the school, which should be the school's responsibility to ensure the integration of production and marketing.

4.2 DISCUSSION OF RESEARCH RESULTS

The revitalization of the vocational school at Donomulyo Islamic Vocational School Malang City is based on Presidential Instructions and East Java Governor Regulations to improve the quality and competitiveness of human resources through vocational education that aligns with industry needs. The Minister of Education and Culture instructed the alignment of the vocational school curriculum to match the business world's and industry's competencies (link and match), increasing the number and competence of education personnel, cooperation with various parties, and access to graduate certification.

The implementation of revitalization involves other ministries, local governments, businesses, and industries to produce a competent workforce. The East Java Governor's Regulation is the basis for regional policies that include institutional arrangements, opening vocational programs based on local potential, and preparing minimum service standards and operational procedures to implement vocational school education to make it more effective and competitive. This step encourages cooperation between vocational schools and industry through internship programs, certification, and curriculum alignment to create highly competitive work-ready graduates in the national and international labor market.

In addition, this regulation also emphasizes increased cooperation between education and industry. The government encourages businesses to absorb vocational school graduates, establish community academies in industrial areas, and provide facilities for graduates who want to become entrepreneurs. Funding is an important aspect of accelerating revitalization. The East Java Provincial Government plays a role in planning financing needs, allocating budgets, and encouraging the involvement of businesses and communities in providing funds. The government also encourages vocational schools to innovate and explore additional non-binding sources of funds. In the education environment, regulations supporting private sector investment are needed to sustain the revitalization program. With a transparent legal system, investors have the assurance that vocational education policies will remain consistent and can be implemented according to the contract.

Donomulyo Islamic Vocational School implements six program packages in revitalization, namely renovation of buildings and supporting facilities, procurement and renewal of practical equipment, updating of industry 4.0-based learning systems, improving the quality of education personnel, cooperation with business and industry, and strengthening student work characters. Renovations include building rehabilitation and new facilities, while practical equipment is updated to match industry developments. The vocational school curriculum is aligned with the needs of the world of work, supported by implementing a dual system of education, fieldwork practice, and the implementation of teaching factories. In addition, competency certification for students is a priority so that graduates have higher competitiveness in the world of work.

Regarding education personnel, revitalization includes procuring vocational teachers, industrial training for teachers, and recruiting instructors from the business world. Increasing the competence of education personnel is a significant factor in ensuring the success of the revitalization program. Cooperation with the business world is further strengthened through a partnership network that encourages the formation of industrial classes in vocational schools. In addition, vocational school graduates are also directed to be able to market their skills according to industry needs. The program also emphasizes strengthening work character through character education, developing students' interests and talents, and fostering digital-based entrepreneurship. The synergy between education and industry is key to creating productive and competitive vocational school graduates in the industrial era 4.0.

Teachers play a critical role in learner success, as how they teach and interact is the foundation of an effective school. Evidence-based training programs that train their pedagogical skills are needed to maximize teachers' performance. Explicit instruction models emphasize the active role of teachers in planning, delivering, and monitoring learning, making the learning process more systematic and standardized. Effective teachers must be able to adjust teaching strategies based on learners' needs. In research-based learning, teaching focuses on basic materials such as reading, arithmetic, and writing and develops higher-order thinking skills. In addition, principals' supervision and mentoring are needed to maintain and improve the quality of teaching so that it remains relevant to the development of science and technology in the world of work.

Good learning strategies are proven to improve learners' understanding, especially in dynamic learning environments where teachers provide active instruction. The explicit instruction model developed by Archer & Hughes (2011) and Knight (2012) emphasizes the teacher's role in selecting materials, setting objectives, informing learners of learning indicators, demonstrating skills, evaluating learning outcomes, and providing opportunities for improvement. Vocational school teachers, especially in vocational fields, must be able to adapt teaching methods and materials to develop industrial technology. Therefore, understanding industry trends is important so that vocational school graduates are job-ready. To support the competence of vocational teachers, the directorate of partnership and alignment of business and industry organizes upskilling and reskilling programs to ensure teachers have skills by industry standards.

The Upskilling and Reskilling Program for Vocational Teachers of Industrial Standard Vocational Schools aims to improve teacher competence according to the needs of industry, the business world, and the world of work. The program focuses on four priority areas: manufacturing and construction, creative economy, hospitality services, and care services. Upskilling is oriented toward increasing the technical competence that teachers already have, while Reskilling aims to teach new skills that have not previously been mastered. The program involves the business and industry's directorate of partnership and alignment, the vocational steering forum, the provincial education office, vocational school, and training provider institutions. With industry-based training, teachers are expected to apply teaching methods that are more relevant to the demands of the world of work so that vocational school graduates have high competitiveness in the global industry.

The benefits of the Upskilling and Reskilling program for teachers include increased competence based on industry standards, training certification, and direct experience in industrial work culture. Participating teachers can improve the quality of vocational learning and help students prepare for the world of work. In addition, vocational schools will gain more competent teaching staff, strengthen cooperation, and improve the overall quality of vocational education. The education office also distributes the training results to other teachers so that the benefits can be widely felt. The alignment of vocational education with industry is a key factor in creating a ready-to-use workforce, reducing the gap between the skills of graduates and the needs of the world of work, and increasing the efficiency of the vocational education system in Indonesia.

In addition to human resource development, providing adequate facilities and infrastructure also plays an important role in improving the quality of vocational education. Adequate facilities create a conducive learning environment, increase student motivation, and support more effective practical learning. Japan has implemented a 5Rs (Ringkas, Rapi, Resik, Rawat, Rajin) based room and equipment management system, which is proven to increase productivity and efficiency. Industrial companies also contribute to vocational education by facilitating industrial work practices for

students and apprenticeships for teachers. The National Education Standards Agency (BSNP) stipulates that every vocational school must have laboratories, workshops, and practice areas by industry standards. The alignment of vocational education with the world of work is the leading solution in producing graduates ready to compete professionally in the industrial era 4.0.

Implementing vocational school revitalization requires synergy between the Ministry of Education and Culture, relevant ministries, businesses, and industries to create competent graduates that meet the job market's needs. The Presidential Instruction assigns various ministries, including the Ministry of Research, Technology and Higher Education, Ministry of Industry, Ministry of Manpower, and Ministry of State-Owned Enterprises, to collaborate in improving the quality of vocational education. Collaboration with the world of business and industry is an important factor in the success of this revitalization program. An understanding in the form of a memorandum of understanding or cooperation agreement enables curriculum synchronization between schools and industries. Some forms of cooperation include validation of curriculum content by industry needs, industrial visits for students before fieldwork practice, and the involvement of guest teachers from the business world to deliver learning materials that are more applicable and relevant.

Curriculum synchronization between Donomulyo Islamic Vocational School and partners is carried out to align graduate competencies with industry needs in information technology. Curriculum analysis is carried out by developing a curriculum pattern that includes identifying the field of work, the main tasks that students must do, and relevant technical and non-technical skills that must be mastered. The partner company is engaged in infrastructure development, networking, and IT planning, so the Computer and Network Engineering (TKJ) expertise program adjusts its curriculum to the company's needs. With this approach, students gain competence in IT Support, Network Engineer, Network Technician, and various other positions in the technology industry. Industrial internship is an integral part of a dual education system that combines learning at school and direct experience in the world of work.

The implementation of industrial internships aims to make students not only master theoretical aspects but also have practical experience that meets the demands of the world of work. The program is developed jointly between the school and the industrial world to ensure the curriculum is suitable for the needs of the business sector. In addition to providing a place of practice for students, the industry also contributes to designing educational programs, organizing training, and evaluating student learning outcomes. Managing an industrial internship begins with careful planning, including selecting practice sites based on the competence of the learners' expertise, socialization with parents and teachers, and assistance during the program's implementation. With this system, students are accustomed to industrial culture, understand work standards, and have a better readiness to enter the world of work after graduating from vocational school.

The evaluation of the vocational school revitalization policy in Malang Regency still needs to be improved because it only relies on written reports regarding the use of funds. Further discussion is needed between the government, stakeholders, and the community to establish a more effective and comprehensive evaluation mechanism. A good evaluation must identify performance improvement strategies, balance implementation in the field and policy, and be methodologically accountable for each step. Local governments should not leave policy management entirely to the Education Office; they should involve various related elements. Aligning the vocational school curriculum with industry needs is a significant factor in improving the quality of graduates. Partnerships with industry, increased teacher competence, and technology integration in learning encourage graduates ready to compete in the industrial era 4.0, supported by facilities such as Teaching Factory and industry-based curriculum transfer programs.

Competency certification is an important aspect in improving the quality of vocational school graduates so that they are ready to compete in the world of work. The National Professional Certification Agency regulates the certification process through competency test sites that ensure students have skills according to industry standards. Vocational school teachers must also have qualified competencies through continuous training and industrial apprenticeship programs, which require certification from business and industry. Competency certification for educators aims to increase the effectiveness of industry-based learning. In the era of globalization, certification is the leading standard for workers, especially when facing competition in the ASEAN and international labor markets. Therefore, the alignment of vocational school education with the world of business and industry is increasingly strengthened so that graduates are highly competitive and able to meet the national and global labor market needs.

The partnership between vocational schools and the business and industry is the primary strategy for adjusting competency standards to industry needs. Government assistance to support this alignment aims to build a shared understanding in assessing the quality standards of vocational school graduates according to industry needs. This alignment includes curriculum development, organization of industry-based learning, and fieldwork practice. With rapid technological changes, a sustainable partnership pattern is the leading solution in bridging the skills gap between vocational school graduates and the industrial world. The

Directorate of Business and Industry Partnership and Alignment assists vocational schools in actively cooperating with industry. This program ensures that vocational schools remain adaptive to changes in the learning system and mastery of the latest technology in business and industry.

Vocational education must adapt its curriculum to industry developments so that graduates can meet the needs of the labor market. Therefore, the vocational school curriculum is developed by facing competition in the technology-based industrial and service sectors. Strengthening the quality of human resources is a priority, as is preparing a competitive workforce with skills that are by national and international standards. Integrated thematic learning in one skill program is implemented so that students gain meaningful experience. In addition, partnerships with businesses and industry, both domestic and foreign, are key factors in improving students' skills. For a minimum of six months, internships in industry allow learners to understand the work process and adapt more quickly when entering the workforce.

Government grants support vocational school revitalization programs by providing facilities and improving educators' competence. This assistance must be managed transparently and accountably by applicable regulations. Schools must report the use of funds and target outcomes to the Directorate of the Business and Industry Partnership and Alignment. If there are deviations in the use of funds, the school is entirely responsible and may be subject to sanctions by applicable regulations. Funds not absorbed by the specified deadline must be returned to the state treasury. In addition, the use of funds is guided by the provisions of government procurement of goods/services and tax regulations. With a transparent and regulatory fund management system, the revitalization program can run effectively and contribute to improving the quality of vocational education in Indonesia.

A vocational school's success in producing competent graduates depends on education management based on partnerships with the industrial world. The alignment of industry-based curricula, the implementation of project-based learning, the presence of industrial teachers in schools, and fieldwork practice are the keys to the success of the vocational education system. In addition, the preparation of industry-based facilities and infrastructure standards and the process of absorbing graduates into the world of work must continue to be improved. The vocational school revitalization program is expected to meet the needs of a competent workforce, improve students' skills, and create graduates with an entrepreneurial spirit and superior work character. Thus, vocational schools are educational institutions and skill development centers that produce a quality workforce according to the needs of businesses and industries.

The success of vocational school revitalization in shaping the industrial class 4.0 is highly dependent on educators and education personnel with skills and knowledge that align with industrial development. Training and upgrading competencies for teachers are the main factors in creating a learning environment that is relevant to the needs of the world of work. In addition, stakeholders' high motivation to develop an industry-based curriculum encourages the program's effectiveness. The support of social networks, such as business associations and trade groups, also facilitates access to information and resources vocational schools need. Local governments are important in providing clear policies and adequate budget support to develop revitalization programs. With a well-directed strategy, business participation, and government commitment, the revitalization of vocational schools can run optimally and improve the competitiveness of graduates in the modern world of work.

One of the main obstacles in revitalizing vocational schools is the limited facilities and infrastructure that support industry 4.0 classes, especially laboratory facilities that are by industry needs. Facilities procurement is done through various means, such as government, industry, and community grants, but is often constrained by administration and budget limitations. Purchasing equipment is also a challenge if the available funds are insufficient, so schools must find alternative solutions, such as making their equipment, recycling existing items, or repairing damaged equipment. In addition, unequal support from industry in curriculum synchronization causes a gap between industry needs and graduate skills. Therefore, close collaboration between the government, the business world, and the community is needed to ensure that vocational schools produce a competent workforce per the labor market demands.

5. CONCLUSIONS AND SUGGESTIONS

Based on the research results and discussion, Donomulyo Islamic Vocational School has very well implemented the vocational school revitalization policy. The programs are clear and specific, making identifying and measuring performance easier. One of the leading programs of this policy is the industrial class, where the learning system is divided into two sessions. During one week, students receive material in the classroom, and then the following week, they are required to practice in the workshop according to their respective majors. Through the Ministry of Education and Culture, the central government coordinates and socializes with schools regarding the implementation of this policy through workshops, socialization, or a web server technology called Takola to monitor the percentage of revitalization program implementation in the school.

Although the vocational school revitalization policy has been well implemented, challenges are still faced, especially regarding student readiness. Some teachers revealed that some students reject the program

because they are unprepared for the new curriculum. This unpreparedness results in low discipline in running the program and fatigue due to a more demanding work system. Students still have a student mentality, not a worker mentality, so they have difficulty adjusting to the more intensive industrial work patterns. This challenge suggests that better mental development and work readiness should be needed before students enter the industrial world. In addition, gradual adaptations in teaching methods and workload adjustments can be a solution to reducing resistance from students.

Several supporting factors in revitalizing the vocational school at Donomulyo Islamic Vocational School include a memorandum of understanding that benefits both parties, student contributions to the industrial work practice program, and financial support and facilities from the government for the teacher internship program. In addition, a good personal relationship between the school and the industry and a large production capacity also support the implementation of the teaching factory program. However, the industrial class program still faces obstacles in its implementation. Other inhibiting factors include limited human resources in the industry to conduct link and match cooperation, low coordination in planning and evaluating the industrial internship program, and a lack of funding from the school, leading to low teacher participation in the industrial internship program.

In addition, limited human resources and industrial infrastructure are challenges in implementing the industrial class program, mainly because most industries in Malang Regency are still classified as micro, small, and medium industries. This results in limitations in providing facilities that are by the needs of the revitalization program. Other hindering factors include schedule adjustments in curriculum development and the low quality and quantity of equipment, which has not been able to meet industry standards. To overcome these challenges, more potent synergy between schools and industries, increased funding from the government, and a more flexible curriculum adaptation strategy are needed so that the revitalization of vocational schools can run more optimally by the needs of the world of work.

Based on the research results, several suggestions are given to improve the effectiveness of the revitalization policy of vocational schools in Malang, where schools need to expand industrial internship cooperation with more industries, including those outside Malang Raya, given the limited number of qualified industries. The professionalism of policy actors must also be improved through training involving all relevant official employees, including public sector management. Systematic policy evaluation is needed to optimize the implementation and efficiency of budget use. In addition, public involvement in policy formulation and evaluation needs to be strengthened so that policies are more targeted. Participatory mechanisms such as opinion polls, public meetings, and community information centers should be optimized to increase transparency and ensure that vocational school revitalization policies can run according to public needs and expectations.

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