

Improving educational facilities at vocational high schools based on regional public service agency: A literature study

Arin Ika Puspitaningsih^{1*} , Nurul Ulfatin² , Syamsul Hadi² , Rody Putra Sartika³ 

¹ SMKN 1 Loksado, Indonesia.

² Universitas Negeri Malang, Indonesia.

³ Universitas Tanjungpura, Indonesia.

* Corresponding Author. Email: arin.ika.2201329@students.um.ac.id

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ABSTRACT

This research aims to provide information about Vocational High Schools (VHS) based on the Regional Public Service Agency (RPSA). This descriptive qualitative research uses a literature study approach, which includes several activities related to library data collection methods, reading, recording, and processing research materials. Meanwhile, content analysis is the analytical approach used. The findings of this study reveal various aspects of the management of VHS based on the regional public service agency: definition, benefits, objectives, requirements towards VHS-RPSA, and organizational structure. The management of VHS-RPSA is not for financial gain but to satisfy customers (students and communities) by providing autonomy in handling finances towards school independence, which has several benefits, such as autonomy in financial planning patterns, improved human resources, improved learning, improved facilities and infrastructure, strengthened character education, and improved cooperation. This research enhances the understanding of VHS management within the RPSA framework, contributes to education governance and public service administration to improve the quality of VHS education, and paves the way for future research.



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INTRODUCTION

The Indonesia school quality index shows Vocational High School (VHS) has the lowest educational quality at 12%, with 27.53% having good accreditation and 21.89% having exceptional ratings (Khurniawan, et al., 2021a). The low percentage of VHSs designated as high quality shows that relevant measures should be created to increase the standard and quality of education services offered by schools (Pambayun et al., 2020). VHS graduates account for the majority of Indonesia's unemployed (Nazira & Kartika, 2021). Furthermore, VHS graduates have the highest unemployment

rate (9.42%) (Badan Pusat Statistik Republik Indonesia, 2022). The talent training system needs to catch up with the changes and upgrades in the industrial structure. Thus, the talent unemployment problem is becoming increasingly serious (Wang et al., 2021).

Aside from quality difficulties and high unemployment rates, education in Indonesia is undergoing changes in the delegation of duty to regions in order to protect public interests based on community aspirations, as specified in the Law on Regional Government Number 23 of 2014. Furthermore, as the person in charge of VHS education, the provincial government is urged to transform the status of State VHS to Regional Public Service Agency (RPSA), as provided in Minister of Domestic Affairs Regulation No. 79/2018 on Regional Public Service Agency. Schools can apply the RPSA system by simplifying their current budget, developing all of their potentials in line with the school's competency areas, and giving means for students to continue working (Khurniawan et al., 2020).

The issuing of Presidential Regulation No. 18 of the Republic of Indonesia for the 2020-2024 National Medium-Term Development Plan demonstrates the Indonesian Government's commitment. Indonesia's progress in that year will be focused on maintaining qualified human resources and highly competitive, intelligent, healthy, adaptable, imaginative, skillful, and characterized. The priority is to enhance the quality of vocational education and training implementation and governance of vocational training and education to increase labor productivity. This is particularly prevalent in vocational high schools. The Indonesian government is concentrating on increasing VHS's quality and efficacy. One of the efforts is to designate VHS as a Regional Public Service Agency (VHS-RPSA) (Khurniawan et al., 2021b).

To achieve the fundamental goal of VHS, which is to generate graduates who are prepared for employment in certain occupations, a solid governance structure is required so that VHS implementation becomes more efficient, autonomous, and productive (Khurniawan, 2021b). Efforts to enhance the quality of VHS management may be undertaken by implementing the RPSA governance pattern (Khurniawan, 2021a). Vocational high schools have adopted the RPSA system with the goal of creating graduates who are prepared for employment and become independent entrepreneurs. Vocational high schools acquire autonomy based on efficiency and efficacy in handling their finances to provide the most significant possible service to the public (Khurniawan, 2021b). VHS-RPSA works with the business/industry/work world to strengthen the competency of VHS students through its activities (Rojaki et al., 2021).

Furthermore, the deployment of VHS-RPSA management benefits the community by increasing the credibility of VHS services and industry-based learning (Rosydiana, 2023). Some of the benefits obtained by schools after attempting to implement RPSA governance include increased flexibility in financial planning patterns, improved human resource quality, improved learning quality, improved facilities and infrastructure quality, strengthened character education, and increased cooperation (Auliya, 2020; Rianti, 2021).

The findings of a study on the application of the East Java Provincial Government's RPSA at state vocational schools as providers of public services show that: (1) RPSA assists vocational schools by improving transparency and accountability, particularly in organizing and transparency, as well as in maximizing the revenue potential that vocational schools obtain from production and service units, and (2) the flexibility provided by RPSAs has not been fully utilized by schools (Auliya, 2020). Furthermore, the findings of research on the effectiveness of management of RPSA status VHS indicate that (1) modeling a strategic plan to enhance the effectiveness of VHS-RPSA management by initially concentrating on improving TQM as the primary variable that has the greatest influence before focusing on improving SG, and (2) this enhancement can be accomplished by enhancing the performance of human resources (Man) by fostering strong and determined leadership in VHS-RPSA through the provision of leadership (Khurniawan et al., 2021a).

Another study found that the extent of human resource management was 80% (high), while the category of facilities management was 86.88% (high), financial management is rated 51.42% (moderate), learning program management is rated 85.5% (very high), and community empowerment management is rated 82.25% (high). The aggregate average of the five VHS-RPSA management dimensions was 77.5%. The analysis of variance revealed that the five dimensions of management were distinct, with a level of significance of 0.001. This research aims to create a one-of-a-kind map

of the spread of VHS RPSA throughout Indonesia for the VHS Center of Excellence Program (Wibawa et al., 2022).

School-based management (SBM) is an educational management method that empowers schools to govern themselves to improve educational services' efficacy and efficiency. However, the actualization of SBM in VHS continues to confront challenges, such as insufficient resources and principals' and teachers' inadequate grasp of the idea of SBM. The RPSA implements school-based management in vocational secondary schools. RPSA enables vocational secondary schools to be more flexible in managing financial and non-financial resources to maximize educational services supplied to students. As a result, understanding RPSA-based VHS in the context of school independence is critical. This study was conducted to gather data on VHS operating within the RPSA, offering insights into ongoing efforts to enhance VHS education.

RESEARCH METHOD

This research is a qualitative descriptive. A literature review technique was adopted in this research, which included gathering bibliographic sources, examining and annotating the research material, and assessing it. A literature review is also divided into four stages: (1) developing the review, (2) doing the review, (3) summarizing, and (4) reporting the review. This method is particularly useful in tracing the evolution of a particular scientific field over time (Snyder, 2019). Meanwhile, a content analysis technique was applied. Content analysis is a form of investigation that uses correct results from oral, graphical, or written content to identify and quantify specific occurrences (Downe-Wamboldt, 1992). The content analysis methodology is a scientific evaluation that focuses on objectively and systematically generated content or messages. Researchers undertake qualitative content analysis research by analyzing naturally existing data sets such as media articles, movies, and historical documents (Roller, 2019). The analytical procedure should generate in-depth and objective knowledge regarding regional public service agency-based vocational high school utilizing this approach. This research was conducted from January to March 2023. Studies included in this review must have been published in journals from 2015 to 2023, and books and reports must be included. Papers published in both international and national accredited journals. Studies must focus on VHS-RPSA management.

FINDINGS AND DISCUSSION

Findings

Based on the study undertaken, several aspects were discovered linked to the administration of VHS-RPSA, namely: (1) definition, (2) benefits, (3) objectives, (4) requirements towards VHS-RPSA, and (5) organizational structure. The management of VHS-RPSA is not for profit but for satisfying customers (students and the community) by providing flexibility in handling finances towards school independence, which has several benefits, such as flexibility in financial planning patterns, improved human resources (HR), improved learning, improved facilities, and infrastructure, strengthened character education, and increased cooperation. Furthermore, VHS-RPSA is an alternative issue-solving method in an effort to enhance the excellence of VHS amenities for customers (students and the community) and move the school toward financial and non-financial independence.

Discussion

School-based management (SBM) empowers schools to decide on various aspects of school administration, such as budget utilization, teacher recruitment, curriculum preparation, and increasing learning quality. This is in accordance with Law No. 20/2003, which says that the SBM approach shall be applied in VHS as an element of the secondary school unit and based on basic service criteria. Furthermore, adopting SBM encourages schools to be more engaged, autonomous, open, and accountable in developing programs to improve educational quality based on school requirements, which are supplemented by collaborative decision-making (Bafadal et al., 2019). For

decades, SBM has been a prevalent part of education systems in developed as well as developing countries, with the idea that it will assist in enhancing school quality via greater monitoring, flexibility to local requirements, and accountability (Guha, 2021).

SBM emerged as a school empowerment alternative to address the crisis caused by the educational system's flexibility and control structure, offering promising methods for improving education quality (Sayuti et al., 2020; Ulfatin et al., 2022; Vally & Daud, 2015). Principals and instructors are seen as leaders in SBM, responsible for operating the school properly and efficiently and promoting parental and community engagement. Management autonomy in schools directly impacts pupils, parents, and teachers, intends to use resources effectively, fosters student participation, and requires decision-making, empowering teachers, and school redesigning for effective change planning (Zaid et al., 2022).

The VHS Graduate Competency Standards aim to produce skilled workers capable of meeting business, industry, and work world requirements and adapting to advancements in science, technology, and art (Bima et al., 2021; Cholik et al., 2021; Suharno et al., 2020). VHS was founded to produce a competitive and productive workforce (Wikusna, 2018), incorporating technical studies and the development of talents, behaviors, and life skills in the actual world (Wibawanto et al., 2021). Another viewpoint holds that vocational education aims to produce productive individuals or employees rather than those who strain the family, community, or country (Effendi et al., 2022). This is what separates VHS from other schools at the same level, such as general Senior High School or Madrasah Aliyah (MA), in learning connected to expertise or abilities in their particular fields of competence so that graduates can fulfill the business/industry/work world expectations (Disas, 2018; Maryanti & Apriana, 2019; Perdana, 2019).

Moreover, vocational education is a structured academic program preparing students for the workforce, focusing on personal work orientation, societal needs, psychomotor, affective, and cognitive curricula, workforce enhancement, technology skills, and community support (Wurianto, 2018). Vocational education aims to produce flexible graduates who are open to new ideas, ensuring sustainable growth (Sulistyanto et al., 2021). Furthermore, VHS, as a component of vocational education, aims to equip future generations with the necessary skills for the fourth Industrial Revolution, preparing them for the dynamic demands of industrial and business workplaces (Khurniawan, 2019; Saputri et al., 2020). Industry-education fusion is a feature of vocational education and an underlying basis and force for economic and industrial growth and development (Zhou et al., 2020).

Through project-based learning, the RPSA prepares students to work or compete and become entrepreneurs (Nurcahyani & Pardimin, 2022). VHS-RPSA is a VHS founded on the concepts of efficiency and productivity to provide community services in the form of goods and services that are provided without a focus on profit (Astuti & Soenarto, 2018; Sukirno et al., 2019). In comparison to PNPB or BUMN status, RPSA status for VHS with teaching factory (TeFa) is regarded the most appropriate since everything linked to TeFa production, such as the use of state facilities, income, and financial spending, may be done independently (Baskoro et al., 2022).

Organizational restructuring of VHS to become RPSA, the government encourages VHS so that VHS with outstanding goods may handle money and manufacturing processes more freely without infringing rules, allowing school effectiveness to be attained through RPSA (Khurniawan et al., 2020). Efforts to enhance the standard of VHS governance can be carried out by applying the RPSA governance pattern (Khurniawan, 2021b). Its primary advantage is the flexibility of the RPSA financial managerial pattern in VHS as an alternative to general local management norms (Adirmawan, 2022). The benefits of applying RPSA in VHS include enhanced financial management flexibility, improved human resource quality, improved learning quality, improved infrastructure and facilities, character education, and greater collaboration (Baskoro et al., 2022).

The Minister of Domestic Affairs regulation No. 79/2018 emphasizes financial flexibility in VHS, aiming to enhance community services without profit and to develop the nation's well-being and intellectual life while maintaining sound business operations for societal service provision. Healthy business practices are the actualization of organizational roles based on good management fundamentals in the context of presenting quality, sustainable, and competitive services (Sukirno et al., 2019). VHS-RPSA is anticipated to become an educational unit capable of managing the

provision and maintenance of educational resources independently and optimally via its own efforts to aid the education process in schools (Khurniawan, et al., 2021a).

Furthermore, VHS-RPSA's financial governance concepts and patterns are as follows: 1) Transparency, according to the concept of openness, which is based on the free flow of information, so that parties in need can access information on RPSA immediately; and 2) Accountability, accountable for the management of resources and the execution of policies that RPSA has committed to in order to meet the goals that have been established regularly. Accountability consists of (1) Accountability of programs: accountability is established at every level of the program, beginning with the design, execution, monitoring, and evaluation stages, as well as accountability for programs mandated by the Agency Unit above it. Furthermore, accountability rules, accountability processes, media, and program accountability periodization are discussed. (2) Accountability of activities: Activity accountability is established at each step of activity, beginning with planning, implementation, monitoring, and evaluation, and accountability in carrying out actions to fulfill programs specified by the leadership. Furthermore, accountability rules, methods, media, and activity accountability periodization are described; and (3) Accountability of finance: financial accountability is established at each level, beginning with the processes of planning, implementation, monitoring, and evaluation of operations, followed by media and periodicity of accountability in managing financial resource management.

Financial accountability is addressed in a financial report (Sukirno et al., 2019). In addition, RPSA management must be implemented in line with the strategy. RPSA's financial filings and performance reports demonstrate its openness and responsibility. PPKD receives quarterly, semester, and annual financial reports from RPSA. Then, every quarter, semester, and year, financial statements for RPSA-Unit Work are presented to PPKD via the Head of SKPD. Furthermore, as an exception to the norms of regional financial management in general, the objective of RPSA is to strengthen community services to improve the nation's overall well-being and intellectual life (Astuti & Soenarto, 2018).

According to Minister of Domestic Affairs Regulation No. 79/2018, VHS applying RPSA must meet substantive, technical, and administrative requirements. First, substantive criteria can be met if the tasks and activities of the technical implementation unit of the regional service/agency are operational in arranging public services that create public goods/services. Second, technical requirements are satisfied if: (1) the features of the tasks and functions of the Department/Regional Agency's Technical Implementation Unit in delivering services are more possible if handled using RPSA, increasing the attainment of success objectives; and 2) the opportunity to improve community services and financial performance by applying RPSA. Third, administrative criteria can be met if the Regional Service/Agency's Technical Implementation Unit prepares and submits documentation, namely: (1) a performance improvement letter of intent, (2) governance pattern, (3) a strategic plan, (4) minimal service standards, (5) financial statements or financial prognosis/projection, and 6) the last audit report or a statement of willingness to be audited by an external government examiner. Figure 1 depicts the required mind map for VHS-RPSA.

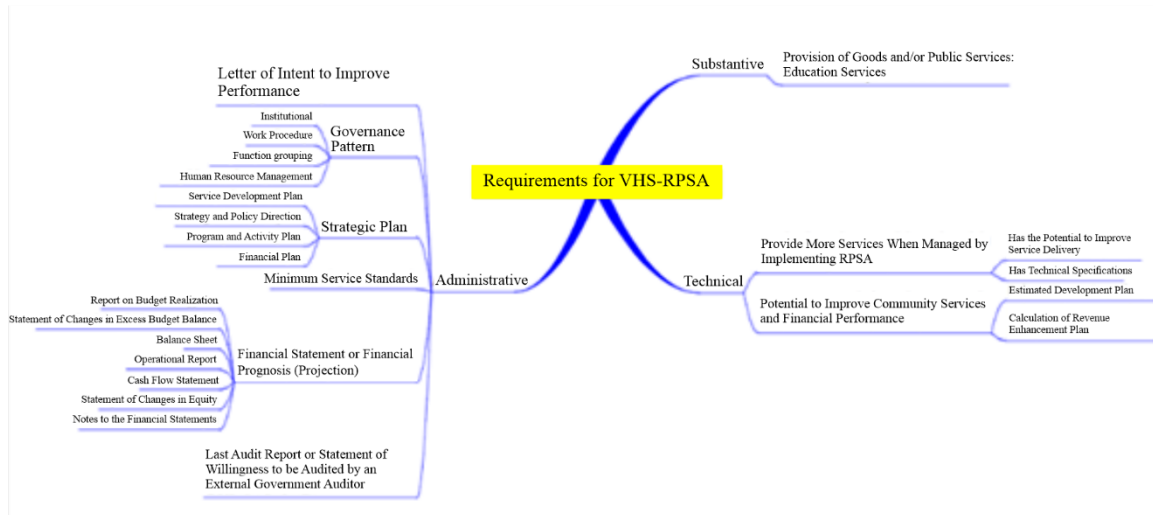


Figure 1. Mind map of VHS-RPSA requirements (Sukirno et al., 2019)

There are four sorts of VHS-RPSA services: educational services, services for pupils, administrative and monetary services, and production unit/teaching factory services (Khurniawan, 2021b). Furthermore, VHS-RPSA's organizational structure is based on Minister of Domestic Affairs Regulation No. 79/2018. The regional head is in charge of the public service delivery policy. The human resources of RPSA consist of (1) RPSA management officials, accountable for overall operational performance execution of RPSA's flexibility and financial policies in service delivery, including leaders, finance officials, and technical officials; and (2) RPSA personnel, in charge of coordinating activities to support RPSA performance that originates from civil servants and government workers with work agreements in line with the provisions of laws and regulations. Figure 2 shows the organizational structure.

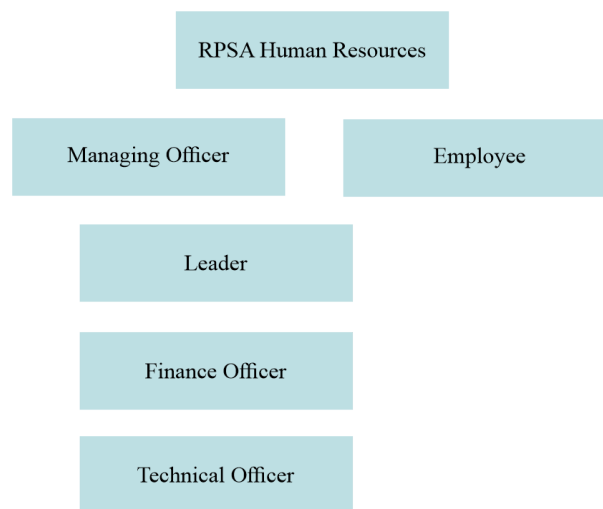


Figure 2. VHS-RPSA Organizational Structure

A study at the VHS Center of Excellence on the implementation of circular economy in RPSA found that: (1) The application of circular economy in running RPSA provides clarity in planning and budgeting by schools in order to optimize the revenue obtained in order to provide welfare to the school community with the provision of remuneration in the shape of wages, honorarium, fixed allowances, incentives, bonuses for achievement, severance payment, and/or pensions based on fulfillment of work objectives and performance in accordance with the job held; 2) The ideas of reduce by lowering energy usage are applied to environmental and waste management

in the school environment. Reuse by combining existing assets and recycle existing resources to reduce waste. Recovery occurs when items or components are remanufactured, and repair occurs when plastic packaging is replaced with paper-based packaging (Rosydiana, 2023).

The examination of Wealth Management as a strategy for VHS financial management toward school financial independence reveals that (1) VHS must create financial management with transparency, accountability, effectiveness, and efficiency; (2) the implementation of wealth management in concept can be applied to private schools or public schools that have been transformed into RPSA with provisions in accordance with regulations, one of which is by establishing their own business entities whose profits are for the cost of developing and improving their own schools and must not make students as profit-seeking objects so that with the use of Wealth Management, VHS can be self-sufficient (Khurniawan & Rivai, 2019).

The implementation of SBM in VHS-RPSA is a significant step towards enhancing the quality of vocational education. Through managerial autonomy, VHS-RPSA can tailor educational programs and activities to local needs and the demands of businesses and industries. This not only enhances administrative efficiency but also fosters engagement among students, parents, and the community in the learning process. As a result, VHS-RPSA emerges as a pivotal driver in preparing students for the challenges of the Fourth Industrial Revolution by producing graduates equipped with technical skills and an entrepreneurial mindset. While there are persistent challenges, the effectiveness of SBM in meeting substantive, technical, and administrative requirements is a reassuring sign of its potential. This research contributes to educational governance and public service administration, paving the way for future research and improvement in the education quality of VHS.

CONCLUSION

School-based management (SBM) is an educational management system that empowers schools to self-govern to improve the efficacy and efficiency of educational amenities. School-based management is applied at VHS by the RPSA. Management of VHS-RPSA consists of numerous components, including definition, benefits, objectives, VHS-RPSA requirements, and organizational structure. The management of VHS-RPSA is not for revenue but for satisfying customers (students and the community) by providing flexibility in handling finances towards school independence, which has several benefits, including flexibility within financial planning patterns, improved human resources, improved learning, improved facilities, and infrastructure, strengthened character education, and increased cooperation. Furthermore, VHS-RPSA is an alternative issue-solving method to enhance the excellence of VHS amenities for customers (students and the community) and move the school toward financial and non-financial independence.

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