

ECOSYSTEM FOR SUCCESSFUL IMPLEMENTATION OF THE CENTER OF EXCELLENCE VOCATIONAL MIDDLE SCHOOLS IN THE SPECIAL REGION OF YOGYAKARTA

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ABSTRACT

The aim of this research is to obtain information about the factors that support the successful implementation of the Vocational School Center of Excellence (SMK PK) in the Special Region of Yogyakarta. These objectives are: (1) describe the ecosystem that supports the successful implementation of SMK PK; (2) describe the role of schools (school principals and teachers, and supervisors) in the implementation of SMK PK; (3) describe the role of the business world and the industrial world (DUDIKA) in the implementation of SMK PK; (4) describe the role of the Provincial Education Office in implementing SMK PK; (5) describe the role of the Center for Vocational Education Development and Quality Assurance (BBPPMPV Yogyakarta).

This research is a survey research with the population of PK Vocational Schools in the Special Region of Yogyakarta. The research sample was determined using a purposive sampling technique, by taking 8 PK Vocational Schools that were considered successful in developing PK Vocational Schools and representing 8 areas of expertise in the Vocational Schools that held PK Vocational Schools. Data and information collection is carried out through questionnaires (closed and open). Closed questionnaire with a 1-4 Likert scale to explore the views or opinions of respondents (mainly teachers responsible for implementing the SMK PK program), DUDIKA, the DIY Provincial Education Service, related Education Centers, and the Yogyakarta Special Region Government (DIY). An open questionnaire to obtain input from respondents regarding the successful implementation of the SMK PK program.

Relevant to the research objectives above, the research results explain as follows. First, there is a need for an ecosystem of support for the role of related parties: (i) the relevant Vocational School PK, (ii) DUDIKA, (iii) Provincial Education Office, (iv) Center for Development and Quality Assurance of Vocational Education, (v) Regional Government-Bappeda DIY, (vi) Universities on the successful implementation of the PK Vocational School program. Second, the role of SMK PK in supporting the success of the SMK PK program is at a very adequate level with a mean value of $X = 3.56$ (scale 1-4). Third, DUDIKA's role in supporting the success of the SMK PK program is at a level that has not yet been fully implemented with a mean value (X) = 2.72. Fourth, the role of the Yogyakarta Provincial Education Office in supporting the success of the SMK PK program is at a level that has not yet been fully implemented with a mean value (X) = 2.20. Fifth, the role of BBPPMPV Yogyakarta in supporting the success of the SMK PK program is at the senior level with a mean value (X) = 4.00.

Kata Kunci: *ecosystem, implementation, SMK COE*