

Policy Implementation Strategy of Link and Match for Vocational High School with Industry and the World of Work in Tangerang District, Indonesia

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Abstract

This research aims to analyze the implementation of the link and match policy for Vocational High Schools with Industry and the business world in Tangerang Regency, determine the causes of the low success of implementing this policy, and formulate a strategy for implementing the link and match policy for Vocational High Schools with Industry and the business world in Tangerang Regency. The research utilizes Goggin's policy implementation theory as its analytical framework. The research method employed is descriptive research, supplemented by strategic analysis through SWOT analysis. The study focuses on Vocational High Schools in the Tangerang Regency area and the Education and Culture Office in Banten Province. The findings of the research indicate that the implementation of the link and match policy for Vocational High Schools with the industry and the business sector in Tangerang Regency has not reached its full potential. The suboptimal implementation of the link and match policy can be attributed to subpar message content, ineffective message formats, and less-than-optimal leader perceptions. The weakest elements according to research are the content of the message, the indicator of the credibility of the message as a solution, and the resource costs on the perception of the leader. The strategy formulated to optimize the implementation of the Vocational School link and match policy with Industry, Business & Entrepreneurs in Tangerang Regency, is to implement a progressive or aggressive strategy.

Keywords: Policy Implementation, Link and Match Strategy, Industry, World of Work.

A. Introduction

Unemployment is an indicator of economic growth and reflects an increase in the quality of life of the population and an increase in income distribution, which is a sign of an increase in the welfare of the population. Unemployment is a problem faced by almost all developing countries such as Indonesia. In Indonesia, the Central Statistics Agency recorded the open unemployment rate in February 2021 at 6.62%, a decrease of 0.81 percentage points compared to August 2020. This figure is of course not a profitable figure, even though it has decreased from last year, because after all the number of unemployed shows the government's failure to guarantee the welfare of its people (Long & Ji, 2019).

An evident feature of unemployment in Indonesia pertains to the notable occurrence of individuals with advanced educational qualifications being jobless, commonly referred to as "educated unemployment." According to statistics extracted from the 2021 National Labor Force Survey, the majority of unemployed individuals in Indonesia possess educational backgrounds encompassing high school education (comprising both general and vocational studies), as well as higher education qualifications such as bachelor's and diploma degrees (Pritadrajati et al., 2021). This paradox is notable as it suggests that the more educated an individual is, the greater the chance of them experiencing unemployment. In simpler terms, having a higher level of education doesn't assure integration into the job market. A key contributing factor to this phenomenon of educated unemployment is the prolonged transition period between completing one's education and entering the workforce (Settersten JR et al., 2020).

It is known that unemployment in Indonesia is highest contributed by Vocational High School graduates. From year to year, a solution cannot be found for the position of Vocational High Schools as the highest contributor to unemployment in Indonesia. Moreover, with the COVID-19 pandemic that has hit the world since early 2020 (Pambudi & Harjanto, 2020). Various things that have happened as a result of the COVID-19 pandemic in the retail sector, tourism sector, manufacturing sector, and other sectors have had a huge impact on reducing job opportunities in Indonesia, which has resulted in the workforce not being accommodated since 2020, including Vocational High School graduates. This condition sharply increases the gap between supply and demand for Vocational High School workers (Debata et al., 2020).

One of the provinces that contributes to unemployment in Indonesia is Banten Province. The condition of Banten Province which is a contributor to unemployment in Indonesia is very ironic, considering that Banten Province is one of the provinces that borders directly on the Special Capital Region of Jakarta and is a buffer for the Capital Regency, and has quite high industrial potential. The spread of unemployment in Banten Province is evenly distributed in almost all regencies and regencies, the area with the highest unemployment rate in 2020 is Tangerang Regency and the lowest unemployment rate is South Tangerang Regency (Sparrow et al., 2020). The high unemployment rate in Tangerang Regency is caused by various factors, including as stated in one of the dissertation studies that the low absorption of students graduating from Vocational High Schools in Banten Province, including Tangerang Regency, is due to the implementation of teaching factories as a Middle School learning model not being implemented effectively, due to inadequate strengthening of individuals, organizations, and systems (Nina et al., 2022).

Apart from that, the cause of the high rate of educated unemployment can be explained from various aspects, one of which is the mismatch between labor supply and demand in the business world (industry). The problem of inequality is an old problem that has not yet been completely resolved. A mismatch is a discrepancy between educational qualifications and employment. Pholhirul said that such discrepancies reflect inefficiencies in vocational education institutions, including vocational schools and universities (Aljohani et al., 2022).

One of the strategies deployed by the Ministry of Education to improve the quality of Vocational High School graduates is the Link and Match Vocational Education policy which was initiated by the government in 1990 with the formulation of Government Regulation (PP) Number 29 of 1990, specifically article 29 paragraph 2, related to instructions for preparing Vocational High School (SMK) students to become work-ready workers, which is the basis for designing the link & match concept. Then in the era of President Jokowi, Presidential Instruction (Inpres) no. 9 of 2016 concerning the revitalization of vocational schools (Arinaitwe, 2021). The President's instructions were followed by the Minister of Industry and Trade Regulation number 34 of 2017 concerning Vocational Education. Meanwhile, to realize the Central Government Policy, the Banten Provincial Government issued policy number 39 of 2022 concerning Vocational Education with the hope that the competency achievements of Vocational Education graduates will be in line with industry needs (Satispi & Salam, 2023).

Banten Province is economically supported by the manufacturing industry with a contribution of almost 50% to GRDP. The most dominant industrial sub-sectors are the steel industry and petrochemical industry, from upstream to downstream industry. With such high potential, it should not be difficult to absorb the available workforce in Banten Province. However, in reality, the unemployment rate in Banten Province is still high, even the second highest in Indonesia. Tangerang Regency is an autonomous region that is one of the industrial districts and has the largest population in Banten Province (Geels, 2022).

Based on this phenomenon, researchers see a problem that needs to be analyzed, why the implementation of the link and match program which has been so ideal, coupled with supporting regional potential, but in reality, is not effective in reducing the unemployment rate in Tangerang Regency. So, the research will discuss in depth the Link and Match Policy Implementation strategy in alleviating unemployment in Tangerang Regency, based on a public policy perspective.

B. Literature Review

1. Public Administration

The concept of public administration is not new in Indonesia, because this concept has existed for a long time, it's just that experts have changed the term public administration to state administration. There are many definitions of state administration put forward by experts. Thoha stated that to understand more about state

administration, it is best to understand it through paradigms. Through this paradigm, the characteristics of state administration will be known (Ayuningtyas et al., 2021). Paradigms in state administration are very useful because then someone will know where this field is understood at its current level. Thoha further emphasized that "understanding state administration through understanding paradigms will lead to knowledge about the locus and focus of the field involved so that state administration can be understood specifically" (Espino-Diaz et al., 2020).

State administration is a place for administrators as policy implementers to carry out state duties. Syafie stated:

- a. Public administration is a group collaboration within the government environment
- b. Public administration includes three branches of government: executive, legislative, and judiciary, as well as the relationships between them.
- c. Public administration has an important role in formulating government policy and is therefore part of the political process.
- d. Public administration is closely related to various private groups and individuals in providing services to the community (Anh Vu et al., 2022).

Syafie also stated the meaning of administration as follows: "Administration can be formulated as the activities of cooperative groups to achieve common goals." Syafie's statement above emphasizes public administration as a concept and tool used to collaborate between the public, community groups, and the private sector to achieve goals. Here it can be seen that the existence of public administration cannot be separated from policy, because through public administration, public policy can be formulated with the involvement of community and private groups (Isnaini et al., 2023).

The characteristics of state administration according to Thoha are identified as follows:

- a. State administration is an activity that cannot be avoided (unavoidable). State administration will always be present in everyone's life. From birth to death, people will always be in contact with state administration, both citizens and foreigners (Sanderson et al., 2020).
- b. State administration requires compliance. The state administration has a monopoly to use the authority and power it has to force every citizen to comply with the regulations and all laws that have been established (Sjöstedt & Linell, 2021).
- c. The state administration has priority. Of the many state administration activities, not all are carried out. Priority is needed to organize services to the community (Turner et al., 2022).
- d. The state administration has unlimited size. The scope of state administrative activities covers the entire territory of the country, both land, sea, and air (Zaucha & Jay, 2022).
- e. Top management is political. State administration is led by political officials (Campos & Reich, 2019).
- f. Implementation of administration is very difficult. State administration activities are partly political and aim to achieve peace, security, health, education, justice, prosperity, defense, independence, and equality, so they are not easy to measure (Krampe et al., 2021).
- g. Much is expected from the state administration. In this relationship, there will be two assessment standards. One side of society wants the state administration to do more to meet people's needs. On the other hand, state administration has limited capabilities, expertise, funds, and other resources (Christensen et al., 2020).

By knowing the characteristics of state administration as stated by Thoha above, it can be seen how important the role of state administration is in the life of society and the state to achieve common goals in all areas, both fields (Lipu et al., 2022).

2. Policy Implementation

The execution of policies represents a pivotal phase within the public policy process. For a policy program to make a meaningful impact on its intended objectives, it must be effectively put into action. In a broader context, policy implementation serves as a legally bound administrative mechanism that involves the coordination of multiple stakeholders, organizations, procedures, and methodologies, all working collaboratively to put policies into effect with the aim of attaining desired outcomes (Falabella, 2020). Implementation studies began to receive widespread attention in the 1970s when Jeffrey Pressman and Aaron Widavsky 1973 published a book that was the result of their research entitled 'Implementation', which is considered to have made the most influential contribution to the development of Public Policy Implementation studies. The results of this research gave birth

to a rational approach with a top-down perspective. This approach assumes that what has been decided (Policy) is the best alternative and to achieve results, administrative control in the implementation process is necessary (Shin et al., 2019).

Metter and Horn provide the following definition for policy implementation: "It encompasses activities conducted by individuals, government officials, or private entities, collectively aimed at realizing the objectives articulated in policy decisions." According to Mazmanian and Sabatier, implementation can be seen as the process of comprehending what unfolds after a program is officially approved or devised. They underscore that implementation represents the execution of fundamental policy choices, typically materialized through legislative acts, but also potentially through significant executive orders or determinations, and judgments handed down by judicial bodies (Chaves-Avila & Gallego-Bono, 2020).

Van Meter and Van Horn's definition of policy implementation can be summarized as follows: It involves actions carried out by individuals, government bodies, and private organizations with the aim of accomplishing pre-established goals and objectives. Some elements exist in the policy implementation process, namely:

- a. Establishment of a new organizational unit and implementing staff
- b. Elaboration of objectives into various implementing regulations (SOP)
- c. Coordination as sources and expenditures to target groups
- d. Division of tasks within and between implementing agencies
- e. Allocation of resources to achieve goals (Kusnandar, 2022).

According to the definition provided, policy implementation necessitates the presence of (at least) three elements: the establishment of policy objectives or goals, the execution of activities or actions designed to achieve those objectives, and the subsequent outcomes or results stemming from these activities (Gunawan et al., 2020).

3. Link and Match

Indonesian employment can still be maximized by supporting the economic environment, sustainable economic growth, and the service sector. Vocational high schools (SMK) as suppliers of workers in certain areas of expertise. The competencies possessed by vocational school graduates are very much needed in national development. The problem experienced by almost all countries is related to the mismatch between the jobs obtained by individuals and their educational backgrounds. The link-and-match policy is an action taken by the government to minimize the mismatch between education and work (Indrawati & Kuncoro, 2021). The match between education and work is one of the factors that influence whether a person can be accepted into a job. On the other hand, the mismatch between education and job requirements is one of the causes of unemployment. Link and match is a government policy where the policy aims at collaborative relationships between industry and schools or educational institutions. It is hoped that education graduates can immediately work in industry (Somers et al., 2019).

Link and match is about exploring the competencies needed by the job market in the future. It is time for the curriculum and education system, especially vocational education in Indonesia, to suit work needs (link and match). The reason is, until now vocational education graduates, especially vocational school graduates, are not guaranteed to be able to enter the job market and the industrial world. In essence, the link-and-match concept can be used as a medium to increase the relevance of vocational education to workforce needs (Dardiri et al., 2020).

The Link and Match program has been in operation since 1989. Nonetheless, when we examine statistical data indicating persistently elevated unemployment rates, a significant number of unfilled job openings, and a dearth of skilled workers, coupled with the findings from the analysis of the National Sakrnas data mentioned earlier, it becomes apparent that the disparity between educational qualifications and the skills required in the job market remains substantial. This mismatch is particularly pronounced among highly educated workers. The consequence of this mismatch between education and employment is lower income, reduced job satisfaction, and elevated employee turnover rates, all of which, in turn, adversely impact worker productivity (Feng et al., 2024).

The link and match policy program is divided into two targets, namely at the secondary school level and at the tertiary level. Specifically at the secondary school level, the government program target (DEPDINKNAS) is to change the proportion of high school vs vocational school students from 70:30 to 30:70. Meanwhile, at the tertiary level, it is hoped that there will be a role for industry to create special training and even work together to establish institutions according to the type of industry being developed (Kumar et al., 2021).

According to Tilaar, the steps that can be taken to implement the link and match principle are as follows:

a. Development of Educational Curriculum

Educational curricula should be designed with a keen awareness of the ongoing advancements in science and technology within society. This implies that educational institutions must establish closer ties with the industrial sector to shape curricula that are in tune with the evolving requirements of the community (Akour & Alenezi, 2022).

b. Improvement of Facilities and Infrastructure

Sufficient facilities and infrastructure are essential to facilitate research within the industrial sector and other related activities. This is vital for realizing endeavors aimed at enhancing the alignment of educational programs with the demands of the community. By ensuring the availability of such resources, the execution of the link and match policy can be streamlined and more straightforward (Mian et al., 2020).

c. Improving the Quality of Teaching Staff

Teaching staff should possess the capability to match the competencies of their counterparts in the workforce. Additionally, there should be flexibility for teaching staff to transition into roles within the industrial sector as needed, and conversely, for industrial staff to engage in educational roles for a specified period (Ahmad, 2020).

d. Improvement of Education Programs

The program in focus is designed to address the requirements of the community, aiming to establish a connection between educational programs and the actual needs of the community. By enhancing the alignment of educational programs with these needs, the intention is to facilitate the effective implementation of the link-and-match policy (Schaack et al., 2020).

Based on the description above, it can be stated that links and matches are very much needed in organizing vocational schools, to minimize the gap between graduate competencies and the competency requirements needed by the world of work. The higher the quality of graduates, the faster they will get a job. On the other hand, the more incompetent the graduates are, the higher the unemployment rate (Calero López & Rodríguez-López, 2020).

C. Method

The research employed a descriptive research methodology, with a focus on investigating real-time issues as they were occurring during the research process. The study was conducted in Tangerang Regency, selected due to the rationale that it represents one of the areas in Banten Province characterized by a relatively elevated unemployment rate. This is contrary to the nickname of Tangerang Regency as an Industrial Regency, where various industries and businesses are found in the Tangerang area. In this research the author used a qualitative and quantitative approach simultaneously or what is called a mixed research method. According to Creswell, mixed-methods is a research approach that combines or associates quantitative and qualitative forms (Granikov et al., 2020).

D. Result And Discussion

1. Implementation of the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency

Community involvement in the implementation of formal legal education programs is stated in the National Education System Law number 20 of 2003 where in several articles it is stated that the community can be involved in planning, organizing, supervising, and evaluating higher quality education programs and outcomes (Sandwick et al., 2019). Likewise, the Collaboration program in providing education, including Vocational School Collaboration with DU/DI. The large investment in providing education in vocational education units, and the large number of vocational schools, means that all vocational schools can't have ideal educational facilities in line with link and match quality demands. Collaboration between schools and the business/industrial world is the right thing in line with the nature of vocational education. Djojonegoro outlines three aspects underscoring the importance of collaboration between vocational education and the business/industrial sectors, namely:

- Efficiency in vocational education is achieved when the training environment mirrors the actual work environment where students will eventually be employed.

- b. Effective vocational education hinges on conducting training tasks using the same methods, tools, and equipment as those used in the workplace.
- c. Vocational education proves effective when instructors possess practical experience and proficiency in applying the skills and knowledge relevant to operational procedures.

Therefore, the Link and Match policy is a policy of the Indonesian Department of Education and Culture that is implemented to increase the relevance of vocational schools to the needs of job market demand. Link and match means that there is interconnectedness and equality between education and industry in terms of meeting needs and demands related to workforce competency. So, the world of education and the world of industry must work together to run this link-and-match program. Job-match theory is the match between each individual's knowledge, skills, and abilities and job demands (demand-minded). Link and match is an effort to improve the education and training system that connects schools and industry. It aims to equip learners with relevant skills and knowledge. The importance of skills such as communication, negotiation, and persuasion in the competitive job market.

The issue of Link and Match between Vocational High Schools and the industrial world has become the main focus of the Tangerang Regency Regional Medium Term Development Plan every period of its administration. Link and Match Public and Private Vocational High Schools in Tangerang Regency with the business and industrial world, based on policies issued by the central government, in this case, the Ministry of Education and Culture of the Republic of Indonesia. The Banten Provincial Government and the Tangerang Regency Government have paid more attention to the problem of gaps between the competencies possessed by graduates and the competency needs required by the world of work. Since 1989, this link-and-match policy has been implemented with the hope that graduate competencies will be relatively equivalent to the competencies required by industry or the world of work. The development of this policy has experienced continuous improvement regarding improvements to infrastructure, curriculum, partnerships with industry, and the development of students, teachers, and school principals.

In line with this, the Central Government through the Ministry of Education and Culture continues to improve the quality of school graduates, especially in vocational schools. Especially after the Central Government issued Presidential Instruction Number 9 of 2016 concerning the revitalization of vocational education. As a challenge that must be faced, the basis for revitalization of vocational schools according to Wikan (2020) is; (1) provision of facilities, (2) quality and number of teachers, (3) autonomy or regional politics, (4) technological growth, (5) changes in work patterns, (7) population development, and (8) the concept of local excellence. Concerning regional autonomy and politics, the Banten Provincial Government issued Governor Regulation number 39 of 2022 concerning Vocational Education or Vocational High School Education, as an implementation of Presidential Instruction number 9 of 2016 concerning the revitalization of Vocational Schools. Meanwhile, the connection with the Tangerang Regency Government can be seen from Regional Regulation number 12 of 2016 concerning Employment, which contains an article regarding the special job market (BKK). This Regional Regulation realizes that the regional government facilitates vocational schools in its area to create BKK, under the auspices of the Manpower Office.

The Vocational School Link and Match program policy is implemented by the Tangerang Regency Government through the Tangerang Regency Employment Service, considering that the output of vocational school education is the workforce in the Regency/City. So that the success of collaboration between the Government through the Manpower Office, Vocational Schools, and DUDI will have a positive impact on reducing the unemployment rate. The Vocational School Link & Match Policy with the Industrial World is carried out through various activities, including holding Career Guidance counseling for Vocational School students, which is scheduled to bring together the world of education and industrial circles regularly. This activity aims to maximize the Link & Match of Vocational High Schools in Tangerang Regency with the industrial world so that there is a match between the output produced by Vocational Schools, namely graduates, and the skill-based workforce needs required by the industrial world.

Tangerang Regency is one of the regencies in Banten Province, with a total of 195 vocational schools, consisting of 12 public vocational schools and 183 private vocational schools. With a relatively large number of vocational schools, as well as different facilities and facilities, building cooperation between vocational schools and the business/industrial world will be very beneficial in improving the quality of graduates. Most of the

vocational schools in Tangerang Regency have collaborated with the business/industrial world, as well as vertical and horizontal agencies in providing education. According to Try Riyanto, there are three forms of real cooperation between Vocational Schools and DU/DI, including; cooperative work education in Indonesia known as (PKL), internships, and partner institutional collaboration. Based on the results of research conducted by researchers, almost all public and private vocational schools carry out PKL activities for all students in class 11 of the 2013 Curriculum, while the independent curriculum is implemented in class 12 with varying durations depending on the agreement between the school and its school partners.

Ideally, PKL or internship activities can be carried out for 1 semester for each student, with the place of implementation being the business world/industrial world that is relevant to their skill competency. However, there are still many places where PKL or internships do not match their skill competencies, so internship activities have not greatly improved mastery of knowledge, attitudes, and skills as prerequisites needed in the world of work. The implementation of internships is often found in government agencies, from the sub-district, sub-district, and other levels at the government center.

2. Causes of Ineffective Implementation of the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency

Using the approach proposed by Goggin, analysis of the causes of ineffective implementation of the Link and Match Policy can be seen through elements of message content, message form, and perceptions of leadership. The first aspect of measuring the success of implementing a policy is knowing the content of the message that strengthens a policy. The content of the message in this research was explored by researchers through three indicators, namely clarity of policy content, credibility of the message as a solution, and policy consistency.

The clarity of policy messages here is interpreted as the process of understanding policy information by policy implementers and policy targets. Considering the importance of policy clarity, questions were asked related to understanding the substance of the SMK link and matching policy with Industry implemented by the policy maker (policy-maker), in this case, the Banten Provincial Government, to the policy implementers, namely the SMK education unit (policy implementers). Policies need to be conveyed clearly so that policy actors or recipients can know what the goals and direction of the policy are. Apart from that, policy actors or implementers can prepare the implementation of the policy correctly so that the main objective of creating a link and match policy for vocational schools and industry can be achieved following the vision and mission of development in the fields of education and employment.

The link and match policy already exists and is being implemented by SMK, however, the contents of the policy are not yet fully understood by policy implementers and policy recipients. The implementation of the link and match policy in Tangerang Regency can be understood and implemented well if there is clarity in the message or policy information provided by policymakers to policy implementers. In other words, the effectiveness of a policy is largely determined by how the policy message can be understood and implemented by implementers in the field. So that policy implementers understand the content, substance, and objectives that policymakers want to achieve.

The second aspect of measuring the effectiveness of implementing a policy is knowing the form of message that strengthens a policy. The form of message in this research was explored by researchers through five indicators, namely policy efficiency, community participation, frequency of message repetition, type of policy, and policy recipients. Efficiency can be interpreted as a measure of the success of activities which is assessed based on the amount of costs or resources used to achieve goals. The fewer resources and funding sources are used to achieve goals, the more efficient the implementation of the policy being carried out can be said to be. Policy implementation can be said to be efficient if there are improvements to the process, for example being faster or more effective in utilizing funds.

The application of the Link and Match policy in vocational schools (SMK) within Banten Province, and specifically in Tangerang Regency, is primarily intended to enhance the alignment of education with the workforce's requirements. It aligns with the overarching goal of bridging the gap between the educational sector, acting as a provider, and the industrial world, serving as the consumer. As per Sanjaya, the Link and Match initiative endeavors to foster a stronger connection between educational institutions and the quality of the

workforce, particularly concerning employment quality. This initiative to bridge vocational school graduates and the industry also seeks to optimize employment efficiency.

In the link and match policy of Vocational Schools with industry in Tangerang Regency, community support is the background for implementing partnership activities and influences the link and match policy implemented by Vocational Schools with the industrial world in Tangerang Regency. In the SMK link and match policy, parents have a significant role, therefore according to the informant, the school involves parents, in this case the school committee in the curriculum alignment program. Although the funds provided by the Central government through BOS funds tend to be insufficient to meet school operational costs, especially for vocational schools which have the responsibility of preparing students to be skilled in their fields so that they can be accepted by industry by increasing practice-based learning under their skill competencies. Apart from that, at vocational schools, students must carry out industrial work practices (PKL) to synchronize the theory and practice they carry out at school with the work culture in industry.

As per Goggin, the process of policy implementation, viewed as the transfer of information or messages from higher-level institutions to lower-level ones, can be assessed in terms of its effectiveness through the following variables:

- a. Incentives and pressure at the federal level.
- b. The capacity at both the central and state levels.
- c. Incentives and pressure exerted at both the central and regional levels.

To determine the perception of leaders regarding the SMK link and match policy with the industrial world, researchers used indicators of resources, legitimacy of regional leaders, and credibility of leaders.

Every policy certainly requires resources to be implemented optimally. Each implementation stage demands resources, both human resources, financial resources, and time resources. These policy resources must be available to expedite the administration of the implementation of a policy. These resources consist of funds or other incentives that can facilitate the implementation (implementation) of a policy. Legitimacy is the quality of law that is based on acceptance from society. Legitimacy can also be interpreted as how far the public is willing to accept and recognize the authority, decisions, and policies taken by a leader. The relationship between a leader and the community he leads is determined more by the community's decision to accept or reject it when a leader makes a policy. Leader legitimacy is very important in implementing a policy and is necessary because it can generate support from the community.

A leader's credibility is the quality, capability, or power to inspire trust. Every policy product that is considered credible is produced by credible leaders. Therefore, managing policies is always directly related to the credibility of those who make them. Credibility is truly at stake in policy management. Policies that are strategic and have a broad impact certainly face complexity in their formulation because many interests must be accommodated as much as possible and reduce as much as possible the negative impacts they cause.

What is the reason why regional leaders rolled out the policy of linking and matching vocational schools with industry, not only getting support from officials, industry, and school principals but also the community through the school committee? Based on identification interviews conducted by researchers, the majority of stakeholders fully support the Vocational School link and match policy program with this industry. The stakeholders hope that the Banten Provincial government can maintain its commitment through the Vocational School link and match program with this industry while still meeting the needs of schools to improve the quality of vocational education, which in the end can play a role and prepare quality and competitive human resources ready to be absorbed by the industrial world.

3. Strategy to Optimize the Implementation of the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency

Based on research findings, an effective strategy in implementing the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency can only be realized with an ideal policy implementation strategy. The implementation of the Link and Match Policy for Vocational High Schools with the industry and the business world in Tangerang Regency can be effectively carried out by employing the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) approach. SWOT analysis serves as an evaluation of both internal and external factors that pertain to an organization, providing a foundation

for designing strategies for organizational change. Internal analysis entails an assessment of strengths and weaknesses, while external analysis involves the examination of opportunities and potential challenges (threats).

External factors and internal factors that influence the link and match of vocational high schools with industry and the world of work in Tangerang Regency are presented in the following table:

Table 1. Internal Strategy Factor Analysis Matrix

| Internal Strategy Factors | | |
|---------------------------|---|---|
| No | Strength | Weakness |
| 1 | Tangerang Regency has a relatively large distribution of industries in Banten Province | The Vocational School partnership with DU/DI has not been declared/completed with an MOU |
| 2 | Industry can / is willing to be invited to collaborate through a partnership program between schools and industry (DU/DI) | The principal does not have a good understanding of the link and match policy |
| 3 | The industry is willing to provide opportunities for teachers to undertake internships in the industry | Vocational school teachers do not yet understand the link and match policy and its application in schools |
| 4 | Industry provides opportunities for teachers and students to train in Industry | Schools have not implemented partnerships with DU/DI optimally, only limited to implementing internships |
| 5 | Industry in Tangerang Regency in collaboration with schools has implemented 4.0 technology | The role of Industrial Relations (HUBIN) in building Cooperation with Industry (DU/DI) is not yet optimal |
| 6 | Industrial communication with schools is going well | Curriculum synchronization with DU/DI has not yet been carried out |
| 7 | School communication with the government (Disnakertrans & Dindikbud) is very good | - |

After presenting the internal factors of the Link and Match policy strategy for Vocational High Schools with Industry and the World of Work in Tangerang Regency in matrix form, the external factors of the Link and Match policy strategy for Vocational High Schools with Industry and the World of Work in Tangerang Regency are also explained, as follows:

Table 2. Internal Strategy Factor Analysis Matrix

| External Strategy Factors | | |
|---------------------------|---|--|
| No | Opportunities | Threats |
| 1 | Tangerang Regency has a relatively large distribution of industries in Banten Province | Many schools have the same skill competencies, causing relatively many graduates each year, while the capacity of DU/DI is limited |
| 2 | Industry can / is willing to be invited to collaborate through a partnership program between schools and industry (DU/DI) | Many industries do not understand the link and match policy, so (DU/DI) is difficult to collaborate with. |
| 3 | The industry is willing to provide opportunities for teachers to undertake internships in the industry | Many industries (DU/DI) still feel burdened by government programs related to the link-and-match policy |
| 4 | Industry provides opportunities for teachers and students to train in Industry | There are still many industries (DU/DI) that are a priori towards vocational school graduates |
| 5 | Industry in Tangerang Regency in collaboration with schools has implemented 4.0 technology | Industrial policy is relatively rigid in implementing the link-and-match policy between schools and industry (DU/DI) |

| | | |
|---|---|--|
| 6 | Industrial communication with schools is going well | Many job vacancies cannot be filled by Tangerang Regency Vocational School graduates because the competency qualifications do not match industry needs |
| 7 | School communication with the government (Disnakertrans & Dindikbud) is very good | There are still wide open job opportunities for graduates from outside the region |

Based on the SWOT Analysis Quadrant table which describes the internal and external conditions of the Link and Match policy of Vocational High Schools with Industry and the World of Work in Tangerang Regency, it is then known that the cell meeting of the Opportunity (O) and Threat (T) elements is known. Continue by describing the Strength element, namely the meeting between (Comparative Advantage) and (Strategy Mobilization), namely Strength (S) and Opportunity (O) with Strength (S) and Threat (T) cells as depicted in the following table:

Table 3. Strength, (Comparative Advantage) and (Mobilization Strategy)

| No | (S) + (O) (Comparative Advantage) | (S) + (T) (Strategy Mobilization) |
|----|--|--|
| | Optimizing Strength (S), and getting Opportunities (O), with strategies: | Using Strengths (S) and Overcoming Threats (T) with Strategy: |
| 1 | Utilize the large number of industries to collaborate with as many industries as possible. | Establish a policy to strengthen evaluation with the Provincial Education Office for supervision and control |
| 2 | Start improving the quality of existing vocational schools, by increasing infrastructure following industry needs | Maximize the potential of industry groups to collaborate in adjusting the curriculum and school environment |
| 3 | Increase the vocational education budget, so that vocational schools have infrastructure appropriate to the industry | Maximizing the quality of graduates |
| 4 | - | Maximizing the quality of vocational school units |

Based on the Strength element, namely the meeting between (Comparative Advantage) and (Strategy Mobilization), as depicted in the table above, the Weakness element is then described, namely in Table 4, namely (Disinvestment/ Investment), (Damage Control) the meeting between the Weakness cells (W) with Opportunities (O) with Weaknesses (O) and Threats (T), namely as follows;

Table 4. Weaknesses, (Divestment/ Investment), (Damage Control)

| No | (W) + (O) (Divestment/ Investment) | (W) + (T) (Damage Control) |
|----|--|---|
| | Overcoming Weaknesses (W) and Exploiting Opportunities) with Strategy: | Overcoming Weaknesses (W) and overcoming Threats (T) with strategies: |
| 1 | Ensure the legality of vocational school collaboration with industry | Coordinate and collaborate with other agencies to strengthen policies, for example with the Director General of Taxes |
| 2 | Formulate regulations at the operational level as derivatives of existing policies | Supervision of the development and opening of new schools |
| 3 | Improve the quality of SMK unit facilities and infrastructure | - |

Based on the analysis using SWOT analysis, it can be explained that the implementation of the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency has huge opportunities, as stated in the table above. Efforts to realize linkage and harmony between vocational schools and industry based on existing weaknesses will encourage a high level of threat; if efforts to implement policies do not pay attention to what is stated about policy implementation according to Goggins, there are three aspects of

policy implementation consisting of the content of the policy message, the form of the message and the perception of the leadership.

Based on the analysis of the discussion of research results by paying attention to strengths and threats, as well as opportunities and threats to realize the vision and mission of the organization, you can use strategies based on analysis using SWOT analysis; It can be explained that the implementation of the Link and Match Policy for Vocational High Schools with Industry and the World of Work in Tangerang Regency has enormous opportunities, as stated in the table above.

Efforts to create a link and match between vocational schools and industry based on existing weaknesses will lead to a high level of a threat if policy implementation efforts do not pay attention to what is stated about policy implementation according to Goggins with six aspects of policy implementation consisting of aspects of message content, message form, and perception towards the leadership.

Based on the analysis of the discussion of research results by paying attention to strengths and threats, as well as opportunities and threats, to realize the vision and mission of the organization, you can use the Comparative Advantage strategy; namely Optimizing Strengths (S), and getting Opportunities (O), Mobilization: Using the Strengths (S) they have, and overcoming Threats (T), Investment/Investment; Overcoming Weaknesses (W), and utilizing Opportunities (O), and Damage Control: Overcoming Weaknesses (W) and overcoming Threats (T).

Based on the findings of qualitative research, it is evident that the strategy for implementing the Link and Match Vocational High School Policy with the industry and the world of work in Tangerang Regency has, in essence, fallen short of complete execution. Consequently, it has been unable to achieve the intended policy goals, which primarily include bolstering the employment of vocational school graduates to mitigate the unemployment rate in Tangerang Regency. This is despite the crucial significance and substantial role played by the Link and Match policy.

The Strategy for Implementing Link and Match Vocational High Schools with Industry and the World of Work in Tangerang Regency itself is an important effort to carry out because there is ineffective policy performance which has an impact on regional performance, especially in terms of increasing unemployment rates. Therefore, pursuing a policy implementation strategy is urgent to improve the performance of local governments which can be seen through the high employment of vocational school graduates. In this way, the government can be effective in realizing the absorption of vocational school workers through strengthening the link and match of vocational school graduates with industry which is determined by internal and external policy factors.

The first factor is internal factors (Strength and weakness), namely that Strength is the strength possessed by the organization and policies. This strength usually takes the form of the availability of a workforce that has technological skills, up-to-date facilities, and a reliable management system. Meanwhile, Weaknesses, namely factors that exist within the organization and policies must be managed well to minimize organizational weaknesses, especially weaknesses, and obstacles in achieving the government's link and match policy objectives.

The second factor, by external factors (opportunities and threats). Opportunities are a very profitable factor because they have opportunities or opportunities and strengths owned by the organization or policy, namely the strategy carried out is to make optimal use of these opportunities or strengths to achieve organizational goals. Meanwhile, the Threat factor is a threat that comes from outside. This threat could be in the form of government political support, policies from the parliament (DPR), competitors, technological developments, environmental needs of the community, and the socio-economic conditions of the local community.

Progressive strategies that can be implemented by the government to maximize the policy of linking and Match Vocational High Schools with Industry and the World of Work in Tangerang Regency are as follows:

- a. Strengthening the Link and match program that has been carried out previously;
- b. Maximizing the role of each stakeholder in the link and match program between vocational schools and industry in Tangerang Regency;
- c. Maximize the potential quantity of BKK to attract collaboration with as many industries as possible. A high number of BKK must be a guarantee of a high MoU with industry as well. This can be realized, one the ways, is by providing guidance and training to BKK units so that they are reliable in seeking cooperation;
- d. Maximize synchronization of existing curriculum;
- e. Maximize industrial work practice and internship programs;

- f. Maximize student and teacher training by industrial elements;
- g. Maximize guest teachers from industry for a minimum of 50 learning hours/semester;
- h. Optimizing the role of industry in helping schools, including equipment assistance, building assistance, and others in supporting the quality of vocational schools.

The strategy that has been produced to increase the success of implementing the link and match policy for SMK with Industry, Business, and Entrepreneurship as described above, can only be realized and successful if it is implemented with synergy between the stakeholders involved. The criticism of Goggin's theory in its application in the analysis of this research lies in the synergy between stakeholders.

E. Conclusion

The implementation of the link and match policy for vocational schools with industry, business, and entrepreneurship in Tangerang Regency has not been effective. This ineffectiveness can be seen from the low absorption of vocational school graduates by industry, which has resulted in the educated unemployment rate in Tangerang Regency still being high. The ineffectiveness of implementing the link and match policy for Vocational Schools with Industry, Business, and Entrepreneurship in Tangerang Regency is caused by elements of message content that are not yet optimal, message forms that are not effective, and perceptions of leaders that are not yet optimal. The weakest elements according to research are the content of the message, the indicator of the credibility of the message as a solution, and the resource costs on the perception of the leader. Meanwhile, the strongest element is the element of perception of the leader in the leader's credibility indicator. The most appropriate strategy to optimize the implementation of the Vocational School link and match policy with Industry, Business, and Entrepreneurship in Tangerang Regency, using SWOT analysis is to implement a progressive or aggressive strategy. Namely by overcoming weaknesses in internal policy factors and overcoming major external challenges.

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