

# The Process of Formulating A Strategic Plan for The Implementation of Vocational Education in Indonesia

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*Abstract— The process of formulating a strategic plan of the 2020-2024 Strategic Plan is a process of compiling Ministries/Institutions planning documents for five year period which is an elaboration of the RPJMN 2020-2024. The purpose of this study is to find out how the process of formulating a strategic plan at the Directorate General of Vocational Education, Ministry of Education and Culture. The method used is qualitative with a naturalistic design, where the research is carried out according to what is happening in the field by collecting in-depth narrative data. The results of the study show that the preparation of the Strategic Plan of the Ministries/Institutions is carried out by the leadership of each based on the RPJMN and pays attention to the results of the evaluation of the implementation of development in the sector in accordance with the duties and authorities concerned, as well as paying attention to the aspirations of the community. The mechanism or flow of activities that is followed includes three processes as follows: 1) Technocratic Process, 2) Political Process, and 3) Determination of Strategic Plan. The Strategic Plan of Ministries/Institutions is used as a guideline for the preparation of work plans that refers to development priorities and indicative ceilings (APBN).*

*Keywords—Vocational Education; Strategic Planning*

## INTRODUCTION

One of the main reasons for the decline in the growth of Gross Domestic Product (GDP), is the low productivity growth. Prior to the Asian crisis, Indonesia's productivity was one of the highest in the region – higher than Malaysia, Thailand, Vietnam, the Philippines and China. However, the Ministry of National Development Planning/National Development Planning Agency (BAPPENAS) estimates (2017) show a decline in Indonesia's total factor productivity growth over the last 15 years. Currently, Indonesia's productivity is among the lowest in the region. [1]

Human Resources (Skills, Basic Education, and Health) determine the quality of the workforce which in turn affects productivity. Increasing labor productivity has significant potential to boost Indonesia's economic growth considering that nearly three quarters of the population is currently of working age. [1]. Productivity is closely related to human development efforts in particular, which is closely related to economic growth.

Gradually the concept of human development emerged to improve the weakness of the concept of development which only focused on the economy. The concept of human development not only takes into account aspects of income, but also takes into account aspects of health and education. The concept of human development was first introduced by the United Nations Development Program (UNDP) in 1900 through a report entitled Human Development Report (HDR). In 1990 UNDP established three dimensions to form the Human Development Index (HDI). These three dimensions are the chosen approach in describing the quality of human life and have not changed until now. These dimensions include: 1) a long and healthy life; 2) knowledge; and 3) decent standard of living. [2].

There is a close relationship between productivity, human development index and education. It is necessary to provide education that supports and sustains the production of goods and services needed by the community and the need for efficiency in their provision. This may include making more resources available when expectations rise, or simply making effective use of available and possibly scarce resources. [3]

In its development, education which is closely related to productivity because it is related to worker skills is vocational education. Vocational education in the Smith-Hughes Act of 1917, which stated that vocational education was training of less than college grade to fit for useful employment. [4]. Vocational education is a form of education that focuses on mastering skills to work. [5]

The development of vocational education in Indonesia experiences dynamic ups and downs. The decline in vocational education from 1979 to 1984 was caused by low teacher salaries, low welfare, facilities, competence, and recognition. However, from year to year, the Indonesian government tries to develop vocational education, by increasing the number of schools in all regions, which is clear evidence of its success. This success is stated in the strategic plan of the ministry of education which targets the ratio of general and vocational education to be 30%: 70%. [5]

The implementation of vocational education in Indonesia has not been able to contribute to human development that produces skilled human resources who have high productivity which are the key to Indonesia's economic growth.

The challenge is how the government manages vocational education and shows concern for its graduates. This has become a critical question. Currently, the government must face challenges such as the low quality and relevance of graduates, and the unavailability of productive teachers for these schools. [5].

The institution has a planning system that contains proposed activities and objectives of the academic and administrative units. The system includes plans created for a 5 year planning cycle. Planning is managed with specific software. For each year, it is necessary to indicate whether a particular goal has been fully, partially, or not achieved. [6]

Institutionally, vocational education providers in Indonesia are the responsibility of the Directorate General of Vocational Education, Ministry of Education and Culture. Knowing how the government prepares a strategic plan for vocational education is the aim of this research.

## I. LITERATURE REVIEW

Linguistically, Vocational comes from the word Vocation which means work. This meaning can be defined in a professional sense. Vocational or vocational

education comes from English as well, namely Vocational, with the verb "juru". Based on the terminology, it appears that vocation and vocation have the same meaning, namely education to produce certain "experts" who are able to carry out certain jobs professionally. Conceptually, most experts in this field call it Vocational Education. However, other terms used to refer to it include Vocational Education and Training, Technology and Vocational Education, Technical Education and Training, etc. [5]

Vocational education and training (VET) is education and training aimed at equipping the public with the knowledge, skills, and competencies needed in certain jobs or more broadly in the labor market. By this definition, vocational and technical education is designed to develop skills that can be used in a particular occupation or occupation. In the same book, Middleton argues that public vocational education and programs are inflexible and inefficient compared to skills training offered by employers and private training institutions, which are subject to market forces. [7]

Vocational education has a variety of purposes. However, perhaps the four most central objectives of his project are educational provisions that focus on (i) preparation for working life including informing individuals about their employment options; (ii) the initial preparation of individuals for working life, including developing the capacity to practice their chosen work; (iii) the continuous development of individuals throughout their working life as a requirement for the transformation of work performance over time; and (iv) provision of educational experience that supports the transition from one job to another as individuals either choose or are forced to change jobs throughout their working lives. [3]

From the leadership and teaching staff perspective, teachers and leaders are centers of vocational education and training (VET), a unique form of education that focuses on practical skills and hands-on experience. [8]

The legal definition of vocational education, Vocational education in the Smith-Hughes Act of 1917, which stated that vocational education was training of less than college grade to fit for useful employment. [4]. Vocational education is a form of education that focuses on mastering skills to work. [5]

In Indonesia, vocational education is the implementation of formal education carried out at the secondary level, namely: vocational secondary education named vocational schools (SMK), with various skill programs such as Mechanics, Automotive, Electrical Engineering, etc. This form of education is the implementation of formal education held at universities, such as: polytechnics, diploma programs, etc. [5]

Some literature shows that vocational education is carried out to form the skills needed in the world of work. In contrast to ordinary education which is more related to increasing knowledge than skills, the implementation of vocational education needs to be planned very well.

The historical roots of public sector strategic planning are largely military and related to statecraft, which means the art of managing government affairs and involves the use of state power. However, starting in the 1960s, the development of strategic planning concepts, procedures, tools and practices has occurred primarily in the nonprofit sector. [9]

In terms of what constitutes 'strategic', all or most of the following dimensions are usually used to characterize public sector planning as strategic planning. [9]

- Pay special attention to specific contexts, including decision-making contexts, when designing strategic planning approaches.
- Careful thinking about goals, objectives, and situational requirements (eg, political, legal, administrative, ethical, and environmental requirements).
- Initial focus on a broad agenda and then moving on to a more selective action orientation.
- Emphasis on systems thinking; that is, working to understand the dynamics of the entire system that is being planned as it functions – or ideally should function – across space and time, including the interrelationships among the constituent subsystems.
- Careful attention to stakeholders, including elected, appointed and career officials – essentially making strategic planning a practical political approach to gaining legitimacy, support and credible commitment; usually different levels of government and various sectors are explicitly or implicitly involved in the strategy formulation and implementation process.

- Focus on strengths, weaknesses, opportunities and threats, and competitive and collaborative capabilities and advantages.
- Focus on the future and how different strategies can be used to influence it.
- Careful attention to implementation challenges when strategy is formulated; strategies that cannot be effectively operationalized to match implementation the context is hardly strategic.
- A clear awareness that both strategies are deliberately predetermined and emerge in practice.

In short, public sector planning becomes strategic when given the context, participants have a clear acknowledgment of, and a desire to stabilize, what must be stabilized, while maintaining appropriate flexibility in terms of objectives, policies, strategies and processes for managing complexity, seizing opportunities important, and advance resilience and sustainability in the face of an uncertain future. [9]

There are planning processes and stages in a simpler and more logical form. The process and stages are as follows: [10]

1. *Need assessment*
2. *Formulation of goals and objectives*
3. *Policy and priority settings*
4. *Program and project formulation*
5. *Feasibility testing*
6. *Plan implementation*
7. *Evaluation and revision for future plan*

In the process of preparing the strategic plan, it involves many stakeholders within the institution as well as outside the institution. The strategic design includes a prior diagnosis in which the strengths and weaknesses of the organization are assessed as well as the threats and opportunities that exist in society including the industry (market). Internal and external diagnosis makes it possible to identify stakeholders who can influence the organization's strategy, both positively and negatively. [6]

## RESEARCH METHODOLOGY

This section includes information on the design used in the research, population and sample, instrument, data collection, and data analysis.

### a. Research Design

This exploratory and descriptive case study involves the Directorate General of Vocational Education, Ministry of Education and Culture which is institutionally responsible for the implementation of vocational education in Indonesia. Therefore, we analyze the preparation of a strategic plan carried out by the Directorate General of Vocational Education, Ministry of Education and Culture to describe the strategic planning process and the role of stakeholders in the process. [6]

Furthermore, the data were obtained historically by using in-depth interviews, observation, and documentation. While the variables of development, opportunities and challenges use all instruments. The data obtained were analyzed using deductive, inductive and meta-analytical methods. These methods are used to examine various real policies and practices, so that the implications can be known. [5]

## DISCUSSIONS

In the National Development Planning System, the Ministry/Agency Strategic Plan (Renstra K/L) document has a very strategic position. The K/L Strategic Plan is located as an elaboration of the National Medium-Term Development Plan (RPJMN), where in the preparation of the K/L Strategic Plan it must be guided by the RPJMN. In addition, the K/L Strategic Plan is also used as a guide in the preparation of the K/L Renja draft.

The position of the K/L Strategic Plan in the National Development Planning System can be seen as follows: [11]

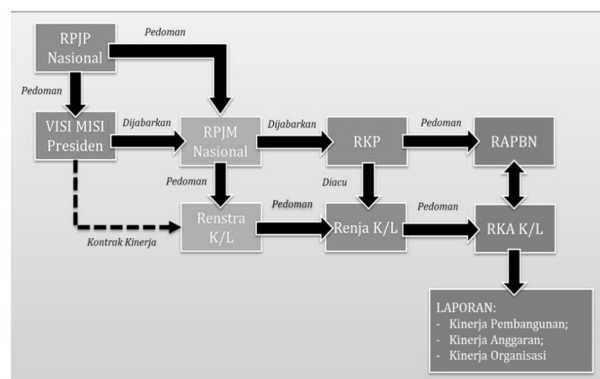


Fig.1 Flowchart of the Linkage of the K/L Strategic Plan with Other Planning Documents

Based on the flow chart of the linkage between the K/L Strategic Plan and other planning documents, as depicted in Figure 1, there are 3 (three) links between the K/L Strategic Plan and other planning documents, including:

1. The linkage between the K/L Strategic Plan and the RPJMN The linkage between the K/L Strategic Plan and the RPJMN as stated in Article 6 paragraph (1) of Law Number 25 Year 2004 that in the preparation of the K/L Strategic Plan, the RPJMN document is guided. The K/L Strategic Plan contains the Vision, Mission, Objectives, Strategies, Policies, Programs, and Activities of Ministries/Agencies which are the elaboration of the RPJMN and are indicative.
2. The link between the Strategic Plan of Ministries/Agencies with the President's Vision and Mission. The link between the Ministries/Agencies' Strategic Plans and the President's Vision and Mission is that in the preparation of the Ministries/Large Strategic Plans, they must pay attention to conformity with the Vision and Mission (*platform*) of the elected President. For Ministries/Institutions that have a performance contract with the President regarding the achievement of the President's Vision and Mission, the performance contract must also be reflected in the K/L Strategic Plan document.
3. The link between the K/L Strategic Plan and the Ministries/Agency Work Plans (K/L Renstra) Based on Article 6 paragraph (2) of Law Number 25 of 2004 it is explained that “K/L Renja is prepared based on the K/L Renstra and refers to national development priorities and indicative ceilings.” The contents

contained in the K/L Renja document include policies, programs, and development activities, both those implemented directly by the government and those pursued by encouraging community participation. Then it is also explained, in Article 20 paragraph 2 of Government Regulation Number 40 of 2006 it is stated that *"The Draft K/L Renja contains policies, programs, and activities as an elaboration of the K/L Renstra."*

Furthermore, the K/L Renja document that has been compiled becomes a reference for Ministries/Agencies as budget user organizations/agencies in the preparation of K/L RKA. The K/L RKA which has been prepared by the Ministry/Agency will then be used as input in the framework of preparing the Draft State Revenue and Expenditure Budget before it is finally determined to be the State Revenue and Expenditure Budget with the approval of the House of Representatives. The K/L RKA document will then be used as input in the preparation of the Ministry/Agency Development Performance Report, Ministry/Agency Budget Performance Report and Ministry/Agency Organizational Performance Report.

The flow of drafting the K/L Strategic Plan is a series of processes/activities carried out in the context of preparing the K/L Strategic Plan documents for the sectors that are their duties and authorities. The arrangement of the K/L Strategic Plan is carried out by the leaders of the respective Ministries/Institutions concerned.

In preparing K/L Strategic Plans, the leadership of Ministries/Institutions must be guided by the RPJMN and pay attention to the set of evaluation results of development implementation in the sector in accordance with the duties and authorities of the relevant Ministries/Institutions, and pay attention to the aspirations of the community.

In the preparation of the K/L Strategic Plan, the mechanism or flow of activities that is followed includes 3 (three) processes as follows: [11]

#### 1. Technocratic Process

The technocratic process in the preparation of the K/L Strategic Plan is a planning process carried out using scientific methods and frameworks to analyze objective conditions by considering several development scenarios during the next planning period. This technocratic process produces a Technocratic Plan for the Strategic Plan of Ministries/Agencies.

In its preparation, the Technocratic Design of the Strategic Plan of Ministries/Agencies refers to the Technocratic Draft of the RPJMN, therefore the determination of the Vision, Mission, Objectives, Strategies, Policies, Programs, and Activities of Ministries/Institutions for the next 5 (five) years must focus on achieving the objectives of the RPJMN. In addition, the Technocratic Draft Strategic Plan of Ministries/Agencies must also pay attention to the results of the evaluation of the implementation of development in sectors that are in accordance with their duties and authorities as well as the aspirations of the community.

#### 2. Political Process

The political process in the preparation of the K/L Strategic Plan is the process of compiling the Ministries/Agency Strategic Plan that is aligned with the President's Vision, Mission, and Priority Programs (platforms). This political process is a continuation of the technocratic process and resulted in the draft Strategic Plan of Ministries/Agencies.

The K/L Strategic Plan in its preparation is guided by the initial draft of the RPJMN which already contains the Vision, Mission, and Priority Programs (*platform*) of the President-elect. In addition, the draft K/L Strategic Plan is also prepared based on the Technocratic Draft K/L Strategic Plan by considering coordination with the Regional Government to identify the division of tasks in achieving national targets.

The design of the K/L Strategic Plan is adjusted to the initial draft of the RPJMN, the results of the review of the K/L Strategic Plan draft, as well as the results of the National Mid-Term Strategic Development Planning Meeting (Musrenbang). Based



## CONCLUSION

The process of formulating of the 2020-2024 Strategic Plan is a process, which is the process of compiling Ministry/Agency planning documents for a period of 5 (five) years, from 2020 to 2024, which is an elaboration of the 2020-2024 RPJMN.

The process of formulating this strategic plan in its implementation is closely related to the implementation of the four elements of educational administration that are interrelated with one another. Starting from the organizational/institutional system, the preparation of this strategic plan begins with the establishment of the Ministry of Education and Culture by the President, which is the National Leadership Institute. highest, with the leadership of the President and who has the Vision and Mission as well as the Development Plan, issues national policies in the field of education.

Furthermore, the national policy is translated into a strategic plan at the ministerial level, led by the Minister assisted by the Director General, with the work system organization owned by the Ministry in which there is an echelon I work unit. - the work unit.

In the process of preparing this strategic plan, the interconnection of administrative elements can be seen clearly, in the first process, namely the technocratic process where this process is carried out using scientific methods and frameworks to analyze objective conditions using scenarios of leadership development directing this process with policies and management functions. mastered in order to be able to produce a technical plan of a strategic plan.

In the Political process, it is the preparation of the Strategic Plan that is aligned with the vision, mission, and priority programs of the president (leadership), and is prepared taking into account the technocratic design, and is also aligned with the established RPJMN (policy).

The determination process is the ministry's process of submitting the strategic plan documents that have been prepared to the Ministry of National Development Planning/National Development Planning

Agency (BAPPENAS), the Minister of Finance, and the Ministry of Finance, this determination process involves cross-ministerial leadership and management.

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