

SMK Revitalization: Good Governance Efforts of the DKI Jakarta Provincial Government

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KEYWORDS	ABSTRACT
good governance; revitalization; vocational school	DKI Jakarta is one of the pioneers in implementing the programme. In fact, the Governor of DKI Jakarta passed a special regulation for this program, which is contained in Governor Regulation Number 32 of 2019 concerning Revitalisation of Vocational High Schools. Therefore, this study aims to analyse the implementation of good governance principles in the implementation of the Vocational High School Revitalisation program by the DKI Jakarta Provincial Government. The research method used is a descriptive method with a qualitative approach. The theory of good governance is the analytical framework in this research. The data collection technique was conducted using a literature study of several literatures, such as journal articles, online news, and official government publications. Data were analysed using three stages, namely data reduction, data presentation, and conclusion drawing. The findings of this study show that the DKI Jakarta Provincial Government has well implemented the principles of transparency as well as the principles of effectiveness and efficiency in the implementation of the DKI Jakarta Vocational Revitalisation program. Meanwhile, the principle of participation has been fulfilled quite well. The principles of accountability and fairness cannot be assessed further. This is due to the lack of progressive reports from the DKI Jakarta Provincial Government regarding the implementation of Revitalisation of Vocational Schools. However, based on the available data, the principle of justice has been implemented quite well. In contrast to the principle of accountability, which seems to be less considered by the DKI Jakarta Provincial Government.

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Introduction

Career projections for school students are often very confusing. This causes some Junior High School students to prefer to continue their education at vocational schools,

or known as vocational high schools (SMK). Different from SMA (High School or MA (Madrasah Aliyah), SMK has a more specific majoring system. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 36 of 2018 concerning Amendments to the Regulation of the Minister of Education and Culture Number 59 of 2014 concerning the 2013 Curriculum of Senior High School/Madrasah Aliyah, the specialization for high school/MA is divided into three, namely Natural Sciences (IPA), Social Sciences (IPS), and Language and Culture. In the science specialization, students study mathematics, biology, physics, and chemistry more deeply. Meanwhile, in the social studies specialization, students get more intensive geography, sociology, economics, and history lessons. As for the specialization in Literature and Culture, students obtained subjects in Indonesian language and literature, English language and literature, other foreign languages and literature, and anthropology.

It can be seen that there are only three majors in high school/MA, but generally only two majors are implemented in many schools, namely science and social studies. Students who want a clearer career projection or have certain interests will usually prefer to enter vocational schools. Moreover, currently the Ministry of Education and Culture of the Republic of Indonesia has abolished the system of majoring in high school/MA. The elimination of the department began since entering the 2024/2025 school year which is part of the policy in the implementation of the Independent Curriculum. This is stated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024. The elimination of the majoring system raises the potential for confusion in career projections for high school/MA students, so it is not impossible for vocational schools to get more attention because they offer specified career prospects.

However, vocational schools also need to be prepared to welcome the potential for increased community participation in their schools. Therefore, the DKI Jakarta Provincial Government is a pioneer in the repair and maintenance program of vocational schools. The program is called "SMK Revitalization". According to Christy (2020), revitalization is a term that refers to a process to revive something that was previously empowered. Through revitalization, vital steps are taken to optimize the utilization of facilities that are the object of the revitalization. In line with the definition of the term revitalization, the SMK Revitalization program implemented by the DKI Jakarta Provincial Government has a vision to improve physical facilities, curriculum, and human resources in SMK. The implementation of this program is the realization of the instruction of the President of the Republic of Indonesia Number 9 of 2016 concerning the Revitalization of Vocational Schools.

The implementation of the program is a manifestation of the Jakarta government's efforts in carrying out good governance. According to Daoud (2015), is an effort deployed to maintain a balance between coercive authority and the implementation of a government that achieves a common goal. This definition is in line with the SMK Revitalization program, which aims to create the common good, namely for Indonesian human resources, especially vocational school graduates. In determining the success of good governance, GOI in Shylendra and Bhardikar (2005) He stated that successful good governance is governance that successfully formulates and implements policies, as well as programs with transparent legitimacy of power and also does not discriminate.

Therefore, it is important to review the suitability of the principles of good governance in the implementation of SMK Revitalization by the DKI Jakarta Provincial Government. The Jakarta Provincial Government's move to revitalize vocational schools is part of fulfilling the special instructions given by the President of the Republic of

Indonesia. The instruction is stated in the Presidential Instruction of the Republic of Indonesia Number 9 of 2016 in the second part of point 12, where special instructions are given to all governors. In the special instruction, each governor is asked to make it easier for the community to get quality vocational education services in each region. In addition, the governor is also mandated to provide quality educators, along with adequate facilities and infrastructure. The Jakarta Provincial Government's serious steps to carry out the Revitalization of Vocational Schools are contained in Governor's Regulation Number 32 of 2019 concerning the Revitalization of Vocational High Schools.

This research departs from several previous relevant studies. Research conducted by Rosydah et al. (2023) which analyzed the application of good corporate governance principles in the use of BOS (School Operational Assistance) funds. The principles used as a reference for analysis in the study are the principles from Dasor in 2018, which consists of participation, transparency, responsiveness, accountability, and success. The study found that the BOS fund governance system implemented by the research object, namely SLB (Extraordinary School) Tunah Harapan III Mojoagung has implemented the five principles of good corporate governance quite well.

In addition, research Khayati (2023) participated in the analysis of the implementation of good governance in the field of education, namely financial transparency at the Al Multazam Husnul Khotimah Islamic Boarding School, West Java. The concept used is financial governance from Schein in 1992. In this concept, it is stated that financial transparency is one of the standards in making efforts to maintain organizational performance. The results of this study show that the implementation of transparency governance related to finance at Al Multazam Islamic Boarding School has been carried out well. The pesantren even provides a system that can be used to see the financial management carried out, as based on the principles of good governance. Through the integrated application, stakeholders can monitor Islamic boarding school funds, both outgoing and incoming money.

Still relevant to the two studies above, the research conducted by Hapsari and Seta (2020). The study analyzes the management of school funds based on the principles of good corporate governance. There are five principles that form the framework of the analysis, as outlined in the National Committee on Governance Policy in 2006. These principles are transparency, accountability, responsibility, independence, and fairness. The results of this study show that the implementation of good corporate governance in terms of school fund management is not optimal at the research site, namely School X. The lack of written regulations is one of the indicators of the suboptimal management of school funds. In addition, there is no direct policy from the principal regarding the management of school funds.

Research Karlina (2020) conducted an analysis of the implementation of good governance in the evaluation of BOS funding in SDLB (Extraordinary Elementary School) Banjarmasin City. It is not specified exactly the theory or concept used and its references, but the research uses the concept of good governance with indicators of accountability and transparency. The research found that the majority of SDLBs have quite good transparency and accountability in the management of BOS funds. However, there is still one SDLB that has a level of transparency and accountability below the overall average. This is known due to limited human resources and inadequate facilities.

Handayani et al. (2024) also conducted relevant research, where the study analyzed the implementation of good governance principles in fraud prevention in BOS fund management. Different from the four studies above, the study uses a quantitative method

with SEM-PLS (Structured Equation Modelling-Partial Least Square) analysis technique. The results of this study show that the principles of good governance have a positive and significant influence on fraud prevention in school management operations. This means that if there is an increase in the suitability of the application of good governance principles, the implementation of fraud prevention in the management of BOS funds will also be better.

Based on the five previous relevant studies above, it can be seen that the outline of the topic analyzed is the flow of education funds from the perspective of good governance or good corporate governance. This means that the spatial scope of the above studies is one school. In contrast to this study, where the spatial scope studied is one province. This is also because the implementation of the policy studied is the provincial government, namely the DKI Jakarta Provincial Government. In addition, studies related to finance or fund flows are the main focus, while this study examines large-scale maintenance and improvements carried out by the provincial government for vocational schools. The policy basis studied in this study is also contained in the Presidential Instruction. Responding to the research gap in a broader study related to the alignment of good governance principles in education policy, this research was conducted with the aim of providing a good reflection for the DKI Jakarta Provincial Government.

According to Christy (2020), revitalization efforts in vocational schools are essential for adapting educational institutions to current and future workforce needs, emphasizing the importance of infrastructure and curriculum improvements to align with industry standards. Similarly, research by Daoud (2015) highlights that good governance practices are critical for ensuring the success of large-scale educational reforms, especially in implementing vocational school revitalization programs that require coordination across various government sectors and stakeholders.

The urgency of this research stems from the need to evaluate the effectiveness of the vocational school revitalization program in DKI Jakarta, a key initiative aimed at improving vocational education and aligning it with the needs of the labor market. This program, which involves significant investments in infrastructure, curriculum, and teacher competencies, is crucial for addressing the mismatch between educational outcomes and the requirements of industry. The success of this program is essential for equipping future graduates with the necessary skills, thereby reducing unemployment and driving economic growth.

While several studies have examined the application of good governance principles in education and other public sectors, there is a lack of research that specifically investigates how these principles are applied in the context of vocational school revitalization at a provincial level. Existing research tends to focus on financial governance or smaller-scale projects, leaving a gap in understanding how broader governance practices affect the implementation of large-scale educational programs, such as the vocational school revitalization in DKI Jakarta.

This study introduces a novel approach by applying good governance principles specifically to the vocational school revitalization program in DKI Jakarta, providing insights into the practical implementation of these principles within a large-scale public policy framework. The research examines how transparency, accountability, participation, and other governance principles are integrated into the program, offering a comprehensive analysis of both successes and shortcomings in the application of these principles to education reform at the provincial level.

The primary objective of this research is to assess the application of good governance principles in the implementation of the vocational school revitalization program by the DKI Jakarta Provincial Government. The study aims to provide recommendations for improving governance practices to ensure the program's success, offering valuable insights for policymakers and educational administrators. The benefits of this research include enhancing the effectiveness of the revitalization program, ensuring that it meets the needs of students and industries, and improving overall public trust in the government's ability to implement large-scale educational reforms.

Research Methods

The research method used is a descriptive method with a qualitative approach. This method was chosen because it can present the phenomenon being studied into a descriptive description. This research has a subject in the form of good governance and the relevance of SMK DKI Jakarta. The data in this study is secondary data, where the researcher collects data from literature or pre-existing information. Data collection utilizes literature study techniques from journal articles, books, to official websites.

The data analysis process in this study follows the qualitative data analysis of Miles and Huberman (1992: 16). The data analysis consists of three steps, namely data reduction, data presentation, and drawing conclusions. The researcher reduced the data by sorting the relevant data based on the results of data collection. The presentation of data is carried out by describing the findings and analysis based on the theory used as an analysis framework.

In the last step, the researcher draws conclusions. This step is a crucial step, because the conclusion is the essence of the findings and discussions in the research. The researcher draws conclusions based on existing findings, in addition, the conclusions are also filled with several relevant policy recommendations. This is done because one of the subjects in this study is the policy of the provincial government.

Results and Discussions

Vocational School Revitalization Program in Presidential Instruction Number 9 of 2016

a. Program Overview

The vocational school revitalization program is a strategic effort by the government to improve the quality of vocational education so that it is more relevant to the needs of the business world and the industrial world (DUDI). This program is designed to answer the challenge of mismatch between the skills of vocational school graduates and the needs of the job market, which is often the cause of high unemployment rates among vocational school graduates. Revitalization includes various aspects, such as the development of an industry-based curriculum, improving the competence of educators, providing facilities and infrastructure in accordance with industry standards, and strengthening partnerships between vocational schools and related companies or institutions. Through this approach, vocational school graduates are expected to have superior and relevant skills, so that they are able to compete in the world of work both at the national and global levels, and make a significant contribution to economic growth.

b. Programme Implementation Plan

In 2016, the current President of the Republic of Indonesia, Ir. Joko Widodo, delivered an instruction as a concern in the field of education. The instruction is Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational

Schools. The purpose of this instruction is to increase stakeholder synergy to revitalize vocational schools. The reason is, vocational schools often receive inadequate attention, especially learning facilities and programs. This makes vocational schools rarely glanced at by students' parents. In fact, career projections at vocational schools are much more specific than high school/MA. Therefore, the improvement and maintenance of facilities, curriculum, and resources at vocational schools is a step to create competitive graduates. Ten ministers were given special instructions by the President of the Republic of Indonesia to participate in advancing the Revitalization of Vocational Schools.

1. Minister of Manpower

In the SMK Revitalization program, the Minister of Manpower was ordered to compile a projection of the labor needs of SMK graduates. In addition, BLK (Job Training Center) must be made adequate to accommodate vocational school students to carry out work practices. This aims to familiarize vocational school students with real practice and feel the nuances of work slowly. The revitalization of BLK includes infrastructure improvements, infrastructure facilities, training programs, and certification. The Minister of Manpower is also encouraged to accelerate the Indonesian National Work Competency Standards. Through the program, students can first know their competencies regarding eligibility to enter the world of work.

2. Minister of Education and Culture

Not only the Minister of Manpower, but nine other ministries were also given special instructions to carry out the Revitalization of Vocational Schools. The Minister of Education and Culture is the main ministry that is expected to be the driving force in this program. In particular, the President of the Republic of Indonesia gave instructions to the Minister of Education and Culture to prepare a map for the development of vocational schools in a structured manner. The vocational school curriculum is also instructed to link and match with the qualifications of vocational school graduates needed in the world of work. In addition, access to vocational school certification and accreditation is also a big task for the Minister of Education and Culture.

3. Minister of Research, Technology and Higher Education

The next ministry involved in the SMK Revitalization program is the Ministry of Research, Technology, and Higher Education (Kemenristekdikti). Even though vocational schools are the scope of the Ministry of Education and Culture, it does not mean that the Ministry of Research, Technology and Higher Education does not have a part in this program. The Ministry of Research, Technology and Higher Education as the ministry that regulates the course of higher education in universities or similar institutions is instructed to increase the provision of vocational school teachers. This is because the Ministry of Research, Technology and Higher Education has the authority to determine the number of students, including education students for vocational schools. One example of a study program made for vocational school teachers is the Mechanical Engineering Education Study Program. Different from the Mechanical Engineering Study Program, this study program comes with the aim of producing reliable teachers to teach students in the Department of Mechanical Engineering at the vocational level.

4. Minister of Industry

Entering the realm of work, of course the Ministry of Industry has a role in this field. The Minister of Industry is specifically instructed to prepare clear projections for vocational school graduates, including job titles and industrial locations that suit the

needs of each vocational school. In addition, the Minister of Industry was initiated to collaborate with industry, so that vocational school students can have industrial relations when carrying out Field Work Practice (PKL). Some of the programs that must be provided by related industries are teaching factories, infrastructure introduction, and others. The expected output is that knowledge of related industries, both theoretically and practically, can be mastered by every vocational school graduate.

5. Minister of Transportation

SMK consists of several fields, including transportation. There are several vocational schools that have majors with a focus on the field of transportation. This makes the Minister of Transportation have a special task from the President of the Republic of Indonesia to increase access to certification for vocational school graduates in the field of transportation. In addition, the Minister of Transportation was also given instructions to be able to provide intensive guidance for vocational school students, such as resource sharing. Through these activities, the expected output is vocational school graduates who are ready to work in the field of transportation or vocational school graduates who are interested in pursuing higher education in the field of transportation studies in higher education.

6. Minister of Marine Affairs and Fisheries

Similar to the Minister of Transportation, the Minister of Maritime Affairs and Fisheries is one of the ministers who receives special instructions from the President of the Republic of Indonesia because there are several vocational schools that have majors in fisheries and marine affairs. For this reason, the Minister of Maritime Affairs and Fisheries was instructed to pay attention to these vocational schools, especially regarding graduate certification and ease of access for vocational school students to explore their knowledge, both theoretically and practically.

7. Minister of State-Owned Enterprises

State-Owned Enterprises (SOEs) have agencies that are often a dream destination for many people. Because of this, the Minister of SOEs was given instructions by the President of the Republic of Indonesia to open access for vocational school graduates to be able to have a career in SOEs. The absorption of the workforce is expected to increase the participation rate of vocational school graduates. In addition, the Minister of SOEs is specifically directed to provide support in the development of teaching factories and infrastructure.

8. Minister of Energy and Mineral Resources

The Minister of Energy and Mineral Resources has authority over the energy industry in Indonesia. This strengthens the reason for the involvement of the Minister of Energy and Mineral Resources in forming competitive vocational school graduates. The expected output is that the Minister of Energy and Mineral Resources is able to provide relevant job titles and industrial locations for vocational school students with career interests in the energy sector.

9. Minister of Health

The Minister of Health was instructed to build an agreement with hospitals in order to expand access for vocational school graduates to gain work experience in the health sector, such as internships and street vendors. In addition, the Minister of Health is also encouraged to convince the health sector so that it can become one of the work sites for vocational school graduates. Through this initiation, vocational school

graduates have wide job opportunities, because health facilities, such as hospitals are available in every region in Indonesia.

10. Minister of finance

Without the flow of funds from the center, it is certainly difficult to realize the SMK Revitalization program. This is because the SMK Revitalization program requires a lot of funds, ranging from facility improvements, curriculum improvements, cooperation with industry, and other efforts to improve the quality of learning and vocational school graduates. Therefore, the Minister of Finance is mandated to manage a certain amount of money which can then be managed as capital in implementing the program. In addition, the Minister of Finance is also instructed to develop norms, standards, procedures, and criteria for financial management of teaching factories.

Application of Good Governance Principles by the DKI Jakarta Provincial Government in the Implementation of SMK Revitalization

a. Principles of Good Governance

The principles of good governance that are the benchmark in this study refer to the principles put forward by Welson Rompas and Jericho Pombengi in (Yuliyanti et al., 2022), namely participation, transparency, responsiveness, fairness, efficiency and effectiveness, and accountability.

1. Accountability

Accountability is the responsibility that must be fulfilled by an individual or institution for actions or decisions taken, especially in the management of public resources. Within the scope of government or organization, accountability involves reporting and accountability to higher parties or the community for the results of policies, programs, or activities that have been carried out. This principle aims to ensure that all actions taken are in accordance with the standards that have been set and can be accounted for transparently.

2. Transparency

Transparency is a good governance principle to implement transparent government governance. The term transparency refers to the openness of the process of implementing a program or activity. Through the principle of transparency, stakeholders, parties involved, and the public can clearly see how progress or obstacles occur in the implementation of certain programs or activities. Through transparency, communication will be clearer among many parties, because the information received is in equal portion.

3. Justice

Justice refers to equal treatment for individuals or groups. In the governance of a program or activity, policymakers must provide balanced access for many parties to obtain information and/or services from existing resources, public services, and opportunities. Through the principle of justice. The rights owned by individuals and groups must be given appropriately, so that no particular party loses. In the principle of justice, the important thing that can be done to realize this principle is an attitude of mutual respect and appreciation.

4. Participation

Participation refers to the active involvement of various parties, including individuals, community groups, or stakeholders, in the decision-making process, program implementation, or policy evaluation. Participation allows for the contribution of relevant ideas, inputs, or actions from various levels of society. This

aims to create decisions or policies that are more inclusive, represent the real needs of the community, and increase a sense of ownership of the results achieved.

5. Effectiveness and Efficiency

Effectiveness is the level of success of a program, policy, or action in achieving a goal or goal that has been set. This concept measures the extent to which the results are achieved in accordance with what is planned. In the scope of an organization or government, effectiveness indicates whether the resources, time, and effort spent produce the desired impact or solve the existing problem optimally. Efficiency is the economical and optimal use of resources to achieve the desired results. This principle refers to the ability to produce maximum output with minimal input, both in terms of time, effort, and cost. Efficiency focuses on how available resources can be used to the best of their ability without waste, thus supporting the achievement of goals in the most economical way.

b. Revitalization of Vocational Schools by the DKI Jakarta Provincial Government Based on the Principles of Good Governance

The principles of good governance, which include transparency, accountability, participation, effectiveness, efficiency, and fairness, are an important foundation in the implementation of public policies, including vocational school revitalization programs. The Jakarta government, in its efforts to revitalize vocational schools, has put these principles as a guide to ensure that the policy can run well and have a positive impact on society. For example, transparency is realized through the public conveying information about the plan, implementation, and results of vocational school revitalization to the public, thus allowing the public to understand and assess the program.

1. Accountability

Accountability in the revitalization of vocational schools in DKI Jakarta is reflected through strict supervision of the use of the budget and the implementation of the program, carried out by various parties, including the government, educational institutions, and the community. The DKI Jakarta government also provides periodic reports related to the progress of vocational school revitalization to ensure that this program really achieves the goals that have been set. Through the involvement of external parties, such as the business and industrial world (DUDI), in program planning and evaluation, the government strengthens the accountability mechanism for successes and shortcomings in implementation.

However, there is no adequate evidence accessible to the public regarding the supervision of budget use. Unlike the implementation of some activities that are openly publicized, supervision related to the use of the budget is not reported by the DKI Jakarta Provincial Government. In fact, the budget disbursed for the SMK Revitalization program as a whole is 4.3 trillion rupiah for 300 SMKs in 2019 (Liputan 6, 2019), with an estimate that each school receives a minimum of 7 billion rupiah (Winata, 2019).

Different in the Regulation of the Budget User of the Work Unit of the Directorate of Vocational High School Development Number: 1127/D5.4/KU/2019 concerning Guidelines for the Implementation of Government Assistance for Renovated/Revitalized Vocational School Assistance. This is because the reported amount is not in line with the nominal above. It is stated that the financial assistance provided for the Revitalization of Vocational Schools in 2019 is 1.9 billion rupiah for each package and a cumulative total of 570 billion rupiah for 300 packages or schools.

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The nominal difference shows that the DKI Jakarta Provincial Government still does not comply with the principle of accountability in good governance practices to implement the SMK Revitalization program.

2. Transparency

Transparency in the implementation of the SMK Revitalization program by the DKI Jakarta Provincial Government utilizes social media and official websites. The website of the DKI Jakarta Education Office (Disdik Jakarta) which is located at <https://disdik.jakarta.go.id/article/2038-revitaliasi-smk-dan-peningkatan-mutu-pendidikan-vokasi>. Some of the highlights provided on the Jakarta Disdik website are information and documentation on the implementation of SMK Revitalization. The activities carried out are partnerships with DUDI, increasing the absorption rate of vocational school graduates in the world of work, and periodic evaluation of achievements. The following is a visualization of the Jakarta Education District website.



Figure 1. Transparency of Vocational School Revitalization in the Jakarta Disdik Website. (a) Main display; (b) Strengthening the Partnership with DUDI and documentation of activities; (c) Description of information related to improving the quality and quantity of vocational school teachers through internships at DUDI; (d) Information related to the increase in the absorption rate of SMK Alam Kerja graduates

along with information links; and (e) Evaluation of periodic achievements and documentation of activities.

Source: Jakarta Education District (2022)

It can be seen that the DKI Jakarta Education Office transparently conveys the process of the activities that take place along with documentation as evidence. The goal is for the public to see the progress of the implementation of SMK Revitalization in DKI Jakarta Province. In addition to using the official website, the DKI Jakarta Provincial Government also disseminates information related to SMK Revitalization on social media such as Instagram with @disdikdkj username. The involvement of the DKI Jakarta Provincial Government online shows that there are good transparency efforts.

3. Justice

There is no discrimination in education financing between public and private schools. This is evident from the participation of several state vocational schools in DKI Jakarta, one of which is SMK Negeri 26 Jakarta. Through the SMK Revitalization program, the school has received satisfactory output. Approximately 70% of students at SMK Negeri 26 Jakarta have been allocated to relevant industries (Manggalani, 2019). This happened because of activities to improve relations with DUDI as stated in the plan to implement the Revitalization of Vocational Schools. The application of the principle of justice in the implementation of the SMK Revitalization program in DKI Jakarta cannot be discussed in a detailed description. This is due to the limitation of information to assess the implementation of the principle of justice. The researcher obtained the proportion of SMKS and SMKN involved in the SMK Revitalization program in DKI Jakarta, namely 7 SMKN and 6 SMKS. This certainly strengthens the indication of the application of the principle of justice in an effort to carry out good governance through the revitalization of vocational schools. However, this information is still not enough to state that the DKI Jakarta Provincial Government has carried out the Revitalization of Vocational Schools with reference to the principle of justice.

4. Participation

The principle of participation is applied by inviting various stakeholders, including students, teachers, parents, and industry players, to be actively involved in the planning and implementation of vocational school revitalization. In DKI Jakarta, strategic partnerships with large companies, for example in providing industry-based training or internships for students, are concrete examples of the application of this principle. This approach not only increases the relevance of the curriculum to the needs of the job market but also ensures that vocational school revitalization programs receive broad support from the community and the private sector.

External parties, namely industrial owners and business units, participated in revitalizing vocational schools with 1,330 vocational schools throughout Indonesia. From the DUDI relationship, as many as 50 thousand vocational school students in Indonesia have been certified. In addition, the relationship with DUDI has given birth to teaching factory activities that have been carried out in 500 vocational schools throughout Indonesia, which is followed by the addition of 1,407 practice rooms. In DKI Jakarta, SMK Negeri 26 is one of the schools involved in the SMK Revitalization program. One of the reasons for school participation can be seen from curriculum adjustments. The use of the curriculum follows the industry that is the specialization. Like SMK Negeri 26 Jakarta which provides an automotive specialization program, the curriculum used adjusts to the automotive industry (Manggalani, 2019).

In addition to SMK Negeri 26 Jakarta, there are several schools that are committed to participating in the SMK Revitalization program, namely SMK Negeri 63, SMK Negeri 57, SMK Negeri 34, SMK Negeri 4, SMK Negeri 28, SMKS Al-Hidayah, SMKS Islam PB Soediman, SMKS Maarif, SMKS Muhammadiyah 1, SMKS Sahid, and SMKS Said Naum. The proportion between SMKN and SMKS participating in the SMK Revitalization program is quite balanced, namely 7 SMKN and 6 SMKS. This condition shows that the principle of participation has been fulfilled quite well by the DKI Jakarta Provincial Government.

5. Effectiveness and Efficiency

Effectiveness and efficiency are also the focus in the implementation of the program. The Jakarta government is trying to maximize the use of the budget for the procurement of modern facilities, improving teacher competence through training, and developing a curriculum oriented to the latest technology. The principle of justice is maintained by providing equal access to all vocational school students in various areas of DKI Jakarta, so that no one is left behind, especially those from underprivileged families. Through this conformity with the principles of good governance, the vocational school revitalization program in DKI Jakarta aims to create vocational education that is of quality, equitable, and relevant to the challenges of today's world of work.

An editorial written by Manggalani (2019) related to increasing the absorption of labor at SMKN 26 Jakarta to around 70%, even before students graduated, showed the effectiveness of the SMK Revitalization program run by the DKI Jakarta Provincial Government. In addition, sponsorship given by Sharp Indonesia, an electronic goods brand, to several vocational schools in Indonesia in the framework of the SMK Revitalization program (Sharp Indonesia, 2023) shows the efficiency of this program. This is because through the program that is run, the government can obtain sponsorship from external parties to improve facilities in several vocational schools. This means that this program is efficient to disseminate the needs of vocational schools in DKI Jakarta.

Conclusion

One crucial issue identified in the study is the apparent lack of commitment by the DKI Jakarta Provincial Government in implementing the SMK Revitalization program, particularly regarding the publication, news dissemination, and transparency of information after 2019. While there was significant publicity in 2019 following the ratification of the DKI Jakarta Governor's Regulation related to the revitalization program, the subsequent information shared has been insufficient and lacks significant insights into the progress of the program. This raises concerns about the government's commitment to the program, which should be further investigated by future researchers. The limited access to information, such as the Jakarta Education District's website, which only reports periodic achievement evaluations without providing detailed results or comprehensive reports, underscores this issue. It would be beneficial for the government to produce and publish an annual report detailing the implementation of the SMK Revitalization program, including budget allocation, activities in each school, and the outcomes of the program, to improve transparency and public trust. This report would help evaluate both the successes and shortcomings of the program, ensuring accountability and greater public involvement in the process.

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