



Dual System of Education (Implemented Policies Public Study of Dual System Educational Management Functions) at SMK Petra Malang City of Indonesia

Budaya, I Made Weni, and Tommy Hariyanto

University of Merdeka Malang, Indonesia

ABSTRACT

Dual System Education is a form of professional education that combines systemically and synchronously with school education programs with the industrial world. Through Vocational Schools, which number 14.247 units throughout Indonesia, specifically for East Java, there are 3.309 public and private units, while the city of Malang is 43 units, including Petra Vocational School (SMK PETRA) in which the number of students does not get the minimum target, which is below 60 students. Given the importance of the success of the educational goals of Vocational High Schools (SMK), in producing skilled workers through Dual System Education, which is carried out by the School. The focus of this research is Dual System Education with Indicators, Planning, Organizing, and Supervision as well as the factors behind the Internal factors: infrastructure, origin of students and the economy of parents and funding, while external factors are Opportunity, Market, Distinctiveness and Motivation. The objectives of this research are to: (1) describe and analyze the implementation of dual system education in Petra Vocational High School Malang, (2) describe and analyze the factors behind the implementation of system education in Petra Vocational High School Malang. While the approach of this research is qualitative with a phenomenological study design, as well as data collection techniques using interviews, observations and documentation. Data analysis is carried out by reviewing data, organizing, data collection, units that can be managed, synthesizing, looking for patterns, finding what magnitudes will be studied together ; data condensation, data display and Conclusion Drawing/Verification that are reported systematically. Research findings show that: 1) PSG planning programs and working groups formed, 2) Organizing by involving working groups, school councils, and industry, 3) Mobilization of the ability to organize all personnel and, 4) Supervision is carried out regularly in PSG, 5) Multi-dimensional factors Internal: infrastructure, distant students, poor parents and funding from BOS, and External: opportunities, markets, student characteristics and motivation.

Keywords: Dual System Education, Implemented public policies.

1. INTRODUCTION

Education management is indeed a team management and cannot stand alone, therefore all must synergize with one another, both government, state and private institutions, in this study always want to look deeper into the role of the community, especially the implementation of Dual System Education in a school, especially SMK Petra Malang. In relation to the implementation of the Dual System, the main starting point is the Dual System Education Management and its Functions.

The problem faced in efforts to increase the link and match ("link and match") of educational programs at Vocational Schools with the needs of manpower planning, economic development and mastery of science and technology is that the mastery of vocational graduates' skills is deemed inadequate. According to Djoyonegoro, Fifty years of development of education in Indonesia (1995:15) is due to; (1) Facilities to support the teaching and learning process in Vocational High Schools are still inadequate, for example workshops, laboratories, and practical equipment available for approximately 45%, (2) the proportion of students enrolled in Vocational High Schools compared to the number of students enrolled in Senior High Schools is still low at 35 :65, (3) several areas of vocational expertise required in connection with the advancement of science and technology and economic growth have not been matched by the field of vocational expertise implemented in existing SMKs.

Obstacles to the implementation of PSG not only come from outside the institution/school, but also from within the institution/school (Drs. Edy Sudarmanto M.Pd, 2021) during a discussion between the Heads of Vocational Schools stated: "That the Principal has not fully given a positive response about education. double system, because in the implementation of PSG it is only a condition for graduation, to get a PSG certificate. "The success or failure of managing the implementation of dual system education needs to be known further how the management of dual system education management in SMK is. In terms of the

process management is an activity to achieve goals through the cooperation of other people and by utilizing the available resources as soon as possible (Yoto, 1997:13) in terms of the management function according to (Terry, 1996:12) the management function is seen as a process consists of four functions, namely (1) Planning, (2) Organizing, (3) Mobilizing (4) Supervision. Meanwhile, Koontz and O, Donnell (1984:15), provide a limitation of the management function there are five functions, namely. (1) Planning, (2) Organizing, (3) Coordination, (4) Directing, (5) Supervision. Robins (1984:3) sees that there are four types of management, namely (1) Planning, (2) Organizing (3) Leadership and (4) Supervision. Likewise (Pierce and Robinson, 1999:33) states that there are four main functions of management, namely: planning, organizing, directing, and controlling. From the opinions of these experts, it can be concluded that there are four management functions, namely; Planning 2. Organizing 3. Mobilizing 4. Monitoring. Thus, the description of dual system education management in this study refers to the four management functions.

Starting from the description above, it should be noted that the growth of public and private vocational schools throughout Indonesia amounted to 14,247 units, specifically for West Java the most compared to other regions, which amounted to 2,950 units. units, while East Java itself is around 3,309 units consisting of senior high school/equivalent consisting of 515 state units and 2,794 private units, specifically for State Vocational Schools totaling 296 units.

Petra Vocational High School Malang is one of the private vocational schools in Malang City. This school was chosen as the object of research because there are some very important considerations; specific, unique and interesting, among others: having a recognized status with accreditation B and ISO 9001:2008 standard, and having an Automotive Mechanical Engineering (TMO) expertise program which is currently called Light Vehicle Engineering (TKR) while this SMK was originally managed by The East Java Christian Education Foundation (YPK Jatim) since 1985 and 2015 was delegated to the State Defense Education Struggle Foundation (YPBN). The pass percentage at SMK Petra Malang is 100%. This is also applied with a module system for students who cannot come to school, because they are following the Dual System Education (PSG), along with their specific, unique, and interesting explanations.

1) Specific

Research on Dual System Education Implementation studies based on Kepmendikbud N0:323/U/1997, in the management function of Dual System Education at SMK Petra Malang City can also be considered specific because:

- a. The selection of the location was carried out purposively with the consideration that there was a willingness of the agency or institution or organization to provide the necessary information in accordance with the research topic.

The location of this research will be carried out at Petra Vocational School, Malang City, Jalan Kecipir 38 Bumiayu Malang City, why is this SMK the choice, because this Vocational School used to be located at Jalan Brawijaya No. 1 Malang under the Christian Education Foundation (YPK) East Java, and since 2015 it has been delegated at the Malang State Defense Education Struggle Foundation, (YPBN), which is located at Jalan Terong no. 18 Bumiayu Malang City.

- b. That Petra Vocational School was chosen because it is one of the small SMKs located in the middle of the city which has been established since 1985, so it is an old school around the age of 36 years. Meanwhile, the management of this institution is very enthusiastic about the development of education today, as well as implementing Dual System Education, with all its limitations.

2) Unique

Research on Dual System Education studies on the implementation of public policies based on Kepmendikbud No: 323/U/1997, in management functions at SMK Petra Malang city is considered unique by considering;

- a. A unique thing for researchers is that the condition of the school is in the middle of a village filled with very slum work activities, namely collecting scrap metal, used plastic, used paper and so on (scavengers).
- b. Researchers, in the hope that this institution can grow and develop into a school that can be increasingly recognized and in demand by the public, while the condition of the school is very simple because the facilities are not so luxurious and not sufficient for the practical needs of students.
- c. On the other hand, it is also not inferior to the surrounding institutions that the title of Petra Vocational School of Malang City has also pocketed a status that is not inferior to the others, namely: That Petra Vocational School is a small SMK located in the heart of the city but has been accredited B and even has ISO 9001 standard. -2008.

3) Interesting

Dual System Education Research Study Implementation of public policies based on Kepmendikbud No: 323/U/1997, in the dual system education management function at SMK Petra Malang City, this is considered **interesting** because;

- a. Since 2010, distance learning has been implemented, in line with the current implementation of the COVID-19 situation.
- b. Researchers are very interested and challenged to research because it has the potential to be developed, so with the hope that after this research ends, Petra Vocational School can develop rapidly and reach the required ceiling, namely each class can reach 20 students,
- c. Meanwhile, the current condition of students is far from what is required, if viewed from the student's condition, it is very interesting because they come from various places.
- d. Petra Vocational High School Malang is very interesting because the students come from various regions, some from various places in Indonesia, namely; outside the island, from outside the city of Malang. for example; Pujiarjo, Tambakasri, Tambakrejo Sendangbiru, Dampit, that students go to school while working, the number of students is not too many, IT facilities are adequately managed by competent teachers.

Given the importance of Dual System Education in preparing students to become skilled workers, namely upper secondary level workers according to the graduate program, it is necessary to study the Management and Functions of Dual System Education at SMK Petra Malang City. in preparing skilled workers at the upper secondary level.

By paying attention to the explanation of the background above, the reason for the author in conducting a study on Public Policy Implementation is based on Kepmendikbud No: 323/U/1997, in the Dual System Education Management function at SMK Petra Malang City because;

- 1) Note that the Dual System Education has been established by the Minister of Education and Culture since 1994, and is 28 years old while the school age is 36 years old, when viewed from the year it was founded in 1985, but still cares about the nation's difficulties and still exists even though there are few students.
- 2) the number of students is relatively little below the ceiling, which is less than 20 students per class and currently there are around 58 students, level one to three, however, the Teaching and Learning Activities (KBM) are still running as they should.
- 3) it is suspected that facilities and infrastructure are lacking, as well as funding that still needs attention from the government, while the ratio of assistance based on the number of students, sourced from the School Operational Assistance (BOS) Honorarium (HR) for teachers is still below the minimum standard.
- 4) the origin of the students from the conditions of poor parents and the origin of students from the suburbs, school while working, this is really expected so that graduates do not become unemployed.
- 5) in terms of promotion and publications still need to be improved, and need deep motivation and full cohesiveness in the work team of the institution.

Research purposes This is to describe and analyze the implementation of public policies based on Kepmendikbud No: 323/U/1997, in the implementation of Dual System Education at SMK Petra Malang City and to describe and analyze the factors that influence the implementation of public policies based on Kepmendikbud No: 323/ U/1997, in the implementation of Dual System Education at SMK Petra Malang City.

2. LITERATURE REVIEW

2.1. Public Policy Concept

Anderson and Abdul Wahab (1997:5), define state policy as "Policies developed or formulated by government agencies and officials in this regard, non-government actors, of course, can influence the development or formulation of state policies."

Based on this view, state policies can be broken down into several categories, namely policy demons, policy decisions, policy statements, policy outputs, and policy outcomes.

In contrast to what was stated by Thomson R. Dye (in Islamy, 1997: 18) which defines state policy as "is whatever governments choose to do or not to do". According to him, state policies must not only be implemented but also things that are deliberately not done, because they both have an influence on the public.

Definition of Implementation in Webster's dictionary (Abdul Wahab 1997:64) is formulated that to implement (implement) means to provide the means for carrying out (providing suggestions for carrying out something), to give practical effect (causing an impact or effect on something). Thus, policy implementation is an important aspect of the overall policy process. In this connection, Udoji (in Abdul Wahab 1997:59) asserts that: " The execution of policies is as important if not more important than policy making, Policies will remain dreams or blue prints file jacket unless they are implemented". important, even far more important than policy making. Policies will be just dreams or good plans stored in archives if not implemented).

2.2. Social Change Theory

According to Kingley Davis, social change is a change that occurs in the function and structure of society. Lower also explains that social change is a change that occurs according to individual and social situations and conditions. Meanwhile, Sarjono Soekanto stated that social change is a change in social institutions which then affects the social system. In essence, social change refers to changes that occur in society.

2.3. Policy Innovation Theory

Implementation is the initial implementation process of a program, which focuses on a person's belief in his ability to succeed in implementing the program and has the ability to adopt and implement the innovation. As stated by Rogers (in Fatma, 2014: 25) that "Innovation development includes all decisions and activities (and their impacts) that occur at the initial stage from an idea to its development and production".

Referring to the principal's program of activities in preparing the Implementation of Dual System Education, it will at least reduce unemployment that occurs in the work area in particular and Indonesia in general. With trained personnel, they must act in accordance with procedures in the Dual System Education service to the community and their professional code of ethics and be adapted to local cultural situations and conditions. As stated by (Hidayat, 2015: 98) that: The innovation process can also be called cultural evolution, the difference is that in innovation, individuals play an active role in making changes, while in cultural evolution, individuals are passive. In the process of innovation, individual behavior follows the goals set by society and follows ways that are prohibited by society.

2.4. Human Resource Theory

Humans are the most important element in any and all organizations, the success of the organization in achieving its goals and various targets as well as its ability to face various challenges, both external and internal, is largely determined by the ability to manage human resources as precisely as possible. This requires reliable human resources in mobilizing it and accompanied by good cooperation between programs and across sectors. Implementation of Dual System Education as Public Policy Implementation, is in line with the theory put forward by (Notoatmodjo, 2009: 2) which states that "The quality of a nation's human resources is determined by 3 main factors, namely education, health and the economy". The various opinions of the experts mentioned above are clear that human resources will determine the achievement of goals when supported by health conditions and adequate economic conditions. This is in accordance with the theory put forward by (Hamali, 2016: 3) which states that:

Human resources are the only resources that have reason, feelings, desires, abilities, skills, knowledge, encouragement, power and work. Human resources are the only resources that have ratio, taste and intention. All potential human resources are very influential on the organization's efforts in achieving its goals.

2.5. Communication Theory

By communication means having expressed thoughts, hearts, ideas and desires to others so that existence will get recognition. Communication is not only done with other people (interpersonal), but also with yourself (intrapersonal) (Handjana 2003:6). Establishing communication should be focused so that good relations occur as stated by Rozaki (2011: 64), with an attitude of focus on the goals to be achieved, all efforts to achieve that goal will not be easily swayed by the weight of the effort or the distance of the goal. When reaching the road to success, there are many intersections or bends. If you don't focus on the initial goal, you won't get to your destination, because you prefer to go through bends or intersections that subconsciously keep you from your goals or dreams.

2.6. Social Interaction Theory

In sociology, social interaction is defined as an activity of social exchange between two or more individuals. Social interactions can be seen in various types of group sizes such as, two, three individuals, or even larger groups, as quoted from LibreTexts, a non-profit platform that provides text resources for scientific studies. The role of social interaction in community activities is very large. The emergence of socialization in social activities is triggered by social interaction. In addition, with the existence of social interaction, a social order that can shape the personality of each individual will also be formed. So, the

structure of society and culture is built because of social interaction. By interacting with one another, people design the rules, institutions, and systems in which they live. Through social interaction, symbols are used to communicate the awareness of one society to those who are new to it, both children and foreigners. Social Interaction Theory According to Sociologists Discussions related to social interaction have been explained by several sociologists in the 19th and early 20th centuries. Among them are George Herbert Mead and Erving Goffman. Both explain social interaction as a form of individual activity that can be a factor in shaping the personality of each person. The two sociologists also formulated theories on social interaction, namely Symbolic Interactionism and Dramaturgy.

2.7. Social Theory

Whatever we do and have planned, it is not important to look for scapegoats or find fault with others if there is a failure, as stated by Sulaiman (2010: 116), the following They do not blame others or look for goats to run away from responsibility when faced with challenges. and failures in life. The world's great personalities and billionaires don't find fault with others or their subordinates. Educational institutions are also communities of social organizations, for this reason, Ranjabar 2015:2 states that ("Social change is in terms of social structure and social relations, while cultural change includes changes in the culture of society")

2.8. Sociological Theory of Education

It should be understood that the school environment is a separate form of society, different from those outside the school environment, whether it is family, village, or village community. The school environment community consists of principals, teachers, administrative staff, and students with social interactions who have a very clear goal, namely learning. Therefore, the school community can also be said to be a school community with a certain level, which is not found in ordinary society. In this case, Nasution (1983:73) says that "life in schools and the norms that apply there can be called school culture".

In contrast to ordinary people such as families or village communities who are ethnic or village in the school community, the teaching and learning process never stops, activities are carried out in a planned manner, there is a curriculum, there are classes, teachers, students, and there are school rules and norms that must be followed.. all of this distinguishes the school community from the rest of society.

Life at school takes place in the same pattern, activities are repetitive and arranged with a tight schedule. This will affect the disciplined habituation of all school members. The atmosphere of a high-disciplined school will have a major influence on the lives of students, especially in the school environment. This high-disciplined life must be lived consistently by the school community as one of the main assets for shaping the character of students.

2.9. Organization Theory

Educational organizations always have various personnel to drive the activities within the institution; as expressed by Wursanto (2015:15) which states that; Organization is a pattern of relationships through which people under the direction of managers pursue common goals. Likewise, Gudono (2012:22), reveals that the organization is a form of every human association to achieve common goals as well as Wursanto (2015:5) states that; Organization is a system of cooperative activities carried out by two or more people.

3. RESEARCH METHODS

3.1. Research Approach

This study uses a qualitative approach because it is included in the interpretivism paradigm of Milles (2014). Qualitative research is research that comes from the disciplines of anthropology, social, humanities, and evaluation (Crenwell, 2015). The use of a qualitative approach is expected to provide a more detailed understanding of the phenomena studied in this study.

3.2. Research focus

Education management is always carried out by various parties, including the Principal, Deputy Principal, teachers, School Council and staff. Not to mention the existence of other Internal and External factors, namely facilities and infrastructure, including funds and resources. In view of the foregoing, the researcher determines that the focus of this research is:

Focus: 1. This research consists of 4 indicators

- a. Mechanisms and procedures for implementing the Dual System Education Program at SMK Petra Malang City.

- b. Organizing and Coordination between Institutions in the implementation of Dual System Education at SMK Petra Malang City.
- c. Mobilize all personnel in the implementation of PSG at SMK Petra Malang City.
- d. Supervision / control in the implementation of PSG at SMK Petra Malang City.

Focus : 2. This research consists of 2 indicators

- a. Internal factors that influence the implementation of PSG at SMK Petra Malang City.
- b. External factors that influence the implementation of PSG at SMK Petra Malang City.

3.3. Data analysis technique

In this study, the analysis will be carried out throughout the research. Qualitative research data, among others in the form of non-verbal statements and actions that can be recorded through sentence descriptions, will be analyzed according to the grouping of dimensions and indicators. According to Miles, Huberman, and Saldana (2014: 33) which states that in qualitative data analysis there are three flow of activities that occur simultaneously, namely Data Condensation, Data display and Conclusion Drawing. Likewise, in analyzing the results of the data that researchers get in the field, researchers use several stages, namely activities in data analysis, including: Condensation data, Display data, and Conclusion drawing/ Verification.

4. DISCUSSION

4.1. Dual System Education Implementation Program at SMK Petra Malang City

The implementation of the Dual System is not only carried out at the Vocational High School (SMK) level, but there is an integration between universities and Vocational High Schools, this will further mature graduates and workforce users who, if they pass, do not have to take further training but are ready to be placed in accordance with the requirements. with their competence. Based on the results of research on the Dual System Education (PSG) planning at SMK Petra Malang City. PSG planning is realized in the form of a PSG proposal. Based on the PSG proposal, it is then described more operationally in the form of a PSG work program. The PSG work program already contains elements of a plan, in accordance with the opinion expressed by Arikunto and other opinions as mentioned above.

Based on the discussion of the sub-theme, PSG Planning of Petra Vocational School of Malang City above, there are theoretical and realistic findings in the field, which can be formulated in minor and major propositions, the first sub-theme is about The implementation of PSG in this study, as follows:

Minor Proposition : In the mechanism and procedure for implementing the PSG planning program at Petra Vocational School, Malang City, the elements that have been carried out have been formulated, namely in the form of a detailed and operational description of the objectives of the Dual System Education (PSG).

Minor Proposition : In planning PSG at SMK Petra Malang City, it has been determined which element should do it, namely the PSG Working Group Team (Pokja) with its members consisting of teachers in relevant fields of study. Teachers who are involved in the PSG Working Group team members have specialists in the fields of Automotive Mechanical Engineering, Electrical Engineering, and Chesis.

Minor Proposition : In the PSG planning at Petra Vocational High School, Malang City, there is an element of when it will be implemented (time), namely the existence of a Model III "block release" time system. In addition, the planning of the PSG Program is designed for one academic year.

Minor Proposition : in the PSG planning at Petra Vocational School in Malang City, the elements where it is carried out, namely in schools and in the business/industrial world (dudi) have been included.

Minor Proposition : In the PSG planning at Petra Vocational School in Malang City, elements of how to do it (how to) have been included, namely coordinating with personnel or industries related to the implementation of Dual System Education (PSG).

Minor Proposition : In planning PSG at Petra Vocational School in Malang City, it has listed what elements are needed, namely in order to achieve the goal, PSG support organizations such as Pokja PSG, School Council, Partner Institutions, as well as PSG formation and school practice facilities are listed.

Major Proposition : PSG planning at Petra Vocational High School Malang is compiled in the form of the PSG Work Program, which is a fairly comprehensive plan, because it includes the elements contained in a good plan.

a. Organizing Dual System Education (PSG) at SMK Petra Malang City.

Then in the implementation of special policies / programs that involve many organizations / government agencies or various levels in this relationship according to Abdul Wahab (1997: 63) it can be seen from 3 (three) points of view, namely 1) Policy initiators / policy makers., Implementing officials in the field (the periphery), and 3) Individual actors outside government agencies to whom the program is aimed, namely the target group. Next, to better understand the implementation concept, it is necessary to explain the opinion of Daniel A Mamanian and Paul A S abatiar (in Abdul Wahab, 1997:65) which states that: Understanding what happens after a program is declared valid or the focus of attention is formulated Policy implementation, namely events from activities that arise after the ratification of state policy guidelines that include both efforts to administer and to have real consequences/impacts on society or events.

In relation to the implementation of PSG, in the dual system concept it is stated that to ensure the implementation of Dual System Education, an organizational institution is needed that is able to collect and mobilize all available resources and organize all activities to achieve the dual system objectives. This institution should be regulated through laws and regulations that regulate institutional organization at the school level, provincial level and national level, in an integrated system (Dual system concept in Vocational High Schools in Indonesia, Ministry of Education and Culture, 1994), a statement on the importance of institutions or Institutions that can support the implementation of PSG are listed in Kepmendikbut 323/U/1997 concerning the implementation of PSG in Vocational High Schools, Chapter III regarding implementation, Article 4, it is stated that to organize PSG, Vocational Schools must have a School Council (MS) and Couple Industry (IP).. Therefore, it can be argued that in order to organize a PSG, a School Council (MS) and a Partner Institution (IP) are needed. While in SMK, a Pokja (Working Group) is needed. PSG is responsible for the organization of PSG. Partner Institutions, hereinafter referred to as IP, are the business world/industrial world, private institutions or government or community institutions that produce goods and services and have the resources to jointly organize the PSG. Meanwhile, what is meant by the School Council, hereinafter referred to as MS, is the MPK formed at the school level. The Vocational Education Council, hereinafter referred to as MPK, is a forum for consultation, cooperation and coordination that participates in maintaining, growing, improving and developing SMK (Kepmendikbud No 323/U/1997).

The duties and responsibilities of each party, namely the company and the SMK, are divided into two, namely (a) the duties and responsibilities of SMK Petra Malang City and (b) the duties and responsibilities of the company. Duties and responsibilities of SMK Petra Malang City include: (1) preparing an Education and Training Program for students participating in PSG (2) making a cooperation contract agreement with the industry, (3) preparing students to take part in PSG, (4) with the industry determining teachers -teachers who are assigned as student mentors in schools, both to prepare students before carrying out activities in industry or evaluate student activities in industry and help overcome student difficulties. (5) organize training for the components of general education, applicable education, and (6) provide advice to the industry for the improvement of better education and training programs.

Duties and responsibilities of the partner industry, among others: (1) provide facilities related to educational and training activities that will be carried out in the industry, (2) determine the personnel assigned to conduct and train students in industry, (3) organize education and training in industry and according to the agreed curriculum or syllabus, (4) conducting continuous assessments of student activities related to work attitudes and skills, (5) giving encouragement and motivation to students to always be active and enthusiastic in participating in activities and training, (6) give warnings or punishments to students according to the nature of the violations committed during practice in the industry, after they get an explanation / work instructions, both orally and in writing, (7) provide recommendations to schools about the results of achieving "Student Activity Journal" while participating ape practices in industry, and (8) comply with each according to the results agreement between the school and the industry concerned.

The three elements of the organization mentioned above collaborated in organizing PSG at SMK Petra Malang City, the coordination was carried out by the Principal of SMK Petra Malang City. Technically operational, the relationship between the three elements supporting the PSG is carried out by the Head of the PSG Working Group (Pokja) at SMK Petra Malang City, with the assistance of its members. In fact, based on the research findings, a productive organizational element is the Pokja PSG. This can be seen at the start of the student placement activities for PSG. The chairman of the PSG Working Group, coordinates with the Partner Industry (IP) which has collaborated with Petra Vocational School in Malang City to be able to accept PSG students. Besides that, the Pokja PSG at SMK Petra Malang City coordinates with the School Council (MS), specifically to place students up to the competency test at the end of the third year. while regarding the mechanism of the working relationship between the school assembly, the partner industry and the vocational school in the context of organizing PSG, for more details on the mechanism, see the following diagram in the diagram.

Based on the discussion on the sub-theme of PSG's Organization of Petra Vocational High School in Malang, based on the theoretical discussion and research findings, it can be informed in the form of Minor and Major Propositions as follows:

Minor Proposition : PSG working group (Pokja) at Petra Vocational School in Malang City has made detailed and operational job descriptions (duties and responsibilities).

Minor Proposition : The PSG School Council (MS) at SMK Petra Malang City has made a detailed and operational job description (duties and responsibilities).

Minor Proposition : Cooperation between the PSG working group at Petra Vocational High School in Malang City, the School Council (MS) and Partner Institutions (IP), coordinated by the Principal of Petra Vocational High School Malang.

Minor Proposition : The cooperative relationship between the PSG working group at Petra Vocational High School Malang, the School, the School Council (MS), and the Partner Institution (IP), driven by the Chair of the Petra Vocational High School Malang Working Group.

Major Proposition : organizing PSG at Petra Vocational School in Malang is implemented by forming PSG supporting organizations, such as the PSG Working Group, School Council (MS) and Partner Institutions (IP).

b. Mobilizing Dual System Education at Petra Vocational High School, Malang City

In PSG activities at Petra Vocational School in Malang City, the leader of the PSG Working Group has a very dominant role. The driving force, starting from the teachers, students who are going to PSG, is to collaborate with partner institutions. Broadly speaking, the movement of PSG at Petra Vocational School in Malang City is illustrated in the following program of activities: Implementation of PSG: Student selection, PSG implementation, Monitoring and evaluation, Professional testing, Certification, Marketing of graduates (PSG Work Program of Petra Vocational High School Malang, 2019).

In essence, the movement of PSG cannot be separated from the Partner Institution (IP). In accordance with the characteristics of the PSG, the dual system can only be implemented if there is a willingness and willingness of the industry/company to become a vocational partner in implementing a dual system education program together (Dual System Concept in Vocational High Schools in Indonesia, Ministry of Education and Culture, 1994). Therefore, it requires the willingness and ability of SMK to become a partner. The duties and responsibilities to approach the business/industrial world are the PSG Pokja Team. Based on observations at Petra Vocational High School Petra Malang City, the main approach is the Pokja Chair. In addition, this is in accordance with the tasks of the PSG Working Group, including: Inventorying and exploring potential, establishing and formulating cooperation, drafting a PSG cooperation script with the industrial world. Arranging the placement of students to practice in industry, and maintaining continuity of collaboration with industry (PSG Cooperation Program at SMK Petra Malang City 2019).

The involvement of partner institutions (industry) in PSG is not only limited to the placement of PSG, but up to competency tests, for example in the implementation of the competency test in 2019/2020, a collaboration was held between Petra Vocational School of Malang City, with PT Citra Kenedes, CV Ivas Motor, CV Guntur, CV Progress. (Competency Test Program for Petra Vocational High School, Malang City)

Based on the discussion on the sub-theme of PSG mobilization at Petra Vocational School, Malang City, the above can be formulated as minor and major propositions of theoretical findings in research findings as the following presentation:

Minor Proposition : Movement of School Internal PSG is carried out by mobilizing teachers/teachers in the field of study and students as subjects in the implementation of PSG.

Minor proposition : Movement of PSG external to schools, carried out by mobilizing personnel managers, supervisors and practitioners from partner institutions appointed as PSG supervisors and examiners on competency tests and providing certification for successful students in PSG.

Minor proposition : Internal and external personnel have not been able to play an optimal role in the mobilization of PSG at Petra Vocational High School, Malang City.

Major proposition : Mobilizing PSG at Petra Vocational High School in Malang is the ability to mobilize all available personnel and resources for the successful implementation of PSG. Mobilizing resources, including personnel and facilities in internal schools and personnel and facilities in partner institutions (School External).

c. Control / control in Dual System Education at SMK Petra Malang City

Thus the success or failure of implementation can be evaluated from the point of view of its real ability by operating programs that have been previously designed (Abdul Wahab 1990:123-125), Goggin, et, al (1990:40), consider implementation as a dynamic process for study various matters relating to the policy and restructure the policy. Meanwhile, according to Pressman and Wildavsky said that implementation is a process of interaction between a set of goals and actions taken to achieve these goals (in Abdul Wahap, 1991:54)

So that there is input for the implementation of PSG that can provide feedback to schools, it is done verbally and in writing. Orally, through mentors and partner institutions. In writing, it can be through student reports at the end of the PSG implementation. In addition, to determine the success of PSG, control is carried out by carrying out tests. In the PSG work program, testing is carried out in the form of the EBANAS Final Examination (now UNAS), Vocational Tests (EBTA) and Professional Examinations (PSG work program at SMK Petra Malang City 2019). This test refers to the Ministry of Education and Culture No. 323/U/1997 concerning the implementation of Dual System Education (PSG) in Vocational High Schools. Chapter IX Research and certification, Article 23 paragraphs (1) and (2) as follows: (1) on the learning outcomes of vocational students, the results of work practices in partner institutions (IP) and the achievement of mastery of student competencies, an assessment is held, and (2) the assessment as referred to in paragraph (1) is enforced by examination. This is in accordance with what was stated by Munch 1991, that to measure students' abilities there are four kinds of qualifying exams, namely the mid-final exam (qualification exam) an exam to be able to become an instructor and an exam to take further training. Meanwhile, those who have the authority and competence to conduct assessments in Vocational High Schools are as follows: (1) theoretical assessment of learning outcomes is the responsibility of the Ministry of Education and Culture, (2) Assessment of the results of practical work in Partner Institutions (IP) is the responsibility of IP leaders, (3) assessment of mastery of competency skills is the responsibility of the School Council (MS) (4) assessment of competency skills at the provincial level is coordinated by the Central Vocational Education Council (MPKP) Kepmendikbud No 323/U/1997, Chapter IX article 24 paragraphs 1 to 4.

The findings in the study, there is no specific instrument used to provide feedback on the implementation of PSG at SMK Petra Malang City, in addition to the facilities mentioned above, namely student written reports and verbal reports from supervisors. Therefore, in the future it is necessary to propose a form of instrument that can be used to evaluate the implementation of Dual System Education (PSG), so that deficiencies can be identified, so that improvements can be made for the success of the PSG program itself. This instrument, which is specifically designed to get feedback on the organization of PSG, will be filled in by the Partner Institution (IP) and sent to the Vocational High School (SMK).

Based on the discussion on the PSG control sub-theme at Petra Vocational High School, Malang City, as part of the PSG Management mentioned above, then based on theoretical findings and report findings, it can be concluded by formulating in the form of minor and major propositions as follows :

Minor proposition : Dual System Education Control (PSG) which is carried out through student reports, namely Student Report Book: Dual System Education Activity Report in Industry. This Student Report book contains plans for student activities in industry and reports on educational activities with a dual system in Indonesia.

Minor proposition : Dual System Education Control (PSG) which is carried out orally, delivered by the Advisor, from the partner industry about what is conveyed orally to the PSG concerned through the PSG supervisor from the SMK.

Minor proposition : There is no instrument specifically designed as a tool for controlling PSG, to return from partner institutions to schools.

Major Proposition : Dual System Education Control (PSG) is carried out in three ways, namely through written reports by students, verbal reports from supervisors, PSG from Partner Institutions (IP) and through testing.

d. Internal that affect the implementation of Dual System Education at SMK Petra Malang City

Every policy that is implemented will certainly have an impact. In this connection (Islamy, 2000: 117), it was revealed that the failure of a policy to achieve its goals and many policies did not have the expected impact due to several factors, namely 1) Availability of limited resources, both institutions, material costs. time and so on so that the impact is expected. 2) Mistakes in administering state policy will reduce the impact of the policy. The explanation for other sources is that the chairman of the foundation sets aside part of his rights, for example building rent, assistance for practical tools such as computers, assistance for

personnel, and money, to meet needs in the learning process, for the benefit of students and teachers and employees.

Based on the discussion of the sub-themes that influence the internal factors of PSG at Petra Vocational School, Malang City, as part of the PSG Management mentioned above, then based on theoretical findings and report findings, it can be concluded by formulating in the form of minor and major propositions as follows:

Minor Proposition : Internal Factors Affecting PSG The school is carried out by coordinating the lecturers/teachers in the field of study in maximizing facilities and infrastructure, as well as students as subjects in the implementation of PSG at SMK Petra Malang City.

Minor Proposition : Internal factors behind PSG The school is carried out by mobilizing students from various regional backgrounds, partners who are appointed as PSG supervisors and examiners on competency tests and providing certification for students who are successful in PSG.

Minor proposition : Internal factors behind PSG School, implemented by moving parents to encourage their children to study properly and correctly in order to achieve the desired expectations.

Minor Proposition : Internal factors behind the School PSG, implemented by maximizing the available funding sources from Student Operational Assistance (BOS) and Foundation assistance, to support the smooth learning process.

Major Proposition : Internal factors behind the implementation of PSG at Petra Vocational School in Malang City are the ability to coordinate all available personnel and resources for the successful implementation of PSG. Resources that include personnel and infrastructure, the origin of the students as well as the economic conditions of parents and finances/funding within the school.

4.2. External factors behind the implementation of Dual System Education at Petra Vocational High School Malang City

a. Opportunity for Graduating from Petra Vocational High School in Malang City

In line with the condition of very limited facilities, it is not an obstacle to carrying out learning, why is that, that learning can be done anywhere, both in schools, communities and homes. With Covid 19, this does not reduce learning opportunities, because it can be carried out online via zoom, as well as about study rooms, no longer in magnificent buildings, large spaces, but can be done anywhere in limited space, the important thing is that there is a network. internet and adequate signal as well as available student facilities such as cellphones that can be used, and assistance by the field coordinator (korlap) can be from teachers and parents. In this assistance, especially students who are technology savvy (gatek), in this era, students do not experience too fatal obstacles, especially important information related to learning material information, depending on how to provide an understanding of the importance of effective learning, as well as correct learning.. This is what really needs to be conveyed to the general public, both people who have school-age children and people who do not have children or who do not have children, so the role of parents is very much needed in learning.

b. About companies that are ready to accept graduates

Regarding readiness to accept, basically all companies are ready to accept, only the needs of the community, and the needs of companies are very limited, with graduates of Automotive Mechanical Engineering (TMO) being accepted at the workshop level. his needs are very limited, which is accepted.

Based on the discussion of the sub-themes that influence the external factors of PSG at Petra Vocational School, Malang City, as part of the PSG Management mentioned above, then based on theoretical findings and report findings, it can be concluded by formulating in the form of minor and major propositions as follows:

Minor Proposition : External factors behind PSG The school is carried out by coordinating the Industrial Partners (IP) in maximizing real work practices as a dual system opportunity with students as subjects in the implementation of PSG at SMK Petra Malang City.

Minor Proposition : External factors behind PSG Schools are carried out by paying attention to the job market so that graduates do not find it difficult to get decent jobs, partners are appointed as PSG supervisors and examiners on competency tests as well as providing certification for students who are successful in PSG.

Minor proposition : External factors behind the PSG School, carried out by displaying the specificity of Vocational High School graduates, which are very different from other graduates,

Minor Proposition : External factors behind PSG School, implemented by maximizing resources to motivate students, apart from being motivated from yourself

Major Proposition : External factors behind the implementation of Dual System Education (PSG) at SMK Petra Malang City are the ability to coordinate all opportunities and resources available in a promising job market, the uniqueness of SMK graduates who are ready to work, as well as a partner industry and motivation for success, implementation of Dual System Education (PSG).

5. CLOSING

As the last description, in this chapter, three sub-chapters are described in succession, namely: Conclusions, Suggestions and Implications

5.1. Conclusion

1) Whereas the implementation of Public Policy based on Kepmendikbud No: 323/U/1997 in the Implementation of Dual System Education at SMK Petra Malang City, has been implemented including program planning, organization and coordination, as well as personnel mobilization and control or control, has been implemented but still not maximal.

While the indicators of Focus 1 will be concluded as follows:

- a. Mechanisms and procedures for implementing the Dual System Education Program at SMK Petra Malang City. Whereas the Dual System Education (PSG) planning is a fairly comprehensive plan because it includes the elements contained in a good plan, the formulation of which is through detailed and operational descriptions of objectives.
 - b. Organizing and Coordination between Institutions in the implementation of Dual System Education at SMK Petra Malang City. Whereas, Dual System Education Organizing (PSG) is implemented by forming supporting organizations, such as Pokja and Partner Institutions (IP) by making detailed and operational job descriptions.
 - c. Mobilize all personnel in the implementation of PSG at SMK Petra Malang City. Whereas, the ability to mobilize all personnel in the internal school towards the success of the Dual System Education (PSG) which is supported by the personnel resources in the Partner Institution is a form of cooperation both internally and externally.
 - d. Control / control in the implementation of PSG at SMK Petra Malang City. Whereas the control / control over the implementation of the Dual System Education (PSG) is carried out by both parties, namely the school and the partner institution, through student reports both in writing and orally, on all activities carried out
- 2) Whereas the factors that influence the implementation of public policies based on Kepmendikbud No: 323/U/1997 in the Implementation of Dual System Education at SMK Petra Malang City, are internal and external factors.

While the indicators of Focus 2 will be concluded as follows:

- a. Internal factors that influence the implementation of PSG at SMK Petra Malang City. Whereas the Internal Factors that influence the implementation of Dual System Education at Petra Vocational High School in Malang City are the availability and maximum efforts, including facilities and infrastructure, as long as students are so far from the outskirts of the city and outside the city as well as the condition of their parents in a weak economic group., as well as the available funds are sourced from the School Operational Assistance (BOS), from various things it is constrained by the Covid 19, so it has not been achieved properly.
- b. External factors that influence the implementation of PSG at SMK Petra Malang City. External factors that influence the implementation of Dual System Education in Petra Vocational High School Malang City, which are driven are; There are opportunities in the student environment and the needs of a promising job market as well as the specificity of graduates who are the choice of the community who need motivation to be more enthusiastic about learning.

5.2. Suggestion

Based on the conclusions of the study, it can be suggested:

- 1) For Petra Vocational High School, Malang City
 - a. In order for the planning in implementing the Dual System Education (PSG) at SMK Petra Malang City to be carried out properly, it is necessary to make plans that have been done so far to be even better.

- b. The organization has gone well, but it is necessary to maximize all existing personnel and improve so that there are no deviations and differences in direction and unproductive opinions.
 - c. In Mobilization, it is quite good, judging from the existing preparations, but it needs to be improved again in order to produce good results, especially to convince the community so that student growth and student quality are more effective in society, and do not increase unemployment which is a burden on the government and the state.
 - d. Concerning control is also good, this is realized in the form of reports and competency exams, however, it needs to be improved so that graduates of SMK Petra Malang can be competent with graduates of other institutions and can even become suppliers of productive workforce.
 - e. Internal factors, which are related to facilities and infrastructure, the origin of students who are far away as well as the limited economic conditions of parents and the ability of funds from which the Student Operational Assistance (BOS) source does not dampen interest in learning well and developing and sustainably.
 - f. External factors related to opportunities, the job market and even the uniqueness of graduates will motivate the general public to be more interested in studying at Vocational High Schools (SMK), especially SMK Petra Malang City.
- 2) For Principals at SMK Petra Malang City
- a. Introduction to partner institutions should be early, for example from grade 1 students so that students can adapt to the world of business / industry (DUDI) early. Therefore, the program to introduce students to the partner industry is recommended to be carried out as has been done by Petra Vocational School in Malang so far, namely since the Student Orientation Period (MOS) activity which is now Introducing the School Environment (MLS).
 - b. To foster cooperation between school principals in Malang City Vocational Schools, it is necessary to form the Association of Vocational School Principals. This association will be used as a medium for exchanging experiences and solving problems faced by SMKs, especially the management of PSG. Thus, the best solution can be found to support the success of implementing PSG at SMK Petra Malang City.
- 3) For the Ministry of National Education (cq Directorate of Vocational Secondary Education)
- a. It is necessary to carry out a national assessment (evaluation) program on the implementation of Dual System Education (PSG) at Petra Vocational Schools in Malang City for all study program groups as a whole so that it is known how far the implementation of PSG, industry participation and school readiness in organizing PSG, readiness of SMK graduates to enter business/industrial world. With the national PSG assessment (evaluation) it will be possible to know the National Dual System Education Participation Rate (APPSG).
 - b. It is necessary to renew the cooperation agreement between the Directorate of Vocational Secondary Education, the Ministry of National Education and association institutions/institutions related to Vocational High Schools, by emphasizing active participation with a mutually beneficial cooperation model for both parties, PSG is not just getting a certificate.
- 4) For Researchers
- For researchers, who are interested in exploring and studying more about Dual System Education (PSG) in Vocational Schools, it is recommended to conduct further research that has a more in-depth study and with a wider research space and research allocation that has a wider scope, for example in I/Provincial level area or several provinces. While the focus of research is directed directly at the interests of vocational students, for example regarding the readiness of Vocational High School students to enter the world of work/industrial world, or student participation in the implementation of Dual System Education which supports special skills for students in the next life.

5.3. Implications for Theory

Implication the results of this study consist of Theoretical implications and practical implications are:

1) Theoretical Implications.

- a. For the Scope of Science, research will expand knowledge in the field of study. Implementation of public policies based on Kepmendikbud No: 323/U/1997, in the proper implementation of Dual System Education.
- b. For other researchers, it is hoped that the research results will be a reference for the development and improvement of the title "Implementation of System Education". Dual (Study on the implementation of public policies based on Kepmendikbud No: 323/U/1997, in Dual System Education Management Functions) in SMK Petra Malang City. to improve the performance of an educational institution.

Of the several policy implementation models proposed by the experts mentioned above, the researcher focuses more on the policy implementation model proposed by Edward III in Sadhana (2013: 216) to be used as a reference in the study of policy implementation models regarding "The Implementation of Educational Systems". Dual (Study on implementation of public policies based on Kepmendikbud No: 323/U/1997, in Dual System Education Management Functions) in SMK Petra Malang City. to improve the performance of an educational institution.

- c. The researcher's reasons for choosing the policy implementation model from Edward III in Sadhana (2013: 216) as a reference in research studies, is because of the relevance of the problem formulation that the researcher made with the policy implementation model of Edward III in Sadhana (2013: 216), one of which approaches to implementation studies is to start by making abstract questions, such as: a). What are the prerequisites for policy implementation? b). What are the main inhibiting factors for the success of policy implementation?
- 1) How is the implementation of public policy based on Kepmendikbud No: 323/U/1997, in the implementation of Dual System Education at SMK Petra Malang City.
 - 2) What are the factors that influence the implementation of public policies based on the Ministry of Education and Culture No: 323/U/1997, in the Implementation of Dual System Education at SMK Petra Malang City.

Based on the description above, the findings of the dissertation are able to generate the idea that of the 4 (four) aspects stated in Edward III's theory, it turns out that the resource aspect does not significantly contribute to the implementation of the policy of Dual System Education Implementation at SMK Petra Malang City, because precisely with the existence of Education Dual System related to policy implementation in the form of strengthening the capacity or knowledge of the community, the resource aspect has more effective power in policy implementation. Dual System Education as intended in policy implementation, gives confidence to researchers that community empowerment is very relevant to be developed, especially in policies whose orientation requires massive community participation.

There is coordination within the governance framework regarding the Implementation of Dual System Education at SMK Petra Malang City based on Kepmendikbud No. 323/U /1997 concerning the implementation of Dual System Education, in the management functions of which are Planning, Organizing, Movement and Control and other internal and external factors, between cross-sectors as well as the community who play a role in accordance with their respective fields and resources in the success of the Dual System Education Implementation activities, although not all responsible parties are involved in the activities.

Cross-sectoral roles on the implementation of Dual System Education activities at Petra Vocational High School Malang City focused on planning, organizing, mobilizing and controlling as well as internal and external factors, increasing stakeholder participation, forming multi-sectoral partnerships and resource support and participation from the community. The existence of the condition of students below the minimum standard of 58 students, is a driving factor in providing motivation for the community to participate in activities to improve quality and quantity, Petra Vocational School Malang City, and supported by resources and funds. Furthermore, Sadhana (2013: 217) explains that: So to answer the question above, Edward III, proposes 4 (four) variables that greatly affect the success of policy implementation, namely: (1). Communication (communication); Communication is a means to disseminate information, both from top to bottom and from bottom to top. To avoid distortion of information conveyed by superiors to subordinates, it is necessary to have a time limit in the delivery of information, the information conveyed must be clear, and require accuracy and consistency in the delivery of information. (2). Resources (sources); sources in policy implementation play an important role, because policy implementation will not be effective if the supporting sources are not available. Included in these sources are: a). The staff is relatively sufficient in number and has the expertise and skills to implement policies. b). Sufficient or relevant information for implementation purposes. c). Support from the environment for the successful implementation of the policy. d). The authority of the implementer to implement the policy. (3). Disposition or Attitude (attitude); related to how the attitude of the implementer in supporting a policy implementation. Often the implementers are willing to take the initiative in order to achieve the policy, depending on the extent of the authority they have. (4). Bureaucratic structure (bureaucratic structure); A policy often involves several institutions or organizations in the implementation process, so that effective coordination between related institutions is needed to support successful implementation.

Based on the analysis of the description of the findings from the results of this study, we can find that, the researcher criticizes and completes the theory of the public policy implementation model proposed by Edwards III, because with the research on the Implementation of Dual System Education (Implementation Study based on the Ministry of Education and Culture No. 323/U /1997 in the Dual System Education Management Function) at Petra Vocational School, Malang City, can provide an illustration that in the aspect of human resources, it is necessary to pay attention to strengthening the capacity of its

resources, in implementing the Dual System Education program, and also to pay attention to network aspects. / field coordinator (Korlap) in terms of completing what has become government policy and always on an ongoing basis to create a safe social network (social safe network) both internally and externally.

2) Practical Implications

Based on the research results, the practical implications for :

- a. Vocational High School Managers and Implementers in general and Petra Vocational High School Malang in particular, in order to be able to recommend the Implementation of Dual System Education in the form of Field Coordinators (Korlap),

As input for the leadership of SMK Petra Malang City. Principals, Deputy Principals for Curriculum, and Heads of Departments to improve the quality / graduates in accordance with the profile of graduates of SMK Petra Malang outlined in the GBPP / KTSP / K. 13 thus providing valuable input for the government through the National Education Office.

- b. Business World / Industrial World (DUDI)**

In accordance with the input for the business world/industrial world (DUDI) which is a partner institution to increase its role in the implementation of PSG for Petra Malang Vocational School students, it will be useful for the community. The following is an input for the people of Malang City and its surroundings, especially for the implementation of public policies based on Kepmendikbud No: 323/U/1997 in the Dual System Education Management Function (PSG) and prospects for graduates of Vocational High School SMK Petra Malang City.

REFERENCES

- Abdul Wahab, Solihin. 1991. Decentralization Policy To Reach the Poor, Pioneer Theme No. 3 Malang.
- Abdul Wahab, Solihin. 1997. Policy Analysis From Formulation to Implementation of State Policy, Jakarta Bumi Aksara.
- Arikunto, S, 1988. Organization and Administration of Technology and Vocational Education, Jakarta: P2LPTK, Directorate General of Higher Education, Ministry of Education and Culture.
- Creswell, Jhon W, 2016. Research Design Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library.
- Edward III, George C (1980) Implementing Public Policy Washington: Congressional quarterly Press.
- Fatmah, 2014. Theory of Communication, Information and Nutrition Education Jakarta: Erlangga.
- Gudono, 2012. Organizational Theory, Yogyakarta: BPF.
- Hamali, Arif Yusuf. (2016). Understanding of Human Resource Management. Yogyakarta: CAPS.
- Hardjana, Agus M, 2003. Intrapersonal and Interpersonal Communication, Yogyakarta: Konisius
- Islamy, Irfan M. (1997) Principles of Formulating State Policy Jakarta: Bima Aksara
- Miles M. B Huberman, A. M. Saldana, J, 2014. Qualitative Data Analysis, a methods sous cebook, edition 3. USA, Sage Publication Translation TjeTjep Rohindi Rohidi, UI;Press
- Notoatmodjo, Soekidjo. (2009). Human Resource Development. Jakarta: Rineka Cipta.
- Robbins, Stephen P, 1982. The Administrative Process. Prentice-Hall of India Limited New Delhi.
- Rozaki, Zuhud, 2011. The Big 4 in Life. Jakarta: Elex Media Komputindo.
- Sadhana, Kridawati. (2013). Public Policy Reality. Malang: UM Press.
- Sulaiman, Agus Suryo, 2010. The Quantum Success. Jakarta: Elex Komputindo.
- Terry, George Robert, 2005. Fundamentals of Translation Management by GR, Ticoalu, GA. Jakarta: PT Bumi Aksara.
- Wursanto, 2015. Fundamentals of Organizational Science Jakarta: Andi.
- Yoto, 1997. Education and Training Management, Malang: Institute of Teacher Training and Education Malang, Ministry of Education and Culture.