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STRATEGIC PLANNING OF SMK CENTER OF EXCELLENCE BATCH 1 AS THE FOUNDATION FOR EMPLOYABILITY AND CHARACTER (A CASE STUDY AT SMKN 10 GARUT)

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ABSTRACT

The rapidly evolving labor market presents significant challenges for Vocational High School Centers of Excellence (SMK PK). This study explores the strategic planning of SMKN 10 Garut as an SMK Center of Excellence, focusing on employability and character development. Qualitative methods, including interviews analyzed through Atlas.ti and document analysis using SWOT, McKinsey, and PEST frameworks, reveal comprehensive strategic planning at SMKN 10. It emphasizes developing industry-relevant curricula and enhancing collaboration with the labor market. Similarly, strategies for character building optimize the Project for Strengthening the Pancasila Student Profile and Work Culture. The study recommends adopting strategic flexibility through flexible planning, resource utilization, and coordination to promptly respond to industry trends and technological advancements. Proactive strategies anticipate future needs and integrate new technologies, while reactive strategies ensure swift issue resolution and responsiveness. This holistic approach equips students with relevant skills and a resilient character, preparing them for global challenges

Keywords: strategic planning , employability. character development.

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INTRODUCTION

In the rapidly evolving era of globalization, vocational education plays a pivotal role in preparing the younger generation for the dynamic job market. Despite its acknowledged importance, graduates of vocational schools (SMK) often face significant challenges in finding employment that aligns with their skills and knowledge. This issue is exacerbated by a gap between theoretical expectations and empirical realities. Research indicates that the highest unemployment rates are among SMK graduates, suggesting a mismatch between vocational education goals and workforce needs. This introduction aims to provide an overview of the challenges faced by SMK graduates and potential solutions to address this gap, integrating theoretical frameworks with empirical data. By discussing policy contexts, international practices, specific programs, and strategic planning tools relevant to vocational education, this introduction hopes to improve vocational education quality and help SMK graduates better prepare for an increasingly complex job market.

The National Education System Law No. 20 of 2003 underscores the significance of education in fostering students' potential holistically, including religious, moral, and essential skills. The goal is to create individuals who are faithful, pious, have noble character, and possess the skills needed to contribute to society and the nation. Vocational education plays a crucial role in facilitating students' transition from school to the workplace by enhancing their knowledge and skills and helping them secure employment. Despite various government policies aimed at improving vocational education quality, challenges remain. According to the International Labour Organization (2022), the global unemployment rate in 2021 was 6.17%. In Indonesia, the Central Statistics Agency (2022) recorded an open unemployment rate (TPK) of 5.83% in 2022, with the highest unemployment rate among SMK graduates at 10.38%, surpassing high school (SMA) graduates at 8.35%. This phenomenon highlights the misalignment between vocational school goals and national education objectives as stipulated in the Republic of Indonesia Law Number 20 of 2003.

The gap between theoretical expectations and empirical realities indicates that the implementation of vocational education policies has not fully addressed labour market and industry demands. This issue is not unique to Indonesia; many countries have faced similar challenges where vocational school graduates' skills do not align with workforce needs. Several countries have reformed their vocational education systems to better align with evolving labour market conditions (Fuller, 2015; Hanushek et al., 2017; Özer & Perc, 2020; Shavit & Müller, 2000). These reforms aim to equip students with adaptable skills that meet changing labour market demands, providing a mix of general "soft" cognitive and social skills along with specific vocational abilities (Özer, 2020a). These efforts facilitate the school-to-work transition and help reduce youth unemployment rates (Muja et al., 2019a, 2019b). Vocational education pathways are often seen as a route to stable employment for vocational high school graduates who face difficulties continuing to higher education, referred to as a "transition system"

(Fuller, 2015). According to Finnish researchers, working life is not only the goal of vocational education but also a crucial component in shaping students' futures (Ryökkinen et al., 2022).

Turkey's Education Vision 2023 emphasizes extensive collaboration with industry sectors, inviting sector representatives to leverage their expertise in vocational education systems. This sustained cooperation has yielded significant outcomes. In countries with the lowest youth disadvantage, education systems are more integrated with the labour market, incorporating a modern system of "flexicurity" that blends flexibility and security, ensuring flexible labour markets with strong employment and income stability safeguards (Pastore, 2018). Proactive training schemes enhance employability and help young people transition smoothly from education to the workforce, addressing immediate employment needs and equipping young individuals with skills for long-term career development.

The Fourth Industrial Revolution has significantly impacted educational policies and strategies (Spöttl & Windelband, 2021). Vocational education must adapt to changes and align with specific skill needs. Learning from international efforts, Indonesia can reform its vocational education system by developing relevant curricula, enhancing industrial collaboration, and providing adequate educational facilities. A more integrative and sustainable approach to vocational programs is necessary to ensure SMK graduates possess the skills required by the labour market, enabling them to enter the workforce or create employment opportunities.

The Directorate General of Vocational Education's Center of Excellence Vocational School (SMK-PK) program aims to improve vocational school quality through workforce partnerships (Kepmendikbud No.165/M/2021). This program emphasizes cooperation between vocational schools and industries to produce graduates who meet workforce needs, aligning with Indonesia's Merdeka Belajar (Freedom to Learn) initiative. Developing the SMK PK curriculum to reflect industry needs and labour market demands is essential.

The Center of Excellence Vocational School program focuses on enhancing vocational education quality and performance through industry collaboration. Its goal is to establish vocational schools as centres of excellence, inspiring quality improvement in other schools. The program includes guidance from higher education institutions and emphasizes practical and sustainable cooperation with industries. This comprehensive approach is encapsulated in the "8+i Link and Match" program, which includes collaborative curriculum design, project-based learning, increased industry expert involvement, extensive field practice, competency certification, technological skill updates, applied research, and commitment to graduate absorption by the workforce.

The Merdeka curriculum's "Project for Strengthening the Profile of Pancasila Students and Work Culture" at SMK PK focuses on character development, aligning with Pancasila values. The Profile of Pancasila Students encompasses six dimensions: Faithful, Devoted to the Almighty God, and Having Noble Character; Global Diversity;

Cooperation; Independence; Critical Thinking; and Creativity. These dimensions guide the comprehensive development of students' character and competencies.

Project success relies on meticulous planning and execution, including time allocation, theme selection, and forming a facilitation team. Themes include Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Developing Body and Soul, Voice of Democracy, Engineering and Technology for National Development, Entrepreneurship, Employability, and Work Culture. Specific issues within these themes are identified to make projects relevant and engaging, addressing real-world issues that resonate with students.

The Center of Excellence Vocational School program's success depends on optimal strategic planning, providing a solid foundation for vocational education reforms

METHODOLOGY

This research is a qualitative study, Bogdan and Taylor (1975) as cited in Fitri (2021) explain that qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and behaviours observed holistically according to the place and background of the individuals. The research design uses grounded theory, a design employed by researchers to build a new theory, accompanied by explanations that support the theory. This theory is "grounded" in the data that has been collected and analyzed, which is discovered during the research in the form of processes, actions, or interactions that occur within it.

Data for this research were obtained using several data collection techniques, including interviews, document analysis, and observations at the Center of Excellence Vocational Schools in Garut District, specifically at SMK Negeri 10 Garut. The data collection was conducted meticulously. Interviews were employed to gather insights and firsthand experiences from various stakeholders at the vocational school, such as principals, teachers, and students. For the application of research data with the help of ATLAS.ti software (data processing procedures with ATLAS.ti)

The results of the analysis were then interpreted by clearly presenting the findings and linking them back to the research objectives. The practical and theoretical implications of the findings were elaborated in detail, providing a comprehensive understanding of the strategic planning of the first batch of Center of Excellence Vocational Schools as a foundation for excellence in employability and character.

RESULT AND DISCUSSION

Based on the results of data processing, the description of strategic planning in employability and character is as follows in Figure 1 and Figure 2.

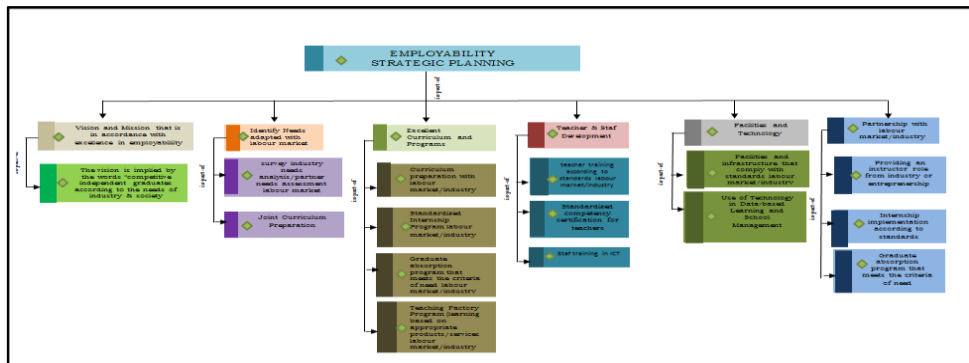


Figure 1. Strategic Planning as a Foundation Employability
Source: Results from network ATLAS.ti 23

Based on interview results, strategic planning for employability at the school begins with a vision statement that prioritizes improving employability. This is followed by formulating a clear mission and strategy. The school identifies job market and industry needs to develop a relevant curriculum. Key programs include curriculum development in collaboration with industry, internship programs to enhance employability, and optimizing teaching factories and absorption programs. Teacher and staff skills are developed through competency certification, ICT training, and updated learning resources and technology aligned with industry standards (DUDIKA). Facilities and infrastructure are developed to meet DUDIKA standards, and partnerships are strengthened by increasing DUDIKA partners and involving industry instructors and entrepreneurs.

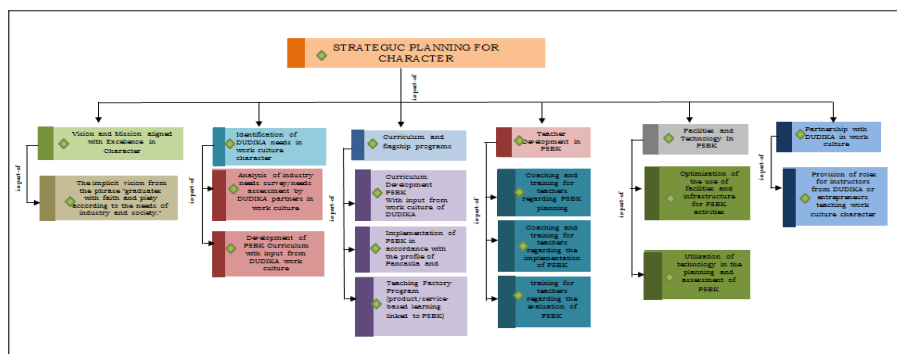


Figure 2. Strategic Planning as a Foundation Character
Source: Results from network ATLAS.ti 23

Based on interview results, the school's strategic planning for character development begins with a vision statement that emphasizes improving students' character. This is followed by formulating a clear mission and strategy. The school identifies job market and industry needs to be related to character and work culture to develop P5BK guidelines. Key programs include developing P5BK projects with DUDIKA input, optimizing teaching factories and absorption programs to instill character and work culture, and enhancing teacher and staff capabilities through ICT training and P5BK activity planning, implementation, documentation, and evaluation. Facilities and infrastructure are optimized for character and work culture projects.

Partnerships are strengthened by increasing DUDIKA partners and involving industry instructors and entrepreneurs to reinforce students' character and work culture.

The data obtained from processing with ATLAS.ti is also used as an additional source of information to complement the information from observations and document analysis. This is done to perform an internal analysis using SWOT and McKinsey analyses, and an external analysis using PEST analysis. The SWOT analysis of SMKN 10 Garut's employability highlights its significant strengths, opportunities, and threats, while also recognizing areas needing improvement. One of the school's notable strengths is its implementation of the "Merdeka" curriculum, which aligns with the labour market and industry needs by focusing on practical skills. The school integrates practical work experiences and internships, involving industry professionals, ensuring that its teaching methods remain relevant.

However, the analysis did not identify any significant weaknesses in most areas, except for the need to boost students' interest in entrepreneurship. This can be addressed by optimizing alumni networks and providing more support for students who do not pursue higher education or immediate employment. Opportunities for the school include developing a more comprehensive curriculum that meets the labour market and industry's needs, sharing best practices with other institutions, and leveraging community and industry partnerships for additional resources.

Threats to the school include the necessity for ongoing curriculum updates to match evolving industry requirements and maintaining teacher motivation and competency in line with these standards. Continuous curriculum updates are crucial to keeping pace with industry developments and sustaining teacher motivation and competency requires regular professional development aligned with industry advancements. By addressing these threats and weaknesses, and leveraging its strengths and opportunities, SMKN 10 Garut can further enhance its work capability and remain a leading vocational education institution.

In summary, SMKN 10 Garut has a solid foundation for enhancing student work capabilities through its comprehensive curriculum, strong industry connections, and commitment to continuous improvement. By addressing potential weaknesses, leveraging opportunities, and mitigating threats, the school can further strengthen its position as a leading vocational education institution. Effective implementation of the strategies outlined in the McKinsey 7S framework and proactive management of external factors through the PEST analysis will be crucial in achieving this goal. The results of interviews and document analysis regarding the Matrix SWOT analysis of SMKN 10 Garut as a Center of Excellence Vocational School Batch 1, Garut Regency in employability, are presented in Table 1.

Table 1. Matrix SWOT of Employability

S-O COMPETITION		S-T MOBILIZATION	
❖ Having a curriculum developed in collaboration with industry partners (DUDIKA) is a unique advantage for the school.		❖ Utilizing existing facilities efficiently and finding creative ways to increase the school's revenue can be achieved by optimizing each skill unit.	
❖ Increasing the number of DUDIKA partnerships, thereby increasing the			
W-O		W-T	DAMAGE
❖ Reviewing the school budget to identify areas where spending is		❖ Conducting a thorough	evaluation of the school

Source: Author's analysis

The S-O (Strengths-Opportunities) competition analysis highlights several unique advantages and opportunities for the school. Collaborating with industry partners (DUDIKA) to develop the curriculum not only ensures relevance to current industry needs but also enhances the school's attractiveness to prospective students and parents. Increasing partnerships with DUDIKA further increases the likelihood of student employability post-graduation, leveraging industry-standard facilities and infrastructure as key selling points. Certification of student competencies and the presence of DUDIKA-certified instructors add substantial value, promoting a reputation for high educational standards and fostering competitive advantage in attracting new enrollments. The integration of DUDIKA-standardized internships and product-oriented learning enriches student experiences, reinforcing the school's reputation and enhancing its growth prospects.

In terms of S-T (Strengths-Threats) mobilization strategies, the school can optimize existing facilities and creatively expand revenue streams through skill unit optimization and strategic partnerships with DUDIKA and community organizations. By prioritizing resource allocation towards enhancing teaching quality, the school can further capitalize on its strengths and mitigate potential threats.

Regarding W-O (Weaknesses-Opportunities) investment/divestment considerations, a critical review of the school budget can identify areas of inefficiency, allowing for the reallocation of resources to more strategic initiatives such as curriculum refinement or facility upgrades. Streamlining the curriculum by eliminating obsolete components redirects resources towards areas with higher educational impact, aligning the school's offerings more closely with market demands and enhancing competitiveness.

Finally, in W-T (Weaknesses-Threats) damage control, conducting thorough budget evaluations and efficient resource allocation addresses immediate challenges, while seeking alternative funding sources through local partnerships or fundraising initiatives to support sustainable growth and development. Collaborating with other

schools and local government entities further strengthens resilience against common challenges, promoting collective problem-solving and resource sharing to ensure long-term sustainability and educational excellence. By strategically leveraging its strengths and addressing potential threats through proactive measures, the school can navigate competitive pressures effectively and position itself as a leader in vocational education.

The S-O (Strengths-Opportunities) competition analysis emphasizes the distinct advantages SMKN 10 Garut possesses through its implementation of the Pancasila student profile project, designed in collaboration with DUDIKA. This unique curriculum development enhances the school's work culture and positions it to stand out by focusing on graduates who embody the characteristics aligned with the Pancasila student profile. Optimizing DUDIKA-standardized facilities and infrastructure for P5BK activities adds to the school's attractiveness to prospective students and parents. Moreover, the presence of DUDIKA-certified teachers and instructors significantly contributes to character building and work culture habituation, making internships that follow DUDIKA standards an additional appeal.

In terms of S-T (Strengths-Threats) mobilization, the school can efficiently utilize its existing facilities and explore creative revenue-increasing methods through skill unit optimization. Establishing partnerships with DUDIKA and community organizations supports the school's programs, including the Pancasila student profile projects and work culture activities. By allocating resources to improve the quality of these character development projects, the school can provide meaningful, real-world learning experiences for students in collaboration with DUDIKA.

Table 2. Matrix SWOT of Character

S-O Competition	S-T Mobilization
❖ Having a curriculum in the form of the Pancasila student profile project implementation plan designed with DUDIKA becomes a distinct advantage for the school that needs to develop a work culture.	❖ Utilizing existing facilities efficiently and finding creative ways to increase the school's revenue can be done through the optimization of each skill unit.
W-O Investment/Divestmen	W-T Damage control
❖ Reviewing the school budget to identify areas where spending is inefficient and reallocating those resources to more strategic areas.	❖ Conducting a comprehensive evaluation of the school budget and efficiently allocating resources to the

Source: Author's analysis

Regarding W-O (Weaknesses-Opportunities) investment/divestment strategies, the school should review its budget to identify inefficiencies and reallocate resources

to more strategic areas. This involves reducing or eliminating curriculum components that are no longer relevant or effective and redirecting those resources to address more pressing needs. This strategic resource reallocation ensures that the school invests in initiatives that yield the highest educational impact.

Finally, the W-T (Weaknesses-Threats) damage control strategies involve conducting a comprehensive evaluation of the school budget to allocate resources efficiently to the most urgent areas. Additionally, seeking alternative funding sources through local sponsors, donations, or fundraising programs can support the development of necessary facilities and educational resources. Identifying opportunities to collaborate with local government can also enhance character education and workplace culture, addressing common issues and ensuring the school's resilience and sustainability. By strategically leveraging its strengths, addressing weaknesses, and capitalizing on opportunities while mitigating threats, SMKN 10 Garut can position itself as a leading institution in vocational education.

Using the 7S McKinsey Framework, Implementing quality standards across all activities in vocational schools (SMK PK) ensures harmonious interdepartmental relationships and supports smooth operations, bolstered by team-building activities. A well-defined structure with core tasks, functions, and balanced Standard Operating Procedures (SOPs) is essential. Strengthening the system involves addressing information system deficiencies, optimizing existing systems, and enhancing performance. Leadership should balance work management to encourage performance improvement, with support provided through skill-relevant appointments and continuous training. Structured training in educational technology and relevant work standards, along with strong industry collaboration, ensures alignment with job market needs. The shared values of integrity, excellence, collaboration, accountability, respect, adaptability, empowerment, sustainability, professionalism, and innovation guide the school in fostering an environment that promotes continuous improvement in work capabilities and overall performance. The organizational structure must support this by allocating resources, defining roles and responsibilities, and ensuring coordination among units. Essential support systems include a curriculum embedded with Pancasila values, evaluation methods for student progress in character competencies, and reward mechanisms for positive character achievements. Leadership styles and management approaches should promote character development through these activities. Teachers and educators are pivotal in implementing the Pancasila student profile projects, fostering both soft and technical skills needed by the job market. The shared goal is to internalize Pancasila values, providing a moral and ethical foundation that will shape students' personal, academic, and professional lives.

Externally, the PEST analysis underscores the importance of adapting to political, economic, social, and technological changes. influence of changes in government education policies on school curricula and funding, vocational schools should conduct

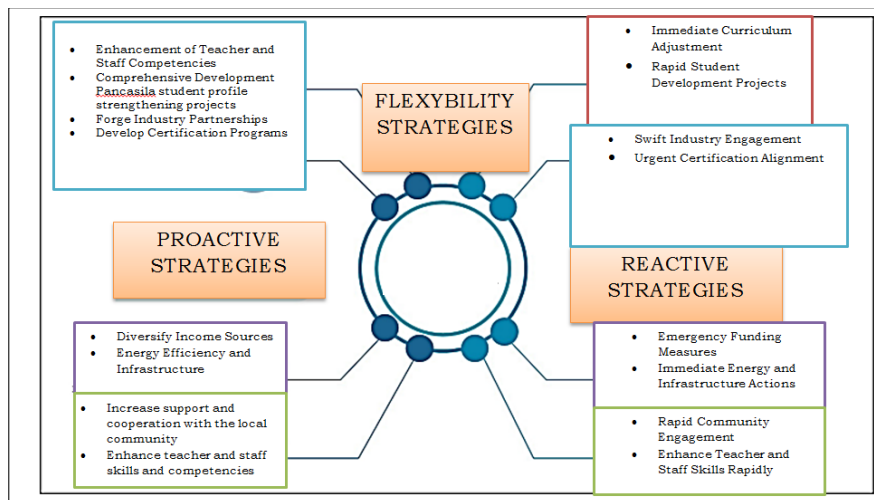
impact analyses, establish effective communication with stakeholders, and develop flexible curriculum planning and financial management. These measures enable swift adaptation to policy changes, ensuring educational continuity. To mitigate economic fluctuations and rising operational costs, schools should maintain financial discipline, reduce expenses, diversify income sources, invest in energy efficiency, and enhance financial skills among staff. Addressing the impact of rapid social and cultural changes, schools should strengthen ties with the local community through collaborative initiatives and engagement activities. To tackle challenges posed by delayed adoption of new technologies, schools should prioritize staff training in technology use and stay informed about technological advancements, ensuring competitiveness in delivering relevant education. To mitigate the impact of political policy changes on P5BK activities, vocational schools should foster effective communication with relevant stakeholders, ensuring they stay informed about policy developments and can advocate for considerations affecting P5BK initiatives. In response to economic growth's impact on P5BK implementation, schools should diversify funding sources, improve fund management efficiency, and develop internal self-sufficiency to maintain and enhance these initiatives amidst economic changes. Addressing changes in social trends and labour market needs, schools should actively monitor these trends and collaborate with external stakeholders, such as businesses and higher education institutions, to ensure P5BK character programs remain aligned with current societal and industry demands. Additionally, prioritizing staff training on technology use and conducting regular monitoring and evaluation of technology usage will support the optimal utilization of technology in achieving holistic character education goals, ensuring the effectiveness and relevance of character education initiatives.

Discussion

In the context of strategic planning for SMKN 10 Garut as a Center of Excellence Vocational High School, the integration of SWOT analysis, McKinsey 7S, and recommended strategies holds significant relevance to global reforms in the Vocational and Technical Education (VET) system. International studies show that VET reforms in many countries aim to align these educational institutions with the ever-changing labour market dynamics, with the primary goal of preparing students with relevant and adaptive skills to support their transition from school to the workforce (Fuller, 2015; Hanushek et al., 2017; Özer & Perc, 2020; Shavit & Müller, 2000).

In this context, the SWOT analysis at SMKN 10 Garut identifies internal strengths such as modern facilities and skilled human resources, as well as external opportunities like close collaboration with the local industrial sector. Strategic recommendations to optimize internal factors (SW) from the SWOT analysis and the McKinsey 7S Framework, such as increasing teaching hours from industry professionals and strengthening project-based learning, aim to prepare students with skills relevant to current and future industry needs (Muja et al., 2019a, 2019b).

Moreover, the OT approach from the SWOT analysis, considering PEST (Political, Economic, Social, Technological) factors, helps SMKN 10 Garut to identify threats such as technological changes and intense competition among educational institutions. This strategy enables the school to take proactive steps in adjusting the curriculum and developing strategic partnerships with the industry to ensure students have skills aligned with the evolving job market demands (Veres et al., 2021; Spöttl & Windelband, 2021). Thus, the integration between SWOT analysis, McKinsey 7S, and the global perspective on VET reform plays a crucial role in the educational strategy development at SMKN 10 Garut. This approach not only strengthens the foundation of students' employability but also leads to the development of flexibility, adaptive and responsive characters to future socio-economic and technological changes.



Picture 3. Center of Excellence Vocational High School Model Strategy Recommendation

Source: author's analysis

The rapidly changing demands of the business world and labor market present significant challenges for Vocational High School Centers of Excellence (SMK PK). To navigate these dynamic changes, SMK PK must be able to quickly adapt to new industry trends, technological advancements, and shifting employer needs. One key recommendation to address these challenges is the adoption of strategic flexibility. Strategic flexibility, which includes flexible planning, resource utilization, and coordination, is critical for SMK PK. Flexible planning enables the adjustment of curriculum and training programs according to the latest industry and technological developments. Flexibility in resource utilization allows for the optimization of teaching staff, facilities, and learning materials to quickly respond to labor market needs. Flexible coordination ensures that various departments and units within the SMK PK can work together effectively and adaptively to external changes. Innovation in services, processes, and management is essential for improving organizational performance, with a combination of these innovations being more effective for performance enhancement (Muhammad Awais et al., 2023). Additionally, establishing both proactive and reactive strategies is essential for SMK PK to remain relevant and

effective. Proactive strategies involve planning and executing actions that anticipate future needs and challenges, enabling institutions to continuously update their curriculum based on industry research, integrate new technologies, and foster partnerships. Reactive strategies focus on addressing immediate issues and unforeseen changes, ensuring quick responsiveness to new developments. These approaches are vital for ensuring that SMK PK can effectively prepare students for the evolving professional landscape.

Proactive strategies include the Regular Curriculum Update, which ensures that the curriculum remains aligned with the latest industry trends through ongoing research and feedback. The Comprehensive Development of Pancasila Student Profile Strengthening Projects focuses on building essential workplace skills and character traits in students. Forging Industry Partnerships involves creating strong connections with industry partners to provide students with practical experience and career opportunities. Developing Certification Programs aligns educational offerings with industry-recognized certifications, enhancing students' employability. Diversifying Income Sources through fundraising, partnerships, and additional educational services ensures financial stability. Implementing Energy Efficiency and Infrastructure measures reduces operational costs. Increasing Support and Cooperation with the Local Community fosters a supportive environment while Enhancing Teacher and Staff Skills and Competencies to ensure that educators remain updated with the latest developments.

Reactive strategies address immediate needs and challenges. Immediate Curriculum Adjustment responds quickly to urgent industry demands. Rapid Student Development Projects assess and develop necessary workplace skills promptly. Swift Industry Engagement establishes quick partnerships and internship placements. Urgent Certification Alignment ensures that students obtain the necessary certifications rapidly. Emergency Funding Measures secure additional funds in times of need. Immediate Energy and Infrastructure Actions address urgent operational efficiency needs. Rapid Community Engagement involves local leaders in urgent school matters. Enhancing Teacher and Staff Skills Rapidly through urgent training sessions ensures educators are prepared for immediate challenges.

These combined strategies enable the Vocational High School Center of Excellence to remain agile, responsive and aligned with the ever-changing needs of the job market and community. The Vocational High School Center of Excellence has developed a comprehensive proactive strategy to align its curriculum and operations with industry needs and community expectations. By regularly updating the curriculum based on industry research, the school ensures that students are well-prepared for the latest market demands. The focus on strengthening the Pancasila student profile through targeted projects emphasizes essential workplace culture skills, supported by continuous industry involvement. Forging strong partnerships with industry through

regular meetings and internship programs provides students with practical experience and career opportunities. The development of certification programs further enhances students' qualifications and employability. To sustain these initiatives, the school diversifies its income sources through fundraising, partnerships, and additional educational services. Implementing energy-efficient technologies and engaging with local community leaders contribute to cost savings and community support. Finally, regular training for teachers and staff ensures they remain up-to-date with educational technology and industry needs, maintaining high standards of teaching and staff competencies. This strategy positions the Vocational High School Center of Excellence as a dynamic institution responsive to both industry trends and community needs.

Table 3. Proactive Strategies Recommendations For Vocational School Center Of Excellence

Strategy	Action	Output	Performance Indicator	Timeline	Resources	Responsible Party
Regular Curriculum Update	Conduct research on the latest industry needs.	Curriculum aligned with industry trends.	Curriculum updated annually.	Every 6 months	Time, curriculum development team, research funds	Curriculum Development Team, Principal
Comprehensive Development Pancasila student profile strengthening projects	Identify workplace culture skills needed by industries.	List of required workplace culture skills.	Industry involvement in identifying skills.	Every semester	Time, research resources, module development team	Curriculum Development Team, Industry Coordinator
	Execution of Pancasila student profile strengthening projects.	Strengthened Pancasila student profiles.	Evaluation of project outcomes and industry satisfaction.	After each project	Project resources, time, project facilitators	Project Team, Industry Coordinator
	Ensure comprehensive development planning, implematation, and documentation of student character profiles in project reports.	Detailed profiles showcasing development in skills, essence, and dimensions of Pancasila student character.	Quality of profile development planning, implematation, and documentation and alignment with project objectives.	Ongoing	Documentation tools, assessment criteria	Project Team, Evaluators
Forge Industry Partnerships	1. Hold regular meetings with companies.	MOUs and partnership programs.	Number of MOUs signed and programs implemented.	Every quarter	Time, meeting funds, presentation materials	Principal, Industry Coordinator
	2. Provide internship programs for students.	Students interning at companies.	Number of students interning and feedback from companies.	Every academic year	Transportation funds, industry relations	Internship Coordinator, Supervising Teachers
Develop Certification Programs	1. Identify industry-required certifications.	Relevant certification programs.	Number of industry-recognized certifications and student participation.	Every 6 months	Research funds, time, certification experts	Curriculum Development Team, Certification
	2. Organize certification exams.	Certified students	Number of students passing certification exams	Every semester	Exam funds, venue, proctors	Teachers, Instructors, Certification Coordinator
Diversify Income Sources	Develop fundraising programs, establish industry partnerships, offer additional educational services	More diverse income sources	Number of fundraising programs, number of partnerships formed	Annually	Diversify Income Sources	Operational budget
Energy Efficiency and Infrastructur	Conduct energy audits and implement energy-saving technologies in the school.	Reduced operational costs	Amount of cost savings, energy efficiency levels	Every 6 months	Principal & Facilities Team	Infrastructure budget
Increase support and cooperation with the local community	Participation of Community Leaders	Invite community leaders to participate in school events and mentoring	Moral and material support from the community, increased student motivation	Number of community leaders participating, student satisfaction levels	Every 3 months	Principal & Public Relations Team
Enhance teacher and staff skills and competencies	Conduct regular training for teachers and staff in educational technology and industry needs	Teachers and staff up-to-date with the latest developments & Teacher	Numberscertification teacher and trainings conducted, participant satisfaction levels	Every 3 months	Principal & HRD	Training budget, instructors

Source: Author's analysis

The Vocational High School Center of Excellence has devised a proactive and rapid-response strategy to address immediate industry needs and enhance student and staff capabilities. The curriculum is promptly adjusted based on urgent industry feedback, ensuring relevance and alignment with market demands. Rapid student development projects are initiated to equip students with necessary workplace skills, with outcomes documented swiftly for continuous improvement. Swift industry engagement, including immediate meetings and internship placements, fosters strong partnerships and provides practical experience for students. Urgent certification alignment ensures that students obtain industry-recognized qualifications quickly. Emergency fundraising measures are implemented to secure additional resources as needed. Immediate energy audits and the implementation of energy-saving measures contribute to operational efficiency. Rapid community engagement and collaboration on projects strengthen community relations and support. Enhanced training for teachers and staff, along with prompt performance evaluations, ensures that the faculty remains competent and responsive to educational advancements. This strategy ensures that the school remains agile and responsive to both industry demands and community needs.

Table 4. Reactive For Employability & Character Strategies Recommendation For Vocational School Center Of Excellence

Strategy	Action	Output	Performance Indicator	Timeline	Resources	Responsible Party
Immediate Curriculum	1. Address urgent industry needs	Curriculum adjustments	Time taken to update curriculum	As needed	Time, curriculum development team	Curriculum Development Team,
	2. Gather rapid feedback from industry	Feedback from industry	Number of feedback sessions held, quality of feedback	As needed	Time, industry relations team	Curriculum Development Team, Industry Coordinator
Rapid Student Development Projects	1. Quickly assess industry-required workplace skills	List of necessary workplace skills	Speed of assessment and involvement of industry	As needed	Time, assessment tools	Curriculum Development Team, Industry Coordinator
	2. Launch Pancasila student projects promptly	Initiated projects	Number of projects launched, industry satisfaction	After each need	Project resources, facilitators	Project Team, Industry Coordinator
	3. Document project outcomes rapidly	Comprehensive student profiles	Quality and timeliness of documentation	Ongoing	Documentation tools, assessment criteria	Project Team, Evaluators
Swift Industry Engagement	1. Organize immediate meetings with companies	MOUs and partnership programs	Number of MOUs signed, number of partnership programs initiated	As needed	Time, meeting funds	Principal, Industry Coordinator
	2. Facilitate quick internship placements for students	Internship opportunities	Number of students placed in internships, company feedback	Academic periods	Time, transportation funds	Internship Coordinator, Supervising Teachers
Urgent Certification Alignment	1. Rapidly identify and align with industry certifications	Aligned certification programs	Number of certifications aligned, student participation	Every 6 months	Research funds, certification experts	Curriculum Development Team, Certification Consultant
	2. Expedite certification exams	Certified students	Number of certification exams conducted, students passing exams	As needed	Exam funds, venue, proctors	Teachers, Instructors, Certification Coordinator
Emergency Funding Measures	Develop emergency fundraising initiatives	Additional funds raised	Number of fundraising initiatives, funds raised	As needed	Operational budget	Principal, Income Diversification Team

Strategy	Action	Output	Performance Indicator	Timeline	Resources	Responsible Party
Immediate Energy and Infrastructure	1. Conduct urgent energy audits	Energy audit reports	Number of audits conducted, areas of improvement identified	Every 6 months	Infrastructure budget	Principal, Facilities Team
	2. Implement energy-saving measures swiftly	Reduced energy consumption	Amount of energy saved, cost reduction	As needed	Time, resources, technology	Principal, Facilities Team

Source: Author's analysis

Table on reactive strategies to improve students' employability and character at SMK Pusat Keunggulan. These strategies are designed to respond to changes in educational policies, economic fluctuations, and technological advancements. The strategies involve policy impact analysis, development of flexibility, identification and reduction of operational costs, diversification of revenue sources, staff training in technology use, and monitoring technological developments. Each strategy has a specific goal, actions to be taken, expected outputs, performance indicators, implementation timeline, responsible parties, and required resources.

To adapt to changes in educational policies, SMK Pusat Keunggulan implements two main strategies. First, the policy impact analysis strategy involves conducting impact analyses whenever new educational policies are announced. The output of this strategy is an adjustment plan ready for implementation, with performance indicators being the speed and effectiveness of the adjustments to the new policies. This strategy is implemented as needed by the principal and the policy team, using operational budget funds. Second, the development of flexibility in curriculum planning and financial management results in an adaptive curriculum and budget, measured by the number of policy changes successfully adapted. This is also carried out as needed by the principal and the curriculum team, using operational budget funds.

In addressing economic fluctuations, two main strategies are adopted. First, the identification and reduction of operational costs involve auditing operational expenses to identify areas for cost reduction. The output is cost savings without compromising quality, measured by the amount of cost reduction achieved. This strategy is implemented annually by the principal and the finance team, using the operational budget. Second, the diversification of revenue sources by forming partnerships with industries or local companies to obtain sponsorships. The output of this strategy is additional revenue sources, measured by the number of partnerships formed and the amount of funds obtained. This is carried out annually by the principal and the finance team, using the operational budget.

To respond to technological changes, two main strategies are implemented. First, staff training in technology use involves providing additional training to staff on the use of new educational technologies. The output is staff proficient in the latest technologies, measured by the number of training sessions held and the participants' satisfaction levels. This strategy is implemented every three months by the principal and HRD, using the training budget. Second, monitoring technological developments to adopt new and emerging technologies in education. The output of this strategy is

the adoption of relevant and up-to-date technologies, measured by the number of new technologies adopted. This is carried out every six months by the principal and the IT team, using the operational budget.

Table 5. Implementation of Proactive And Reactive Strategies

No	IMPLEMENTATION STEPS	PROACTIVE FOR EMPLOYABILITY AND CHARACTER	REACTIVE FOR EMPLOYABILITY AND CHARACTER
1	Forming the Implementation Team	- Form the curriculum and regular training teams with industry partners	- Form the crisis management and finance teams.
2	Detailed Action Plan	- Gather feedback from industry partners every six months. - Develop a quarterly training schedule.	- Develop contingency plans for crisis scenarios. - Assess and reallocate the budget as needed.
3	Communication and Socialization	- Inform teachers, students, and parents about curriculum changes. - Announce training sessions and provide	- Inform the school community about contingency plans. - Transparently communicate budget changes.
4	Monitoring and Evaluation	- Track alignment of subjects with industry needs and student performance. - Assess improvements in teacher and staff	- Conduct crisis drills and review plan effectiveness. - Track financial performance and adjust allocations.

Source: Author's analysis

The implementation of proactive and reactive strategies at the Vocational High School Center of Excellence involves the formation of specialized teams and the development of detailed action plans. Proactively, the school forms curriculum and training teams in collaboration with industry partners and gathers feedback every six months to ensure the curriculum stays relevant. A quarterly training schedule is established to enhance teacher and staff competencies. Reactively, crisis management and finance teams are set up to develop contingency plans and manage budget reallocations. Communication and socialization efforts include informing the school community abo

ut curriculum updates, training sessions, and contingency plans while maintaining transparency about budget changes. Monitoring and evaluation processes track the alignment of subjects with industry needs, student performance, and improvements in staff skills. Additionally, crisis drills are conducted to test the effectiveness of the plans, and financial performance is monitored to ensure optimal resource allocation. This comprehensive approach ensures that the school remains agile and responsive to both industry trends and potential crises.

Table 6. Implementing Strategies With Integrated Steps

NO	IMPLEMENTATION STEPS	PROACTIVE FOR EMPLOYABILITY AND CHARACTER STRATEGIES	REACTIVE FOR EMPLOYABILITY AND CHARACTER STRATEGIES
1	Forming the Implementation Team	- Create separate sub-teams proactive for employability and character strategies.	- Create separate sub-teams reactive for employability and character strategies.
2	Developing Detailed Action Plans	- Detail specific actions, responsible parties, timelines, and resources for each proactive strategy.	- Include contingency plans for unexpected challenges.

3	Communicating and Socializing the Plans	- Use meetings, newsletters, and social media to communicate proactive strategies. - Conduct workshops and training sessions to	- Use meetings, newsletters, and social media to communicate reactive strategies. - Conduct workshops and training sessions to build
4	Monitoring and Evaluation	- Establish a regular schedule for monitoring progress (monthly, quarterly). - Use performance indicators to measure	- Establish a regular schedule for monitoring progress (monthly, quarterly). - Use performance indicators to measure success and gather
5	Adjusting Strategies Based on Feedback	- Adjust proactive for employability and character strategies based on evaluation results and feedback.	- Adjust reactive for employability and character strategies based on evaluation results and feedback.

source: Author's analysis

The implementation of both proactive and reactive strategies for employability and character development at the Vocational High School Center of Excellence involves several key steps. First, the formation of implementation teams, with diverse representation from the school community and industry partners, ensures comprehensive and inclusive planning. Developing detailed action plans for each strategy includes specifying actions, responsible parties, timelines, and resources, while also incorporating contingency plans for unforeseen challenges. Communication and socialization of these plans are conducted through meetings, newsletters, social media, workshops, and training sessions to build understanding and support within the school community. Regular monitoring and evaluation schedules, using performance indicators, measure progress and gather feedback to assess the effectiveness of the strategies. Finally, continuous adjustment of both proactive and reactive strategies is based on evaluation results and feedback, ensuring that the school remains responsive and adaptive to both planned initiatives and unexpected challenges.

CONCLUSION

Strategic planning at SMKN 10 for enhancing employability focuses on developing a curriculum that meets the needs of the labour & industry market. Opportunities identified through SWOT analysis highlight the potential for developing a holistic curriculum that is responsive to industrial developments. Through PEST analysis, political and economic aspects are managed by analyzing the impact of changes in educational policies, disciplined financial management, and diversification of revenue sources. This enables appropriate investments in educational infrastructure and the development of relevant skills programs. Additionally, collaboration with local industries and higher education institutions provides students with contextual learning experiences, supporting the development of employability skills aligned with labour and industry market needs.

Strategic planning at SMKN 10 for building student character involves strengthening relationships with the local community, monitoring social trends, and understanding labour market needs to ensure the relevance of the character education programs. PEST analysis emphasizes effective communication with stakeholders and external collaboration, as well as investing in staff training on new technologies to

support holistic character education. The desired character traits align with the Profile of Pancasila Students, which includes being faithful, globally diverse, cooperative, independent, critical thinkers, and creative, along with a professional work culture. Character education encompasses spiritual and moral values, diversity, and cooperation through social and community activities, as well as developing critical and creative thinking through innovative curricula. The work culture includes discipline, responsibility, integrity, and a strong work ethic, facilitated through internships and industry partnerships. With this holistic approach, SMKN 10 focuses on enhancing academic abilities and building student character in line with the Profile of Pancasila Students, preparing them to face global challenges in the future.

The rapidly changing demands of the business world and labor market present significant challenges for Vocational High School Centers of Excellence (SMK PK). To navigate these dynamic changes, SMK PK must adopt strategic flexibility, including flexible planning, resource utilization, and coordination, to adjust their curriculum and optimize resources in response to industry trends. Innovations in services, processes, and management are crucial for enhancing organizational performance. Additionally, implementing proactive strategies to anticipate future needs and reactive strategies to address immediate changes ensures that SMK PK remains relevant and effective. These approaches are vital for preparing students for the evolving professional landscape. The implementation of these strategies involves forming specialized teams, developing detailed action plans, and establishing communication and socialization efforts. Regular monitoring and evaluation using performance indicators ensure that the strategies remain effective and aligned with industry needs and community expectations. Continuous adjustments based on feedback and evaluation results further enhance the institution's responsiveness and adaptability.

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