

Implementation of Double Track Program Policy in High School Based on East Java Governor Regulation No. 139 of 2018

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ABSTRACT

The Double Track Programme is a strategic policy made by the East Java Provincial Government which has been outlined through East Java Governor Regulation No. 139/2018 concerning improving the skills of high school students which aims to prepare students who do not continue their studies in order to increase the competitiveness of high school graduates armed with vocational skills to be able to enter the world of work. The scope of this implementation is adjusted in article 3. This research uses descriptive qualitative research by collecting data through observation, interviews, and documentation. This research involved 9 informants, namely teacher trainers, facilitators, students and the location of this research was carried out at SMAN 1 Montong, Tuban Regency, which has less than 50% of students who continue their studies. The results of this study reveal that the Double Track programme that has been implemented at SMAN 1 Montong also focuses on improving the hard skills and soft skills of students by collaborating the learning process of critical thinking, communication, and cooperation so that students can have the opportunity to work armed with their competencies. Through the double track programme in the future there will be more cooperation with DUDI and as a form of distribution after graduation to work according to the skills that have been learned.

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1. INTRODUCTION

According to the National Education System Law No. 20/2003, national education aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become

democratic and responsible citizens. The implementation of education seeks the process of self-development and human competence in order to have competitiveness to achieve success.

Producing students with high academic scores does not always reflect the real quality of education, because quality education is education that is able to develop the individual potential of students optimally. Currently, there are many high school graduates who choose not to continue their education, which of course also increases the unemployment rate based on education level. According to data from the Central Bureau of Statistics (2024) unemployment in high school in 2023 was 8.15% and was the second most unemployed after SMK. The number of high school graduates who do not continue has several factors, one of which is due to the economy (Sutianah, 2021). Graduates who want to work immediately, of course, need to be given special skills that are compatible with the needs of the world of work (Dominikus et al., 2023). High school students need to be equipped with hard skills to hone their abilities as an effort to equip them with competencies in the world of work and industry. However, hard skills alone are not enough and need to be balanced with soft skills. Soft skills are interpersonal skills that students can have as a suggestion for learning assistance efforts to equip emotional intelligence as the focus of self-mastery to enter the world of work (Abbas et al., 2020).

One of the East Java Governor's programs to overcome these problems is in accordance with what has been stated in Governor Regulation No.139 of 2018 concerning the double track program in high schools as a forum to prepare students who do not continue their studies. Through this program, students are expected to learn to hone hard skills by presenting practical knowledge by utilising local cultural heritage (Asrori et al., 2022). The double track program was created to provide students with skills so that after graduation students have the ability to become entrepreneurs or work in their area according to the skills they have learned (Diastara, 2020).

This double track programme has not been widely studied because the implementation of this double track programme is only found in East Java Province, so that outside East Java Province still does not know the details of this programme. In fact, this programme is a good and useful programme for every high school in Indonesia, not only in East Java Province, to reduce the unemployment rate at the high school education level. This programme also provides skills and knowledge about the entrepreneurial spirit to students is a strategic and very important step in the world of education today. This effort aims to shape students to not only be ready to become successful business actors in the future, but also to become individuals who have a strong entrepreneurial mindset, attitude and ability. By equipping students from an early age with entrepreneurial values such as independence, creativity, innovation, courage to take risks, and the ability to identify opportunities, they are expected to be able to face the challenges of the world of work and create their own jobs. Entrepreneurship education not only directs students to become entrepreneurs, but also forms resilient characters who are able to adapt and compete amid the changing dynamics of the global economy (Lestari et al., 2023).

So that students can also compete in the world of work and contribute to the local economy. This program is given to schools that have less than 50% of students who continue to higher education. Because in general, in high school education, students are prepared to continue their studies, in contrast to SMK, which is prepared for school with a lot of practical skills according to the field of study taken, so that SMK students are better prepared to go directly into the world of work compared to SMA graduates, because SMA students are not prepared to directly become skilled workers like students in SMK (Tri Sanjaya et al., 2021).

Policy implementation plays an important role in carrying out and optimising the outcomes of proposed projects and strategies. Policy implementation is not just the implementation of physical actions, but also includes analysis, planning, coordination, and evaluation to ensure the system runs effectively and efficiently (Firdianti, 2018) Program implementation is also a series of steps taken to carry out activities with the aim of achieving the results of the program. Every policy designed certainly has certain goals and objectives to be achieved. To find out the extent of achieving these goals, the policy must be implemented in reality (Fahmi, 2021). The implementation process involves systems, procedures, and mechanisms that have been designed by the government, as well as the ability of

apparatus or public officials to carry out these policies. Successful implementation does not only depend on one party, but on a complex process that includes coordination, collaboration, and synergy between implementing units (Tjilen, 2019). In the face of evolving dynamics and public problems, policy implementation requires the involvement of various actors so that goals can be achieved effectively and efficiently. The purpose of this research is also to know, analyse and describe the implementation of the double track program policy at SMAN 1 Montong based on East Java Governor Regulation No. 139 of 2018. The double track programme policy to provide relevant skills and entrepreneurial spirit of students and can encourage high school graduates to be ready to enter the world of work armed with certificates obtained based on the experience of students' hard skills and soft skills (yuningsih, 2022).

2. METHODS

This research uses qualitative research which has a descriptive nature which causes the process and meaning to be adjusted to the subject's perspective which is more highlighted (Fadli, 2021). This data analysis uses the Miles, Huberman and Saldana model where this model's paradigm view is positivism (Miles et al., 2014). Research data can be expressed through words, sentences, narratives and images (Ramdhan, 2021). Qualitative research makes researchers mingle directly with what is being studied in order to be able to understand the phenomena in the field (Rusandi & Rusli, 2021). To assess the credibility of the data obtained, a triangulation of sources, techniques, and time is needed (Sidiq et al., 2019). This study examines the implementation of the double track programme policy at SMAN 1 Montong, Tuban Regency. The teachers involved in this programme strive to collaborate to equip students with additional skills, both in the form of hard skills and soft skills, especially for those who do not continue their education to college and choose to go directly into the world of work after graduation (Kaharuddin, 2021). This research was conducted at SMAN 1 Montong, Tuban Regency, because this high school, when compared to the three schools that implemented the double track programme in Tuban Regency, had the largest number of tracer alumni of double track programme followers. To see how the programme was implemented, the researcher conducted direct interviews and field observations, supported by available report data. In the interview process, the researcher involved various parties, including 1 facilitator who bridged the programme to trainers, 2 Double Track Programme trainers who taught skills to students after training, 4 active students participating in the double track programme in culinary and multimedia skills, and 2 alumni from different batches to obtain diverse perspectives regarding the impact and implementation of the programme (Abdussamad, 2021).

In the stages of implementing the double track program policy based on East Java Governor Regulation No. 139/2018 article 3, namely, those who are active in the program. 139/2018 article 3, namely, the first is mapping students and mapping schools by collecting information about students' interests and recording students who may not continue their studies, secondly educators, trainers (instructors) who play an important role in delivering training materials according to competencies as evidenced by certificates of expertise, thirdly the financing of the double track program which is borne by the Regional Budget (APBD) of East Java Province, The fourth is the facilities and infrastructure that support the program to run well, the fifth is the training materials and program development that are compiled according to the Indonesian National Work Competency Standard (SKKNI) based on the existing jruusan, the last is certification which is a certificate given to students who take part in the double track program who have fulfilled the specified number of training hours and are required to take a competency exam.

3. FINDINGS AND DISCUSSION

Education plays a crucial role in improving the quality of human resources. Qualified human resources are able to manage natural resources well and provide optimal and efficient services to achieve community welfare. This improvement in human quality can be achieved through the development of abilities or competencies, both in the academic and non-academic fields. The double

track program is a strategic step in reducing unemployment, especially among high school graduates who often have difficulty finding suitable employment. Through East Java Governor Regulation No. 139/2018 Article 3, the program is implemented as a breakthrough in the upper secondary education system (Indrawati et al., 2023). In the East Java Governor Regulation, there is a scope of implementation, namely student mapping and school mapping; educators, trainers (instructors); financing; facilities and infrastructure; training and development materials; certification (Putra et al., 2020). SMAN 1 Montong implemented the double track program because according to the tracer study, the number of students from SMAN 1 Montong, Tuban Regency who continued their education was less than 50%. This is explained in table 1 below.

Table 1. Tracer Study of SMAN 1 Montong, Tuban Regency, 2022-2024

| No. | Year | College | Working | Not Woring | Number of Students | Percentage % (College) | Target 30% (College) | Note. Target (College) |
|---------------|------|---------|---------|------------|--------------------|------------------------|----------------------|------------------------|
| 1 | 2022 | 37 | 28 | 50 | 115 | 32,17 | 35 | Fulfilled |
| 2 | 2023 | 14 | 24 | 51 | 89 | 15,73 | 27 | Not Fulfilled |
| 3 | 2024 | 38 | 39 | 48 | 125 | 30,40 | 37 | Fulfilled |
| Amount | | 89 | 91 | 149 | 329 | | | |

Based on table 1. The results of the tracer study of SMAN 1 Montong in 2023-2024 the target achievement of students continuing college is still not fulfilled, so that it shows the tendency of students choosing to work immediately rather than studying. Through the double track program, it is expected that graduates will have competence according to their expertise and entrepreneurial spirit as well as experience in the field of business and products that have been studied and developed after attending training at school (Dinaloni & Indrawati, 2021).

In the initial stages of implementing the double track program based on Governor Regulation No. 139/2018, namely student mapping and school mapping. The double track program at SMAN 1 Montong was implemented in 2019 by submitting a proposal to the Sepuluh Nopember Institute of Technology (ITS) which cooperates with the East Java Provincial government in implementing the double track program. SMAN 1 Montong implemented 2 rombel namely culinary and multimedia skills, each rombel contains 30 students who will later form a Student Business Group (KUS) which has similarities with Micro, Small and Medium Enterprises (MSMEs).

Table 2. Profile of Double Track Program of SMAN 1 Montong, Tuban Regency

| | |
|---------------------------|---|
| Skill Topic | : Culinary Arts and Multimedia |
| Number of Classes | : 2 classes |
| Number of Students | : 57 students |
| Number of KUS | : 9 classes |
| Number of Transactions | : Rp. 2.000.000 |
| Number of Trainers | : 2 person |
| Number of DUDI | : 4 |
| Double Track Website | : https://www.sman1montong.sch.id/berita/detail/987870/double-track-gelar-bazar-dukung-peringatan-hut-ri-ke-79-di-sman-1-montong/ |
| Double Track Social Media | : https://www.youtube.com/watch?v=iYNneRrV5f0 |

Based on table 2. The number of learners participating in the double track program is 57 learners who are in grade 11 by grouping learners in skills that are tailored to the talents and interests of students. The talents and interests of these learners are grouped by filling out a google form that is distributed (Ulfah & Arifudin, 2022).

The second stage is to select educators, trainers (instructors) who will teach students the skills provided in accordance with the certificates held through a training program organised by ITS in collaboration with the East Java provincial government. The trainer for the double track program at SMAN 1 Montong is a teacher who has competence in accordance with the existing skills, namely the teacher who teaches catering has a home made pastry bakery business and the teacher who teaches multimedia has a YouTube channel called Pak Ro Studio. Trainers are not limited to providing knowledge of the teaching process, but are responsible for developing students who take part in the program (Zulfatunnisa, 2022).

In addition to hard skills, other important things are soft skills related to communication, attitude, and motivation. A trainer needs to have effective communication in order to convey complex material in a way that is easily understood by learners. A positive attitude and high enthusiasm are not only shown towards the training material, but also towards the development of the learners themselves. A good relationship between trainers and learners is essential to create a comfortable learning atmosphere and support the practice process optimally (Supriyanto, 2022). Each individual develops soft skills in different ways and at different speeds, so that the level of soft skills possessed varies from one person to another (Khafidah, 2018). Participants of the double track program at SMAN 1 Montong are also taught an understanding of soft skills so that they will be flexible in dealing with different situations, the views of others, and building positive relationships that will affect life in the work environment so that they can quickly adapt to the work environment (Wati et al., 2020).

The third in the implementation of the double track program policy is the financing used to finance the running of a program. The double track program funds come from the East Java Province Regional Budget (APBD) which is managed by the Education Office. Through this financing, it becomes a standard to regulate the components of the amount of operational costs of the education unit (East Java Education Office, 2018). Each learner gets a subsidy of Rp. 100,000, for each learner in one program to carry out practical activities. In addition, students in the double track program can also sell products online to learn how to market and through this, students will get additional income as a result of profits from sales to increase their entrepreneurial spirit.

After the financing stage, the next step is to complete the needs of facilities and infrastructure that support the learning process of students. The infrastructure of culinary skills at SMAN 1 Montong which is carried out in the former biology laboratory room is almost 90% sufficient such as stoves, ovens, storage racks, baking sheets, Teflon, and steamer. The multimedia skills infrastructure of SMAN 1 Montong is still inadequate because students still use mobile phones during the learning process in the school meeting room to print the results of the design and others are done by working together with the DUDI. Facilities and infrastructure are an important part of educational resources that cannot be separated from the education management system. These facilities cover various aspects, ranging from school buildings, land, administrative equipment, to equipment used directly in teaching and learning activities in the classroom (Bararah, 2020).

Then the next stage is training materials and program development which consists of learning materials, implementation schedules, DUDI cooperation, facilitating graduates with competencies. Preparation of materials is the initial stage that involves planning the actions that will be carried out by trainers and learners during the learning process. The purpose of this stage is to ensure that learning activities lead to the achievement of expected outcomes. This planning acts as a system that includes analysis of various interrelated components and must work in an integrated manner to achieve optimal learning objectives (Ananda, 2019). The learning materials that are prepared must be in accordance with the needs and developments that occur in society, especially in the business world and the industrial world (DUDI). Relevant material will help students to be better prepared to go directly to the work

environment. With the alignment between the knowledge gained at school and the demands of the world of work, students are expected to be able to become independent individuals and be able to apply theoretical knowledge into real practice in the field (Ulum, 2020).

This double track policy program can integrate hard skills and soft skills effectively, this integration can be called Lesson Study not only focusing on academic results or students' technical abilities, but also emphasizing the development of social skills such as communication, collaboration, and empathy. Therefore, this method is considered effective in combining hard skills and soft skills in a balanced manner (Lestari, 2024). Lesson Study provides an approach that allows the integration of technical and non-technical skills to occur naturally in learning activities. For example, when students engage in group discussions while conducting science experiments, they not only understand scientific material (hard skills), but also practice communication and collaboration skills (soft skills). Experiences like this prepare students for the world of work, where not only technical skills are needed, but also the ability to adapt in collaborative and culturally diverse teams (Sumanto & Sasi, 2024).

The schedule for implementing the Double Track program is flexible because it is carried out outside of regular class hours. Training is carried out for 2 terms and each term has 60 hours of lessons required with a total of 120 hours of lessons followed by Double Track program students within one year. The flexible program schedule makes it easier for trainers and learners because they can focus on the program and not disturb their regular class hours or learning, because the program on holidays can be held on Saturdays or Sundays. To support learning, the school also collaborates with local businesses to help improve learners' competencies. Learners need to have competencies that are in accordance with the skills material provided by the trainer. . The list of DUDI cooperation can be seen in table 3 below.

Table 3. List of DUDI Cooperation of SMAN 1 Montong, Tuban Regency

| No. | Business Name | Period |
|-----|--|---------|
| 1 | <i>Icha Bakery</i> | 2 Years |
| 2 | <i>Azfa Cake and Cookies</i> | 2 Years |
| 3 | Jurusan Bisnis Digital Institut Teknologi dan Bisnis Tuban | 3 Years |
| 4 | Promultimedia | 2 Years |

Based on table 3. According to Law No. 20 of 2003, Article 8 on vocational education is a secondary education that prepares students to work in certain fields. Through the double track program, the competence of students who do not continue their studies can master one of the skills so that they have the confidence to become entrepreneurs and the school world network with DUDI (Cholidah et al., 2024). Each individual shows their intellectual abilities in different ways, depending on their potential. This difference reflects that not everyone stands out in the same way, because everyone has unique intelligence and develops according to their environment, experiences, and efforts. This uniqueness makes each individual able to make valuable contributions in various aspects of life, both in the social, educational, artistic, technological, and other fields. According to Faruq & Alnashr (2018), humans are endowed with various types of intelligence or what is known as multiple intelligence. This intelligence includes, among others, linguistic, logical-mathematical, musical, kinesthetic, visual-spatial, interpersonal, intrapersonal, naturalist, and existential intelligence. Each type of intelligence does not develop uniformly in all individuals, but grows according to personal characteristics, interests, and stimulation obtained from the surrounding environment. Therefore, it is important for everyone to recognize the advantages of their respective intelligence in order to develop their potential optimally and make a real contribution to community life.

To showcase the work made by learners, a final project or portfolio is needed that supports the development of learners' skills to gain experience that helps adapt to the work environment. These portfolios will help learners demonstrate their ability to organise, analyse and develop innovative ideas. The network of cooperation formed by the school with DUDI to follow the development of the world

of work so that the competence of high school graduates can be absorbed by DUDI so that there is a need for adjustment, but on the other hand SMAN 1 Montong school also provides additional training such as how to make a job application letter, Curriculum Vitae, train job interviews, and job interviews and introduce several psychological test questions in job tests that can support their competition in the world of work (Fadillah, 2024).

The last stage is the certification process based on Government Regulation No. 19/2005 on National Education Standards (SNP), which states that certification serves as an instrument to ensure and maintain the quality of education. Learners who have attended the entire series of training and fulfilled the specified number of training hours have the right to take a competency exam as a form of evaluation of the skills they have learned. Double track program learners who have taken the competency exam are entitled to a competency certificate. This can be seen in table 3 below.

Table 3. Average Score of Learner Competency Test Results

| No | Skill | Average Score | Predicate |
|----|---------------|---------------|------------|
| 1 | Design Grafis | 90 | Satisfying |
| 2 | Culinary | 90 | Satisfying |

Through the average results of the competency test of students in table 2. which shows a satisfactory predicate, it is still necessary to attach importance to the course of reflection discussions as well to see the effectiveness of the running of this program whether it is in accordance with the objectives of the Double Track program. There are still many alumni of Double Track program skill participants who are not recorded after they graduate have worked anywhere and whether their current work matches what they have followed at school. Therefore, to identify improvements, it is necessary to first look at the obstacles experienced and then discuss them together to find solutions to existing problems (Setiyowati & Indartuti, 2022). The effectiveness of the program can be seen through the relationship of output with organizational goals whether the contribution of output has a big role in achieving goals, if it is large then the program can be said to be effective. This stage is related to an evaluation to know, understand, and see the learning outcomes of students in order to achieve the goals set for improvement in order to find out the shortcomings of the program to be reconsidered so that the results of the program held become more optimal (Purnomo et al., 2022).

4. CONCLUSION

The double track programme aims to equip high school graduates with job skills and an entrepreneurial spirit so that they are ready to enter the workforce. This policy is important to reduce unemployment and requires coordinated implementation to be effective. This study qualitatively examines the implementation of the double track programme at SMAN 1 Montong, which equips students with job skills. The programme includes student mapping, training, APBD funding, and certification according to competency standards. The first step in the implementation of the programme begins with the mapping of students and schools, namely by collecting data related to students' interests and recording those who are likely not to continue to the university level. The next stage involves educators and trainers (instructors) who have an important role in delivering training materials according to their expertise, as evidenced by the ownership of competency certificates. In terms of financing, the implementation of the Double Track Programme is fully financed by the Regional Budget (APBD) of East Java Province. To support the smooth running of activities, the provision of facilities and infrastructure is an important element. The training materials provided are arranged based on the available majors and refer to the Indonesian National Work Competency Standards (SKKNI). As a final stage, students who have completed the training according to the specified number of hours are required to take a competency test, and those who pass will be given a certificate as recognition of the skills they have mastered. This shows that there is a need for further alignment between the education office with schools and the industry to work together so that students after graduation still get help to

apply for jobs. For policy implementers, trainers and facilitators should strengthen coordination so that the programme runs optimally to ensure that students receive training according to their interests and potential. Policy makers should expand the scope of the programme to other provinces by adjusting the training curriculum to the needs of local industries and ensuring the sustainability of the programme through adequate regulations and budgets. This research could also be more comparative in different regions to identify successes and obstacles in implementing the programme for the long-term impact of graduates.

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