

School Contribution to the Community in the Implementation of Vocational High School Empowering Village Program in Kalibawang Sub-District of Wonosobo

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ABSTRACT

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The objectives of this study are (1) to analyze the contribution of SMK Negeri 1 Kalibawang in efforts to empower the village community of Kalibawang District through the implementation of the 'SMK Membangun Desa' program; (2) analyze the factors supporting the contribution of SMK in efforts to empower the village community of Kalibawang District in the implementation of the 'SMK Membangun Desa' program; (3) analyze the inhibiting factors for SMK's contribution in efforts to empower the village community of Kalibawang District in the implementation of the 'SMK Membangun Desa' program. The research uses a qualitative approach with phenomenological strategies in the implementation of the 'SMK Membangun Desa' program. The research was carried out at SMK Negeri 1 Kalibawang and the Kalibawang District Government. Data collection is carried out by interview, observation, and documentation techniques. Data analysis and validation using source *triangulation* techniques. The results showed that (1) the implementation of the 'SMK Membangun Desa' program is able to contribute to the improvement of human resources (HR) of the community and the economy of the Kalibawang community through community empowerment strategy-based activities that are integrated with the needs in the village and become one of the solutions to improve the competence of students in the industrial world and the productivity of students, including: *career center* on each competency of expertise (Motorcycle Engineering and Business, Accounting and Financial Institutions, Computer and Network Engineering), banana cultivation on SMK land, *entrepreneur e-workshop training*, marketing of *home industry products*, promotion of tourist village destinations, community service, sharing public health, and *launching* program 'SMK Building Villages towards superior SMK based on empowerment. (2) supporting factors in the implementation of the 'SMK Membangun Desa' program are the support of the village government, the ability of competent

vocational schools, adequate infrastructure and facilities, and the commitment of all SMK residents. (3) inhibiting factors in the implementation of the 'SMK Membangun Desa' program regarding time constraints that are the same as the *Coronavirus Disease 2019* pandemic, and program funding can be managed independently because it is not a program assistance from the government.

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Introduction

The implementation of education cannot stand alone, educational activities are closely related to other parties. There are at least three parties that play an important role in educational institutions, namely schools, communities, and families. These three parties must synergize with each other to improve the quality of education needed as a solution to problems in every aspect of life. In addition, education is one of the determining factors in people's lives (Damsar, 2011; Idi, 2011; Maliki, 2008; Nasution, 2010). The community really yearns for the synergy of school models that have advantages in the fields of science and technology, as well as other fields of general science that need to be packaged so that they find their advantages. Aware of the lag in the field of education, there must be an institution that is able to facilitate the needs of rural communities to achieve the social and economic welfare of the community (Rahim, 2007).

Various discourses that arise in society, one of which is that education must be held equally. Equity means that education must be enjoyed by anyone, anytime, and anywhere. The implementation of education is not only aimed at a specific society, but must be enjoyed by all walks of life. Another discourse that is of concern is that the community yearns for the role of education from vocational schools to be able to contribute thoughts, financial assistance, make works, tourist areas, and other educational technicalities. There are many things that can be contributed and done by schools to help the implementation of quality community-based education, ranging from using available services to their participation in decision making (Olive, 2015). Based on the results of a *pilot study* conducted by researchers in Kalibawang District Village, Wonosobo Regency, that among the community there are still many who do not know clearly about the role of schools in the values, knowledge, skills synergized to bring about community progress. It is conveyed so because in the perspective of the community who obtains education is the community group in the school environment (students). This certainly makes the community's view, bahwa SMK should hold various educational activities that can bring progress in people's life skills, such as holding community empowerment programs which include education and pelatihan, service, devotion sosial, and so on.

Furthermore, it was conveyed by the community, that SMK has never held a community empowerment education activity held specifically for the general public in Kalibawang, so the community really wants the realization of this activity, in order to improve the education of people's life skills in Kalibawang. Based on this, it can be seen that the level of education and skills possessed by the community is still low. This is also in accordance with data from the Central Statistics Agency (BPS) of Wonosobo Regency in 2020 which shows that penduduk in five years and above in Kalibawang District according to their education level in 2018 is recorded as follows. The population who graduated from elementary school was 12,667 people (45.05%), 3,976 people graduated from junior high school (14.14%), 1590 people graduated from high school (5.67%) and 417 people graduated from high school (1.48%) (BPS, 2020). SMK empowerment is one of the efforts made by the government, so that SMK can actively participate in every development program in the village. Building in rural areas will improve the welfare of people's social resilience. However, the problem that now arises is that the implementation of community empowerment in villages is still managed by the Ministry of Villages, not involving opportunities or the role of SMK in community empowerment in rural areas (Ministry of Villages, 2016).

Collaboration from sharing policy makers to build the nation in accordance with what has been emphasized by President Joko Widodo, namely Building Villages from the roots of the community. The collaboration of the three ministers was confirmed in the signing of a joint understanding between the Ministry of Home Affairs (Kemendagri), the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration (Kemendes-PDRT), and the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) (Firman, 2021). The collaboration of the three ministers together to provide assistance for thoughts, support, ideas, programs, and solutions related to the development and empowerment of rural communities. In addition, the three ministers are determined to explore experiences and learn from the community to make village development and state development a success (Nizam, Iskandar, & Karnavian, February 2021).

The form of concern for community empowerment can also be seen from several institutions in Indonesia. The Ministry of Transportation (Kemenhub) also pays attention to education and training in community empowerment programs. The education and training program that has been implemented is the empowerment of fishing communities in Juwana. The theme of the training held was *Basic Safety Training* (BST) and sailors' books for fishing boat crews. This training has been carried out for three days at the Kesyahbandaran and Port Authority (KSOP) office of Juwana Port, Pati Regency, Central Java (Public, 2017). Concern for community empowerment was also conveyed by the Center for the Development of Vocational Education

Quality Assurance (BBPPMPV) Agriculture, Ministry of Education and Culture, encouraging SMK in Cianjur to contribute concretely to the empowerment of rural communities. In this case, SMK and villages definitely need facilitation of competency improvement and possibly distribute the facilities and infrastructure needed by the village community (Febriyanto, 2021).

Research on exploring the local potential of villages through community empowerment shows the results that improving the ability by exploring the local potential of the community is important, especially for rural communities, community empowerment is a way so that local potential can be built so that it is effective to change life in a better direction (Endah, 2020). Based on Endah's research (2020) mentioned above that the role needed in exploring the potential of local villages is from local governments, especially village governments, this shows that the role of SMK in exploring the potential that exists in the village needs to be further researched, so that it is a form of utilizing the potential of the village community to provide positive value for the welfare and socio-economic living standards of the community. Research on the approach of livelihood assets in development in villages, shows the results that livelihood resources in the form of physical and financial assets owned by fish farming communities are still low in terms of control of production equipment, bargaining position of farmers, and capital. In essence, livelihood resources in the form of human, natural and social assets are good but need to be improved in terms of (1) mastery of cultivation technology and processing of products, (2) management, environment and (3) development of business networks (Riauningrum & Cholid, 2018).

Based on the research of Riauningrum and Cholid (2018) mentioned above, the contribution of SMK to the implementation of development in the village still needs to be studied in more depth. The role of schools in this case is SMK as an educational institution that has superior human resource value, of course, it can be a meaningful contribution to development in the village. Research related to community participation in village development, revealed the results that community participation in Desa Pabuaran in decision *making*, *implementation*, and *evaluation*. Partisanship carried out by the community in the form of direct participation and representation. Direct participation and representation in *decision making* in the form of ideas/ ideas, in *the implementation in the* form of energy, funds, food, and expertise. Furthermore, for the *evaluation* stage, participation is represented by the Village Consultative Body (Purbantara, 2018).

The findings of Purbantara's research (2018) mentioned above, one of which is that there has not been cooperation within-tansi education such as SMK. This cooperation is expected to increase rural competitiveness, as well as the need for promotional media for strategies on a local rural scale and outside the region. Research on peran serta masyarakat dalam penyelenggaraan pendidikan conducted by Lestary, Imron, and Degen (2020) showed the results that (1)

participation needed such as thoughts, energy, facilities and goods owned by the community, (2) elements of community participation such as the Head of the Damer Island Underground Mine, parents of students, village institutions, religious leaders, (3) in programs to increase participation by analyzing the problems, potentials and needs of the community, (4) recognizing the existence of the community, fostering a sense of belonging, a sense of trust, including community leaders in every activity and providing freedom in providing input and suggestions, (5) the level of community participation from both schools is still in placation rate, and (6) the results and impact of community participation are felt by the school and the community itself (Lestary, Imron, & Degen, 2020).

The findings of lestary's research, et al (2020) are that there has been an impact on community participation felt by educational institutions, namely Junior High Schools (SMP). However, there have been no findings that examine the contribution of SMK to rural communities in village and vocational programs. Therefore, synergy between SMK and the community is needed to realize village progress. Research related to rural development strategies through the regulation of the Regent of Cilacap number 76/2022 concerning Proud to Build Villages, shows the results that village development in Cimrutu Village has a very slow development direction, has a low awareness of the importance of education, competitiveness of local economic products and suboptimal agriculture, and many infrastructures that are in poor condition such as district roads and village roads (Lestari, Alamsah, & Yuningsih, 2018).

The findings of the Research on Lestari, Alamsah, and Yuningsih (2018) mentioned above are that the Cilacap Regional Government in implementing development in the village is very slow, so it is necessary to cooperate with educational institutions such as SMK to improve new strategies in the implementation of empowerment and development in the village. Research on the analysis of the empowerment of community institutions as partners of the village government in the development process shows the results that (1) social institutions in Percut Village do not play an active role in village development planning, (2) community empowerment does not run effectively in Percut Village, due to the influence of empowering village community organizations as village government partners. This development condition is caused by the suboptimal stages of the development planning process in each hamlet which includes the preparation stage, discussion of activities, and prioritization of activities to be submitted to the level of musyawarahplanning for village building (Angelia, Masitho, Zulyadi, Hidayat, & Hariani, 2020).

The findings of angelia's research, et al (2020) are that village development has been carried out through village government partners, but the results are not running effectively and do not play an active role. In connection with these findings, it is necessary to conduct further research

that examines village development with partners from educational institutions through the 'SMK Membangun Desa' program. Research on the role of superior services in improving the quality of government agency services at the Subdistrict office in Bogor shows the results that the quality of excellent service in Bogor District must be improved both in terms of human resources and infrastructure and facilities. In terms of human resources, aspects that need to be improved are related to reliability, responsiveness, competence, access, politeness, communication, credibility, and understanding in serving the needs of the community. Meanwhile, infrastructure and facilities must be improved, especially restrooms and waiting rooms (Yusyanah, 2022).

Based on Yusyanah's (2022) research above, it can be seen that excellent public service is a skill and obligation that must be given by every government apparatus to the community and also to stakeholders, so that services to the community are expected to be provided in a timely manner. In this regard, Yusyanah (2022) also suggested that related research for community services also needs to be carried out with a different approach, one of which is through the 'SMK Membangun Desa' program. Research on the empowerment of village communities in improving family welfare through rattan wicker training shows the results that (1) the empowerment of village communities through rattan weaving training in Buntoi Village, has been carried out well, and can help improve the welfare of the community, (2) the driving factor for the implementation of aayaman training to make rattan bags and mats is adequate natural potential, the availability of raw sources that are easy to obtain materials around Buntoi Village area helps to obtain raw materials for easy production, so there is no need to doubt the problem of raw materials, and (3) the inhibiting factor of wicker training in making rattan bags is that the government is not optimal in counseling the use of production equipment provided to industrial owners and the lack of production assistance (funding) provided to industrial owners and the lack of assistance in rattan bag making activities (Daniel & Wiwin, 2022).

Based on the research of Daniel and Wiwin (2022), it can be seen that with the rattan weaving training organized by the government, it can lead to increasing community welfare. However, there have been no findings that examine the impact of implementing the 'SMK Membangun Desa' program with community empowerment strategies. Research on the challenges and opportunities of community empowerment programs in Indonesia during the *coronavirus disease 2019 (covid 19)* pandemic through the role of higher education strength shows the result that more the role of universities has a role in community empowerment practices, both directly and indirectly through the implementation of the tridharma perguruan tinggi. It's just that, in its implementation, the role of universities in community empowerment practices, especially during the *Covid-19* pandemic is not as simple as imagined. Although there are opportunities in

implementing community empowerment, of course there are also forms of challenges that will be faced by universities in implementing community empowerment (Saleh & Mujahideen, 2020).

Based on the research of Saleh and Mujahideen (2020) mentioned above, it can be seen that the main goal in community empowerment is not only to overcome problems related to economic income, but also to make the community have the ability to meet the economic and social needs of the community. The practice of community empowerment is not only understood as a change activity carried out from within individuals, communities or organizations but also requires support and encouragement from outside parties, especially support from educational institutions that have a role in empowerment practices such as SMK. In connection with these conditions, there should be strategic policy steps from the government that must be further researched, such as the 'SMK Membangun Desa' program, so as to strengthen the role of educational institutions, as well as to answer challenges and opportunities in the implementation of community empowerment during the *Covid-19* pandemic.

Based on the description of previous studies above, many empowerment, education, and training programs have been carried out by several institutions, but not many have carried out outcommunity empowerment in the 'SMK Membangun Desa in Kalibawang District' program. Furthermore, peran SMK who are involved in empowering village communities to supervise the implementation of the 'SMK Building Villages' program and the implementation of lawson villages that regulate the position and type of villages, village arrangements, village authorities, village government administration, rights and obligations of villages and village communities, village finances and assets, as well as village and rural development (Kemendikbudristek, 2021; Legislation, 2014).

Menengan Vocational School in the central Java province area Kabupaten Wonosobo Kalibawang District, namely SMK Negeri 1 Kalibawang, which does not mind this policy, so that its call in participating in village development and increasing community empowerment in villages throughout Kalibawang District states that it is a driver of the local economy and is ready to recite its knowledge in rural areas, although in its implementation there are several obstacles. The obstacles are based on an interview with the Head of SMK Negeri 1 Kalibawang, that the obstacles in the implementation of the 'SMK Membangun Desa' program include aspects of administrative legality, so that this village assistance activity is more considered as school promotion, the assumption of the community who think that this program is a assistance program from the government, in addition to the funding risks borne by the SMK themselves. This certainly makes SMK Negeri 1 Kalibawang to find the right solution for the realization of the implementationofthe program.

Based on the description above, it is necessary to conduct research on the contribution of the potentials of SMK Negeri 1 Kalibawang to the empowerment of communities in rural areas through the 'SMK Membangun Desa' program. In addition, it is necessary to explore factors that can support and hinder the contribution of SMK Negeri 1 Kalibawang to community empowerment in Pedesaan Kalibawang considering the lack of information related to this matter so that it is difficult to determine strategic steps to strengthen the relationship between SMK and rural communities.

Method

This research uses a qualitative approach with phenomenological types. The phenomenological approach in this study is to examine the phenomenology in the implementation of the 'SMK Membangun Desa' program. Consideration uses this approach because the purpose of this study is to obtain accurate information about the phenomenon of the implementation of the 'SMK Membangun Desa' program. The research data is taken from the results of interviews with open-ended questions and documentation data. Documentation data is taken from data on the results of the implementation of the SMK Building Village program. Data from the results of open interviews are taken from interview data with educational institutions, namely SMK Negeri 1 Kalibawang and village government agencies in Kalibawang District, Wonosobo Regency. With regard to the foregoing, the following are the parties who were used as the main informants in this study, namely: 1)Principal, as a party who knows and understands the management process in the school about the 'SMK Membangun Desa' program, 2)The 'SMK Membangun Desa' Program Audience Team, as a team for the socialization of the 'SMK Membangun Desa' program which knows directly the implementation process of the 'SMK Building Village' program, 3)The Implementation Team of the 'SMK Membangun Desa' Program, as a team to implement the 'SMK Membangun Desa' program which knows directly the implementation process of the 'SMK Membangun Desa' program, and 4)The Village Government in the Kalibawang Subdistrict Area, as a partner outside the school, is responsible for being an object in efforts to empower the community in the 'SMK Membangun Desa' program.

Result and Discussion

The readiness of management and planning as an effort to make the implementation of the 'SMK Membangun Desa' program a very important role in the implementation activities to determine the type of program 'SMK Membangun Desa' to be developed and the procedures for implementing the program, the preparation of a program committee consisting of an audience team and an implementation team. Data obtained during the study showed that the educational

institution, namely SMK Negeri 1 Kalibawang, had prepared the management of the 'SMK Building Villages' program properly and in accordance with the needs of the village community.

Contribution of strategy implementation of the 'SMK Building Villages' program

The preparatory model for the SMK Building Village program implemented by SMK Negeri 1 Kalibawang is carried out with a community empowerment strategy through: 1) Mission and goal determination, 2) Environmental analysis, 3) Self-assessment, 4) Strategic decision making, and 5) Strategic implementation and control

Once a strategy is determined, it must be translated into an operational plan. Programs and budgets are developed for each function. A short-term operational plan is prepared to efficiently use resources. Controls should be developed to evaluate performance as a strategy begins to be used. The implementation of the SMK planning for village building must be in accordance with the steps planned in the SMK Building Village program towards a superior SMK berbasis of village community empowerment as follows: 1) Planning, 2) Organizing, 3) Implementation, and 4) Evaluation. The findings in this study are that the contribution model to the implementation of the SMK Membangun Desa program is to use a community empowerment-based activity program strategy to improve the quality of village community resources which include aspects of knowledge, skills and competitiveness in facing the needs of the community in line with the development of the Asean Economic Community (AEC) which has entered the rural sector. The programs in question include (1) *career center* competence expertise Teknikk and Bisnis Sepeda Motor (motorcycle injection technology surgery training for the community / workshop), (2) *career center* competency expertise Akuntansi and Keuangan Linstitution (basic computer training and bookkeeping for PKK), (3) *career center* competence expertise Teknik Computer and Network (basic computer training and office applications for village officials), (4) banana cultivation on SMK land, (5) *entrepreneur e-workshop* training for the community, (6) marketing of community *home industry* products, (7) promotion of tourist village destinations, (8) community service, (9) *sharing* public health, and (10) *the launching of* the 'SMK Building Villages' towards superior vocational schools based on empowerment.

Based on the exposure to the implementation of contributions to the SMK Building Village program strategy above, the research that has been stated in this study is in line with the results of previous research which states that there is a quality of service contribution to improve and empower knowledge and life skills, as well as the community's economy. In addition, aspects that need to be improved are related to competence, access, politeness, communication, credibility, and understanding in serving the needs of the community (Yusyanah, 2022).

Some of the strategies mentioned above have proven to make a strong contribution to the existence of SMK Negeri 1 Kalibawang which includes (1) the attribution of the SMK Building Village program to community empowerment in improving *skills* in the field of information and technology for village officials, PKK administrators and service *skills* community motorcycles in Kalibawang District can improve the competence of village officials, PKK administrators and motorcycle workshop owners, (2) the contribution of the SMK Building Village program to community empowerment in improving the village economy in Kalibawang District, through entrepreneurship seminars and the creation of *the* MK Shop marketplace can increase sales turnover from the home industry of the Kalibawang community, (3) The contribution of the SMK Building Village program to make "Tempurejo and Mergolangu Tourism Village Destination Promotion Videos" can be used as a means to introduce Mount Sahru and Mount Lanang Tourism so as to increase visitors to tourist locations.

Supporting factors for the implementation of the SMK Program to Build Villages

The implementation of the SMK Building Village program, of course, there are supporting factors. The supporting factors of the program are the support and cohesiveness in the implementation team as well as support from sub-district agencies and village governments, planning, scheduling, competent human resources, adequate infrastructure and facilities, program motivation, and marketing of product results. In addition, based on several sources of information obtained by researchers, there are supporting factors so that SMK Negeri 1 Kalibawang is able to carry out the SMK Building Village program. The factors in question include the following:

1. Human Resources at SMK Negeri 1 Kalibawang who are produktif.
2. Awareness from SMK Negeri 1 Kalibawang towards education for the community.
3. There is support from Kantor Cabang Dinas IX of the Education and Culture Office of Central Java Province and the ranks of the Kalibawang District Muspika.
4. The teamwork of the SMK Building Village program is solid and able to coordinate between each team.
5. There is support from the Kalibawang District.
6. Participation of village heads and village officials, as well as communities around Kalibawang District in the SMK Building Village program.

Factors hindering the implementation of the SMK Building Village program

The inhibiting factors in the implementation of the SMK Building Village program run by the SMK Negeri 1 Kalibawang School include the following:

1. The limitations of human resources in quantity are still lacking.

2. The SMK Building Village Program coincides with several programs in SMK Negeri 1 Kalibawang which must be completed at that time.
3. The available budget limitations, because at that time all budgets were already locked, so in applications that could not be made changes.

The inhibiting factor experienced by SMK Negeri 1 Kalibawang in the implementation of the SMK Building Village program is basically to be returned to the education unit and other parties included in the parties that cooperate with SMK Negeri 1 Kalibawang in the implementation of the program. Furthermore, the inhibiting factor that can be said to be quite important is regarding funding, because the funding for the SMK Building Village program is managed independently by SMK Negeri 1 Kalibawang and is not a program assistance from the central government. In addition, the obstacle is the implementation time, because at that time it coincided with *the* 2019 pandemic, so that the time for implementing community empowerment in the implementation of the SMK Building Village program was quite limited.

Conclusion

Based on the problems, research objectives, results and discussions that have been submitted, it can be concluded that the implementation of the SMK Building Village program is able to contribute to the improvement of community human resources, helping the economy of the Kalibawang community. In addition, the SMK Building village program also has a good impact on student learning that is integrated with the needs of the village, so that it becomes one of the solutions to improve the competence and product of students. Supporting factors in the implementation of the SMK Building Village program are the support from sub-district agencies and village governments, planning, scheduling, competent human resources, adequate infrastructure and facilities, as well as the commitment of the entire academic community of SMK Negeri 1 Kalibawang. The inhibiting factor in the implementation of the SMK Building Village program is the limited time that coincides with the conditions of the 2019 *Coronavirus Disease* pandemic and program funding obtained and managed independently by SMK Negeri 1 Kalibawang, because it is not a program assistance from the government.

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