

Conference Paper

Collaborative Governance in the Implementation of Vocational Schools in Makassar City

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Abstract.

This study aimed to analyze collaborative governance in the implementation of vocational schools in Makassar City. Using a qualitative approach, data was collected through in-depth interviews with key informants, participatory observations, and document analysis. The results of this study show that collaborative governance in the implementation of vocational schools, as formulated by Ansell and Gash (starting condition, facilitative leadership, institutional design, collaborative process, and intermediate outcome) in the collaborative governance process, has not been fully implemented, and there are still stakeholders who have not participated in this field of work. In addition, we can see that in the implementation of the curriculum, fully collaborative governance has not worked according to the teaching staff, funding, and infrastructure supported by the results of interviews from the principal and Forestry vocational high school teachers Makassar, SMKN 3 Makassar, Telkom vocational school, and Jaya Negara vocational school, said that. The results of this research can be used as a basis for the development of an effective collaborative model for vocational schools in Makassar City.

Keywords: collaborative, governance, stakeholders, vocational study

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1. Introduction

Governance is a new and popular paradigm in many countries. In the 1980s, implementing agencies were introduced to build a good governance system. Governance aims to minimize the role of the state and provide space for delegation to related actors. The emergence of awareness related to the government's ability to various things that make governance present and carry out its good performance, especially the ability of the state in terms of budget, technology, and management capacity to be able to solve public problems. Today, the government is becoming more inclusive in providing space for other actors to administer it or in the interests of the state. Chandoke Locke in Shylendara provides two perspectives in the governance paradigm: a descriptive point of view and a perspective viewpoint. From a descriptive point of view,

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the phenomenon of governance appears in developed and developing countries that assess government limitations. The concept of the welfare state has slowly disappeared because of neoliberal ideology. The government is unable to solve the various complex phenomena that occur alone, so it involves other parties to overcome existing problems. This also has implications for countries worldwide to become more plural.

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plural.

The governance paradigm involves various parties, namely the government, private sector, and civil society, to play a role in various matters, especially in terms of development. This paradigm gives institutions outside the government the flexibility to play an active role in making contributions according to their respective fields. Governance is a new and popular paradigm in many countries. In the 1980s, implementing agencies were introduced to build a good governance system. Governance aims to minimize the role of the state and provide space for delegation to related actors. The emergence of awareness related to the government's ability to various things that make governance present and carry out its good performance, especially the ability of the state in terms of budget, technology, and management capacity to be able to solve public problems. Today, the government is becoming more inclusive in providing space for other actors to administer it or in the interests of the state.

The term collaboration began to refer to knowledge in the 19th century. In the developing period of industrialization, collaboration was becoming an increasingly complex organization spread by environmental farmers, demanding the implementation of collaboration Wanna, [1] .

Ansell and Gash [2] defined collaborative governance as a new strategy in governance governance together to formulate policies that have achieved consensus. In the definitions of ansell and gash, it can be concluded that collaborative governance is a modification of the governance of one or more public institutions directly involving non-government actors in formulating a policy.

Collaborative governance is an appropriate instrument for formulating policy for a problem. Collaborative governance plays a very important role because of the shared ownership of the problem. Collaborative governance acts as an intermediary so that actors can build a common understanding of a problem Ansell's [3] According to Donaher and Zeckhouser [4] collaborative governance is a condition in which the government requires involvement between organizations and individuals.

From the perspective of New Public Management, it strongly supports the creation of collaboration, because it requires the involvement of various parties outside the government. This is especially true from the perspective of the new public service, which emphasizes that the government belongs to the people. You can compare the two administrative perspectives towards collaborative governance: Old public administration → collaborative public management → joined government → collaborative governance. In the new public down. Then, go to network management, Networked Government, and collaborative governance.

Collaborative governance has emerged in the era of governance in the midst of increasingly complex societal development, while the government has limited time to address existing problems within society. Ansell and Gash [2] formulated that collaborative governance is the newest governance strategy that gathers various interest groups within a forum to reach a consensus.

From the concept of Ansell and Gash [2] confirms 6 criteria namely first, the Forum is formed by public institutions. Second, on the forum, there are actors outside the government. Third, in this forum, institutions outside the government are not only consulted but must be directly involved in making decisions. Fourth, the forum must be formally legitimized. The five policies must be based on consensus. These six collaborations must address public issues through public management or policy.

1.1. Ansell and Gash collaborative governance processes

1. starting conditions. There are two gap conditions: limited resources and adequate resources. Limited resources are covered by adequate resources.
2. Facilitative Leadership, that is, the leader facilitates all processes of distributing information from the various parties involved.
3. institutional design, namely, the conflicting rules that are run in the collaboration process.
4. Collaborative processes, such as building collaboration and face-to-face dialogue, are needed, consensus is needed, trust is obtained between actors, and there is a responsibility to create a common understanding.
5. Intermediate outcomes, namely the collaborative process, will run smoothly if several programs are carried out together along the way. You can already see the results; even though they are real, there are still better results to be found.

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From various arguments by Ansell and Gash regarding collaborative governance, it was found that there is also a complex phenomenon that requires collaborative governance, namely related to vocational schools. The involvement of various parties in Vakosi schools can have a positive impact, such as on the quality of vocational school graduates who can compete in the job market and create jobs.

The involvement of other parties, such as the private sector, is very important in vocational schools because it can provide students with experience before entering the job market. However, in the city of Makassar, from a number of sample schools that were studied, the collaboration process did not run fully. There were certain schools in which the private sector played a role but not at other schools. This problem requires a collaborative governance model that has proven to be effective.

Makassar, one of the largest cities in Indonesia, has a high number of unemployed people 175,167 or 10.23% based on data from the Skill Development Center and service

employment in Makassar. The number of unemployed people in this city is largest in South Sulawesi, followed by Palopo. Head of the Department of Manpower Irwan

Nobles admits that among the educational levels that become unemployed, SMK2 graduates dominate. The agency continues to work on how future job opportunities can be provided. Data from the Central Bureau of Statistics for the City of Makassar showed that the unemployment rate was dominated by the SMK education level for three consecutive years, amounting to 11.02%, 10.23%, and 9.32% from to 2017-2019. Three This figure has decreased, but graduates are still SMK is the highest contributor to the unemployment rate in the city of Makassar, which makes the government and stakeholders take part in solving this rarely overlooked problem.

The increase in the workforce and the quality of graduates is not accompanied by the implementation of good vocational schools, resulting in high unemployment rates among vocational school graduates in Makassar. Even though Infid recommends that central and regional governments are serious about dealing with this problem, the research is also recommended by the central and regional governments to implement Vocational Education and Training (VET) learning so that you really graduate from school vocation ready to work. I can conclude from various research recommendations as well as direct observation of field conditions in Makassar City, the Government both central and regional are obliged to collaborate with all parties, both government and community, government and private sector, even government and internal government

To overcome the quality of graduates of secondary vocational schools in Makassar, the quality of graduates of vocational high schools in the city of Makassar is based on the basic system run by school managers from the central government to the regional government and the school's technical implementation unit. The increasing unemployment of SMK graduates is believed to reflect the quality of school graduates, who cannot compete in the job market. This is because the preparation of the curriculum is not in accordance with industrial developments and the labor market, and it does not involve all stakeholders. Apart from that, there are no adequate facilities, infrastructure, or collaboration with all participating parties. Collaborative governance involves cooperation or collaboration between various actors in the government, the private sector, government, and civil society. Collaborative governance is a set of arrangements where one or more public institutions that directly involve non-state stakeholders in formal, consensus-oriented, and deliberative policymaking aim to create or implement public policies and regulate programs and assets.

Collaborative governance process models sometimes describe gradually evolving collaborations; for example, in the consensus process, there is a pre-negotiation phase,

phase negotiation, and implementation phases. Gray provides a collaborative process that involves setting problems, direction-setting, and implementation. While Ansel I provides three big pictures in the collaborative process, namely (1) The increasing unemployment of SMK graduates is believed to be the quality of school graduates. These vocations cannot compete in the job market. This is because the preparation of the curriculum is not in accordance with industrial developments and the labor market, and it does not involve all stakeholders. Apart from that, there are no adequate facilities, infrastructure, or collaboration with all participating parties.

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Ansel I provides three big pictures of the collaborative process, namely (1) Faceto-face dialogue and (2) Commitment to the process. (3) Building trust. This is a concept that Ansell conveyed in his research. Face-to-face dialogue: all governance collaborations are built on faceto-face dialogue between stakeholders. As a consensus-oriented process, effective communication is made possible through face-to-face dialogue to identify opportunities for mutual benefit. However, face-to-face dialogue is not just a means of negotiation but rather a solution for communication barriers that prevent the exploration of mutual gain. Face-to-face dialogue is the essence of the process of building trust, mutual respect, understanding, and commitment. Ansell argues that face-to-face dialogue advancement is a necessary condition in collaborative governance, and it is very difficult to envision effective collaboration without face-to-face meetings.

The second is to build trust. Lack of trust between stakeholders is a common starting point for collaborative governance because the collaborative process is not only a process of negotiation but also building trust among stakeholders. When there is an antagonistic prehistory among Ansell stakeholders, build trust is often the most prominent aspect of the collaboration process. No means of building trust is a separate phase of dialogue and negotiation about substantive matters. However, good collaborative leaders recognize that they must build trust among previous opponents before

the stakeholders' interests take the risk of manipulation. Building trust requires long-term commitment to achieve collaborative outcomes. If antagonistic prehistory exists, stakeholders must budget time to build trust for effective repairs. Finally, according to Ansell, the collaborative process is a commitment to the process. Commitment Membership is the most important factor facilitating collaboration. Weak commitment from public bodies, especially at the central level, is often considered a special problem. Commitment is closely related to initial motivation to participate in collaborative governance. However, stakeholders may want to participate in order to ensure that their perspective is not overlooked, to secure legitimacy for their positions, or to fulfill legal obligations. On the contrary, commitment to the process means developing the belief that one can bargain with good faith for mutual benefit. Commitment poses a dilemma, however.

Commitment to a collaborative process requires an upfront willingness to adhere to results in Deliberation, even if the outcome leads in a direction that is not fully supported by stakeholders. Oriented collaborative governance course consensus greatly reduces the risk for stakeholders, but the dynamics of unavoidable debate can make stakeholders reluctant to collaborate; by him, it really takes the awareness that it is all process to be executed. An additional dimension of commitment is sometimes called process ownership'. Conflicts that occur because of the managerial processes of non-state stakeholders outside the decision-making observer. They may try to lobby. Pressure or influence public body decision-makers, but these bodies are ultimately responsible for policy outcomes.

2. Methods

Collaborative governance has emerged in the era of governance in the midst of increasingly complex societal development, while the government has limited time to address existing problems within society. Ansell and Gash [2] formulated that collaborative governance is the newest governance strategy that gathers various interest groups within a forum to reach a consensus.

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3. Results and Discussion

Research results from this collaborative model can be viewed

3.1. Starting Conditions

The collaboration process of the implementation of vocational schools, especially in the sample of forestry vocational school of forestry 2 makassar, telkom vocational school, and jaya nelara vocational school, stated from the results of interviews from the South Sulawesi Education Department that the resources in schools as well as the government are very limited, requiring the private party. However, governments and school managers have been successfully involved in the effective implementation of private vocational schools in the city of Makassar Mhar.

3.2. Facilitative Leadership

There is no centralized leadership in managing collaboration, and everything is delivered by Sekolah. Thus, the collaboration that was running involved school managers only with their partners (private). In the implementation of education from the sample schools, it is assumed that collaborative governance is difficult to implement because the leadership within the school does not fully participate in accessing outside agencies' governments to jointly formulate goals in managing the school. Not to mention involving the private sector as a support in the practice of internal expertise Field of study taught by these schools.

3.3. Collaboration Elements

Institutional Collaboration Design is strengthened by the momentum of understanding (mou) from the school and private parties. The community was limited to monitoring and receiving performance reports from schools. There is no design institutions/institutionalization that specifically works for collaboration in the implementation of vocational schools in Makassar City. Institutionalization in collaborative governance is essential because the institution is a community or because all stakeholders collaborate. There is a culture of indifference/apathy for all stakeholders in collaboration with organizing vocational schools in the city of Makassar. Cultures that exist today in certain agencies do not care about education in Indonesia, particularly vocational

education, which hinders governance collaboration. The existence of this indifferent attitude resulted in stakeholders not participating in and knowing their responsibilities in organizing vocational education in the City Macassar.

3.4. Collaborative Process

Face-to-face dialogue, consensus, and actor trust are only found when school performance reports are available. A hierarchical structure is believed to be responsible for achieving a certain goal because there is a leadership process that runs as well as direction and input from the top or bottom structure. (There is a commitment to carry out the task. Purpose to commitment. Commitment in carrying out tasks is very important in a company collaboration process because each institution will contribute achievement indicators in the administration of vocational schools. A joint decision exists. Distributive responsibility. Joint decision making is reinforcement in the various jobs that are done; the article is in taking joint decisions that can control the direction of the goals to be achieved in process collaboration. However, the obstacles were as follows.

3.5. Intermediate Out Come

This collaboration process has been running for years, but no government involvement has actively engaged. Only school managers who are already active in collecting data from the private sector provide output to students. Collaborative Governance in organizing vocational schools in the city of Makassar can be seen in the implementation of the curriculum, funding, teaching staff, and infrastructure facilities in vocational high schools. The four instruments were analyzed in Ansell and Gast's collaborative governance process, namely face-to-face dialogue on commitment processes and building trust. In the implementation of collaborative governance for managing vocational education in the city of Makassar using the Ansell and Gash approach, not all stakeholders have carried out collaborative governance effectively. This can be seen by the presence of stakeholders (community) who have not been involved in the administration of vocational schools, and the existence of a collaborative governance process has not been implemented effectively.

4. Conclusion

Collaborative governance in the administration of vocational schools in the city of Makassar has not fully implemented according to Ansell's formulation and Gash (starting condition, facilitative leadership, institutional design, collaborative process, and intermediate-out come), and there are still stakeholders who have not participated in a field of work. In addition, we can see in the implementation of the curriculum, teaching staff, funding, and infrastructure supported by the results of interviews from the Principal and Forestry Vocational High School Teachers Makassar, SMKN 3 Makassar, Telkom Vocational School, and Jaya Negara Vocational School, who said that fully collaborative governance has not worked.

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