

ANALYSIS OF THE SUITABILITY OF POTENTIAL REGIONAL LEADING SECTORS AND EXPERTISE COMPETENCIES OF VOCATIONAL HIGH SCHOOLS IN BOALEMO DISTRICT

ABSTRACT

This study aims to analyze the potential of regional superiority in Boalemo Regency and to determine the suitability of SMK expertise fields with the potential of the regional superior sector. This research was conducted in Boalemo Regency, at ten SMKs spread across 7 sub-districts. The method used in this research is the sequential explanatory model combination method with location quotient (LQ) data analysis and qualitative data analysis. The results of the LQ data analysis obtained that the agriculture, forestry and fisheries business field has an LQ value of 1.44, wholesale and retail trade; Car and motorcycle repair with a value of 1.099, and government administration defense and mandatory social security has an LQ value of 1.01. Interview data obtained that agriculture, fisheries, animal husbandry and tourism are regional leading sectors. There are 11 skill competencies that are in accordance with the regional leading sectors. While the competence of expertise that is not in accordance with the regional leading sector there are 7 competencies of expertise. Expertise competencies in the tourism business field such as Travel, Hospitality, Hospitality Accommodation and Fashion Management are in accordance with the regional leading sectors because the tourism sector cannot be measured using LQ analysis but using interview techniques. The recommended skill competencies include Plant Breeding and Seeding, Forest Resource Conservation Techniques, Forest Rehabilitation and Relaxation Techniques, Freshwater Fisheries Agribusiness, Online Business and Marketing, Retail and Marine Tourism & Ecotourism.

Keywords: *Top Potential, Expertise Competency*

INTRODUCTION

Human resources (HR) are the main capital for the development of a nation's progress. Without the support of quality human resources, without abundant natural resources, without capital resources and mature technological developments, there will be no added value contribution. The number of human resources, especially capable and highly productive human resources, is the capital for a country to achieve optimal growth and have competitive value compared to other countries [1]. Based on data from BPS Gorontalo Province in August 2020, the open unemployment rate (TPT) was recorded at 4.28%, an increase when compared to 2019 it was recorded at only 3.76% and in 2018 it was recorded at 3.70%, this shows that there has been an increase in TPT for the last 3 years [2]. Indriaturrahmi [3] revealed that Vocational High School (SMK) is a formal educational institution under the Directorate of Professional Development (DitpSMK) which aims to produce graduates who are prepared to have knowledge, skills, and work attitudes in certain fields that meet the needs of the business world and the industrial world (DUDI), and are expected to become entrepreneurs. This is stated in Article 18 of the National Education System Law Number 20 of 2003 (UUSPN) and the interpretation of Article 15 which regulates vocational secondary education, in line with the Ministry of National Education's Long-Term Development Plan (RPJP Depdiknas) 2005-2025 SMK will become a symbol of the development of my country's secondary education. Gradually, the ratio of the number of SMKs to secondary schools (SMA) will change significantly. Looking at the current condition of Boalemo Regency, tourism is one of the favored sectors, written in the Boalemo Regent regulation number 62 of 2018 concerning tourist village areas in Boalemo Regency, it is stated that the tourism sector is a driving force for the economy which is one of the most important sectors in Boalemo Regency.

leading sector that is expected to run continuously [4]. In addition to the tourism sector quoted from hargo.co.id accessed on July 27, 2022 the fisheries and marine sector, as well as the agricultural sector are also superior potentials owned by Boalemo Regency. This means that Boalemo Regency should be able to provide quality human resources to support the potential of the region [5]. Therefore, the government continues to develop this sector in order to improve the welfare of its people. One of the efforts to provide human resources the main way to develop the regional leading sectors is through the provision of vocational packages that are in accordance with the regional leading sectors [5]. Vocational education or vocational education is basically a subsystem of the education system. Vocational education is part of an education system that emphasizes technical competence and personal knowledge, and develops leadership with high integrity. Although vocational education cannot be separated from the whole education system, it has some specificities or characteristics that distinguish it from other educational substances, including vocational education which is oriented to train graduates who are ready to work. For this reason, vocational education is positioned to focus on producing graduates [6]. The National Education System Law (UUSPN) No. 20 of 2003 article 15 states that vocational education is a secondary education that prepares students to work in certain fields. Vocational education is education that connects, unites, trains people to have the habit of working to be able to enter and develop in the world of work, so that they can improve their lives [7]. The leading sector is the driving force or the backbone of the economy. The leading sector of the economy is a sector that has resilience and capability. high so that it can be used as the foundation of economic development hopes, so it can also be called the main sector or the leading sector of the economy of a region.

Hajeri [8] stated that economic policy is currently directed at leading economic sectors that are closely related to the interests of the wider community and related to the potential of the community and at the same time in accordance with local economic resources. The role of the leading sector is increasingly strategic, because it is a sector that can make a significant contribution to foreign exchange earnings. Regional potential is the ability to utilize and develop an area to produce economic value in supporting the survival of the surrounding community. The potential that exists in an area can be in the form of natural resource potential, socio-cultural potential, human resource potential which if utilized and developed will provide benefits to humans. To generate economic value in this potential field, it must be accompanied by the quality of Human Resources, especially vocational school graduates skilled and can manage it [9].

RESEARCH METHOD

The type of research used in this study is a combination method of sequential explanatory model with location quotient (LQ) data analysis and qualitative data analysis. Sequential explanatory is a sequential or serial combination method, with the first method using quantitative and the second method using qualitative as a supporter of quantitative data, with the weight of both methods equal [10]. This research is expected to describe the relevance of vocational education to regional superior potential.

RESULT AND DISCUSSION

Observe Table 1, based on the GDRP of Boalemo Regency obtained from the Boalemo Regency statistical center [11] and the GDRP of Gorontalo Province obtained from the Gorontalo Province statistical center [12], the calculation results of the LQ value are as follows

Table 1. Calculation of the LQ value based on the GRDP of Boalemo Regency by business fie

| No. | field of business | Gross regional domestic product at constant 2010 prices by business field (million rupiah) 2021 | | |
|-----|--------------------------------------|---|--------------------|-------------|
| | | Boalemo Regency | Gorontalo Province | LQ value |
| 1 | agriculture, forestry, and fisheries | 1884729,31 | 10665332,44 | 1,441900754 |
| 2 | mining and excavation | 15868,57 | 339340,56 | 0,381559966 |
| 3 | manufacturing industry | 67090,35 | 1235678,34 | 0,443011913 |
| 4 | water supply, waste, and recycling | 1240,87 | 18101,77 | 0,559327309 |

| | | | | |
|----|---|------------|-------------|-------------|
| | management | | | |
| 5 | electricity and gas procurement | 826,09 | 25665,73 | 0,262624069 |
| 6 | construction | 219696,38 | 3097656,56 | 0,578695916 |
| 7 | wholesale and retail trade: repair of cars and motorcycles | 463632,64 | 3439371,61 | 1,099906282 |
| 8 | transport and warehousing | 83873,98 | 1578037,96 | 0,433681191 |
| 9 | provision of accommodation and food and beverages | 48174,31 | 685962,79 | 0,573027846 |
| 10 | Information and communication | 64791,62 | 1029695,27 | 0,513417778 |
| 11 | financial services and insurance | 85187,56 | 1380460,31 | 0,503515722 |
| 12 | Real estate | 45982,03 | 543502,42 | 0,690315206 |
| 13 | company services | 1801,93 | 25162,79 | 0,584305406 |
| 14 | defense government administration and mandatory social security | 255195,31 | 2076805,96 | 1,002622736 |
| 15 | education services | 141308,13 | 1360662,75 | 0,847378489 |
| 16 | health services and social activities | 141868,65 | 1161371,65 | 0,996726482 |
| 17 | other services | 46370,2 | 447147,25 | 0,846153561 |
| | GRDP | 3567637,91 | 29109956,18 | |

Table 1 which is the leading sector or the LQ value is more than one, among others, first is the agriculture, forestry and fisheries business field with an LQ value of 1.44. Second is wholesale and retail trade; Car and motorcycle repair with a value of 1.099. The third is government administration defense and mandatory social security with a value of 1.01. Based on the results of interviews, the agricultural sector is the leading sector in all sub-districts in Boalemo Regency. The livestock sector is only found in Mananggu sub-district, Wonosari and Paguyaman sub-districts. The fisheries sector is found in KecamatanMananggu, KecamatanBotumoito, KecamatanTilamuta, KecamatanDulupi, KecamatanPaguyaman and KecamatanPaguyaman Pantai. The tourism sector is found in KecamatanBotumoito only. In conclusion, there are only four potential leading sectors in Boalemo Regency, namely the agricultural sector, livestock sector, fisheries sector and tourism sector. The following is a table of the leading sectors of Boalemo Regency based on the results of the interview.

Table 2: Potential Leading Sectors of Boalemo Regency based on the result of the review

| No. | Regency | potential leading sectors |
|-----|-----------|---------------------------------------|
| 1 | Mananggu | agriculture fisheries livestock |
| 2 | Botumoito | agriculture fisheries tourism |
| 3 | Tilamuta | agriculture fisheries |
| 4 | Dulupi | agriculture fisheries |
| 5 | Wonosari | agriculture |

| | | |
|---|------------------|---------------------------------------|
| | | livestock |
| 6 | Paguyaman | agriculture fisheries livestock |
| 7 | Paguyaman Pantai | agriculture fisheries |

Based on the results of interviews with all informants in Boalemo Regency, there are a total of 22 expertise competencies spread across 10 SMK schools, for more details see Table 3 below:

Table 3. Expertise competencies of SMKs in Boalemo Regency

| No | School Name | Skills/competence |
|----|-------------------------|---|
| 1 | SMKN 1 Mananggu | fishing boat Nautica brackish water and marine fisheries agribusiness fishery product processing agribusiness |
| 2 | SMKN Botumoito | travel and tourism business hospitality |
| 3 | SMKN 1 Boalemo | building modelling and information design electrical power installation engineering computer network engineering office automation and governance accounting and financial institutions hospitality accommodation |
| 4 | SMKN 1 Dulupi | agribusiness crops, food, and horticulture poultry livestock agribusiness ruminant livestock agribusiness |
| 5 | SMKN 1 Wonosari | poultry livestock agribusiness ruminant livestock agribusiness agribusiness crops, food, and horticulture computer network engineering building modelling and information design accounting and financial institutions |
| 6 | SMKN 2 Wonosari | poultry livestock agribusiness agribusiness crops, food, and horticulture |
| 7 | SMKN 1 Paguyaman | poultry livestock agribusiness agribusiness crops, food, and horticulture livestock product processing agribusiness mechanical engineering couture accounting and financial institutions |
| 8 | SMKN 2 Paguyaman | computer network engineering accounting and financial institutions light vehicle engineering software engineering motorbike business engineering |
| 9 | SMKN 3 Paguyaman | agribusiness crops, food, and horticulture poultry livestock agribusiness office management and business services |
| 10 | SMKN 1 Paguyaman Pantai | seaweed agribusiness fishery product processing agribusiness computer network engineering |

Table 3 is the result of interview data obtained by researchers, from this table there are several expertise competencies that are the same between one school and another. From Table 3 there are differences in data with the existing Provincial Education Office, these differences are found in the competence of accounting expertise at SMK Negeri 1. Mananggu and fisheries agribusiness competencies at SMK Negeri 1 Paguyaman Pantai. Meanwhile, in Table 3, based on the findings in the field, there are no such skill competencies.

Table 4 shows that there are eleven skill competencies that are in accordance with the potential of the leading sector of the Regency Boalemo but some are not appropriate. As for expertise competencies

in the field of tourism, it cannot be determined through BPS data that has been processed, because tourism is not included in the GRDP business field. Competencies that are in accordance with the potential of the regional leading sectors include Agribusiness of Food Crops and Horticulture, Agribusiness of Agricultural Product Processing, Poultry Livestock Agribusiness, Ruminant Livestock Agribusiness, Nautika Fishing Vessels, Brackish Water and Marine Fisheries Agribusiness, Fishery Product Processing Agribusiness, Machining Engineering, Light Vehicle Engineering, Motorcycle Business Engineering and Seaweed Agribusiness. There are twelve skill competencies that are in accordance with the leading sectors based on the results of interviews, including Agribusiness of Food Crops and Horticulture, Agribusiness of Agricultural Product Processing, Poultry Agribusiness, Ruminant Agribusiness, Fishing Vessel Nautics, Brackish and Sea Water Fisheries Agribusiness, Fishery Product Processing Agribusiness, Travel Business, Hospitality, Hospitality Accommodation, Fashion Management and Seaweed Agribusiness as shown in Table 4.

Table 4. Conformity of Potential Leading Sectors and Expertise Competencies of Vocational Schools Based on the Results of BPS Processed Data and Interview Data Results

| No. | Skills/competence | Business Field | Leading Sector | | | |
|-----|--|---------------------------------------|----------------|----|----------------|----|
| | | | BPS Data | | Interview Data | |
| | | | Yes | No | Yes | No |
| 1 | agribusiness crops, food, and horticulture | Agriculture | √ | | √ | |
| 2 | livestock product processing agribusiness | Agriculture | √ | | √ | |
| 3 | poultry livestock agribusiness | Livestock | √ | | √ | |
| 4 | ruminant livestock agribusiness | Livestock | √ | | √ | |
| 5 | fishing boat Nautica | Fishery | √ | | √ | |
| 6 | brackish water and marine fisheries agribusiness | Fishery | √ | | √ | |
| 7 | fishery product processing agribusiness | Fishery | √ | | √ | |
| 8 | travel business | Tourism | - | - | √ | |
| 9 | hospitality | Tourism | - | - | √ | |
| 10 | building modelling and information design | Construction | | √ | | √ |
| 11 | electrical power installation engineering | electricity and gas procurement | | √ | | √ |
| 12 | computer network engineering | information and communication | | √ | | √ |
| 13 | office automation and governance | company services | | √ | | √ |
| 14 | accounting and financial institutions | accounting and financial institutions | | √ | | √ |
| 15 | hospitality accommodation | Tourism | - | - | √ | |
| 16 | machinery engineering | car and motorcycle repair | √ | | | √ |
| 17 | couture | Tourism | - | - | √ | |
| 18 | light vehicle engineering | car and motorcycle repair | √ | | | √ |

| | | | | | | |
|----|---|-------------------------------|---|---|---|---|
| 19 | Software Engineering | Information and Communication | | √ | | √ |
| 20 | motorbike business engineering | car and motorcycle repair | √ | | | √ |
| 21 | office management and business services | company services | | √ | | √ |
| 22 | seaweed agribusiness | Fishery | √ | | √ | |

Table 4 skill competencies with two YES answers are skill competencies that are in accordance with the regional leading sectors. These competencies include Agribusiness of Food Crops and Horticulture, Agribusiness of Agricultural Product Processing, Poultry Agribusiness, Ruminant Agribusiness, Fishing Vessel Nautics, Brackish Water and Marine Fisheries Agribusiness (APAPL), Seaweed Agribusiness, and Fishery Product Processing Agribusiness. While the competencies of expertise in the tourism business field such as Travel, Hospitality, Hospitality Accommodation and Fashion Management are in accordance with the regional leading sector or are considered to have two YES answers, because the tourism sector cannot be measured using LQ analysis but using interview techniques. There are also competency skills with one YES reply, including Mechanical Engineering, Light Vehicle Engineering and Motorcycle Business Engineering. On the other hand, skill competencies with 2 no replies include Building Modeling and Information Design, Electrical Power Installation Engineering, Network Computer Engineering, Office Automation and Governance, Accounting and Financial Institutions, Software Engineering and Office Management and Business Services.

Skill Competencies with two YES answers mean that they are skill competencies that must be opened and need to be improved. Expertise competencies with one YES answer mean that they can be opened but need to be limited in the number of students. Meanwhile, the skill competencies with two answers are not skill competencies that need to be removed or replaced. Andi, Nurlaela and Sunardi [11] In the conditions of vocational learning development, the region has the authority to ensure the policy of developing Vocational High School (SMK) learning programs that are suitable for regional conditions. Vocational high school learning programs can be shown to create an activity power or energy base for people who are productive and able to use the economic capabilities of the region as a result in the long run will increase the independence of the region. Andi, Nurlaela and Sunardi [11] revealed that the function of SMK is related to the provision of regional economic driving forces, where SMK is required to be able to open wider horizons of thinking for the workforce of SMK graduates, so that graduates can develop regional potential in producing and marketing goods and services. This ability is important, especially in order to expand employment opportunities and business opportunities, so that SMK graduates do not only depend on existing job opportunities, but are able to develop potential job opportunities by utilizing the existing regional economic potential.

CONCLUSIONS AND SUGGESTIONS

The conclusions obtained from the results of this study include the following:

1. The regional leading sectors in Boalemo Regency based on the research results are four sectors, including: (1) Agriculture, forestry, and fisheries; (2) Wholesale and retail trade, car and motorcycle repairs; (3) Government administration defense and mandatory social security; and (4) Tourism.
2. Looking at the regional leading sectors in Boalemo Regency, there are 11 (eleven) skill competencies that are in accordance with the leading sectors. These skill competencies include, among others, Food Crop Agribusiness and Horticulture, Agribusiness of Agricultural Product Processing, Poultry Agribusiness, Ruminant Agribusiness, Fishing Vessel Nautics, Brackish Water and Marine Fisheries Agribusiness, Fisheries Product Processing Agribusiness. Travel, Hospitality, Hospitality Accommodation and Fashion Management. The recommended skill competencies include Plant Breeding and Seeding, Forest Resources Conservation Engineering, Forest Rehabilitation and Relaxation Engineering, Freshwater Fisheries Agribusiness, Online Business and Marketing, Retail and Marine Tourism & Ecotourism.

Based on the research findings with all its limitations, several recommendations can be made for skill competencies that can be considered by schools and education offices. These skill competencies

include Plant Breeding and Seeding, Forest Resource Conservation Techniques, Forest Rehabilitation and Relaxation Techniques, Freshwater Fisheries Agribusiness, Online Business and Marketing, Retail, Social Care, Caregiver and Marine Tourism & Ecotourism.

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