

# The Effect of the Implementation of Education Policy Based on Policy Attitudes on the Competency of Vocational High School Graduates in Jayapura Regency, Papua Province

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## Abstract

The low absorption of Vocational High School (SMK) graduates in the world of work is a challenge for all parties in making vocational education policies. The same condition is also experienced in Papua Province, especially with the policy of regional expansion. Research on education policies in the competency standards of vocational school graduates needs special attention, so that vocational school graduates in Papua, especially in Jayapura Regency, have competence, in accordance with the needs of the world of work, which can improve the welfare of the Papuan people and regional development. In this study, a quantitative approach with descriptive and inferential statistical analysis was used to reveal the influence of the implementation of education policies based on the attitudes of policy makers on the competence of vocational school graduates in Jayapura Regency, Papua Province. The survey respondents totaled 252 people, consisting of the Government, private sector, and civil society. The results of the study show that the implementation of the policy has gone well, as evidenced by high categorization, which means that the implementation of the competency policy for vocational school graduates has gone well in Jayapura Regency. The implementation of policies through the MSN approach shows the greatest influence on competency 4, namely responsible behavior in reflecting, taking initiative and designing strategies for learning and self-development, as well as being used to adapting and maintaining commitment to achieve goals with a contribution of 48.4%. The factors that hinder implementation occur because the affective and conative aspects of attitudes are still in the average category even though there is a contribution of policy makers' attitudes to the implementation of the approach of 51.7% and there is a very significant influence of attitudes towards policy implementation through the MSN approach ( $F=267,776$ ;  $p=0.00$ ). This shows that policy implementation can be carried out more optimally if there is a more positive attitude from policy makers towards the competence of vocational school graduates, especially improvements in affective and conative aspects.

**Keywords:** Policy Implementation, Competence of Vocational School Graduates, Policy Makers, Jayapura Regency.

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## INTRODUCTION

Vocational education has a strategic role in preparing a competent workforce that is ready to face the industrial world (Suparyati & Habsya, 2024; Syarif & Janata, 2024; Muaddab et al., 2024). Vocational High Schools (SMK) as vocational education institutions aim to equip students with technical and non-technical skills to be able to compete in the job market (Ependi, 2025; Suprihatiningsih, 2015; Wicaksono et al., 2025). However, in Jayapura Regency, Papua Province, there are still challenges in improving the competence of vocational school graduates to suit the needs of the industry and the business world (Agustian et al., 2024; Yusof et al., 2020). One of the factors that affect the success of vocational education is the implementation of education

policies, which not only depend on regulations, but also on the attitude and commitment of policy makers in supervising and supporting the implementation process.

Education Indicators in Papua Province (2023) show that there are more high school students when compared to vocational school students (around 76 thousand students compared to 35 thousand students). This illustrates the low interest of students to continue to vocational school. The increase in vocational school graduates in the future is expected to answer the government's desire to meet the needs of the labor market as a skilled and competitive workforce in the world of work.

Regarding the issue of development failure in the field of education in Papua, it can be seen from the still low rate of education participation in Papua Province. The School Participation Rate (APS) is an indicator that describes how much opportunity an individual has for obtaining an education. The school participation rate for the 7-12 year old age group is 83.61 percent. This means that almost 84 out of 100 children aged 7-12 years are still in school, this interpretation can also be used in the age group of 16-18. In this age group, the school participation rate showed 64.15%. The APS score is getting smaller as the age group increases. The APS indicator of Papua province is far adrift from the national figure as well as from other surrounding provinces.

Analysis of the implementation of vocational education policies in secondary schools in Jayapura Regency, especially about the competence of graduates, needs to be thoroughly studied, although much government support has been carried out, including with Presidential Instruction No. 9 of 2016 concerning the revitalization of vocational schools, the development of strategic partnerships between vocational schools and the Business and Industrial World (DUDI) (Khasim, 2021) and the road map for the development of vocational schools based on the potential of five customary territories in Papua Province in anticipating regional expansion (<https://jubi.id/tanah-papua/2022/papua-membutuhkan-pengembangan-smk-berbasis-potensi-wilayah-adat/>).

Attitude is a reaction or response that arises from an individual to an object which then gives rise to individual behavior towards the object in certain ways (Gerungan, 2004; Azwar, 2010). So even though the object is the same, not all individuals have the same attitude, it can be influenced by individual circumstances, experiences, information and different needs of each individual. Attitudes are not formed from birth but occur from a series of individual interaction processes with the environment. Internal and external factors play a role in the formation of attitudes. Internal factors in the form of personal experiences and emotional states can give a pleasant impression so that they form a positive attitude, while unpleasant experiences and emotional states will form a negative attitude. External factors include an individual's communication with his or her environment, group interactions and influences from culture. The attitude that an individual shows towards objects has a structure consisting of several components (Ajzen, 1991; Azwar, 2010), namely cognitive, affective and conative components.

The cognitive component is in the form of a person's understanding, knowledge, views and beliefs towards the object of attitude. The affective component is the feeling of pleasure or displeasure towards the object of the attitude. The conative component is the tendency to act towards the object of attitude which shows the intensity of the

attitude, namely the magnitude of the intensity of acting or behaving a person towards the object of attitude. The object of attitude in this study is the competence of vocational school graduates.

The competency standards for vocational school graduates in accordance with the 2021 National Education Standards are focused on skills to improve the competence of students so that they can live independently and pursue further education in accordance with their vocation. The competence of vocational school graduates is followed up with the Regulation of the Minister of Education and Culture Number 5 of 2022 concerning Graduate Competency Standards which at the vocational school level is focused on (a) Preparation of Students to become members of society who believe and fear God Almighty and have noble character, (b) Cultivation of character in accordance with the values of Pancasila; and (c) skills to improve the competence of students so that they can live independently and follow further education in accordance with their vocation.

The attitude of stakeholders towards the competence of vocational school graduates in Jayapura Regency will be an important source of information in the implementation of vocational education policies at the secondary school level in Papua, especially with the design of the road map for the development of vocational schools based on the potential of customary territories in Papua Province in anticipation of regional expansion. According to Ma'aruf (2022), school stakes are divided into (1) internal education policy makers consisting of teachers, students, parents, and school administrative staff; and (2) External stakeholders of education including groups or organizations outside the school such as the government, social and industrial institutions and community organizations.

The role of stakeholders in policy implementation is more detailed in the MSN-Approach (Kadji, 2016) which states that a policy product to be implemented is sure to lead to or directly intersect with the three dimensions of Policy of Stakeholders, namely: Government, Private Sector, and Civil Society. In the policy implementation stage, it is necessary to synergize the role and existence of the three policy dimensions of stakeholders, which can be realized and actualized through the mentality, systems, and networking approach or called the Policy Implementation Model through the MSN-Approach. Mentally, the implementation of the policy will be reviewed from the extent to which the policy product can touch and change the behavior of the apparatus (policy makers and implementers), business practitioners, and also the community as the subject and object of the policy itself. Through the system, it can be examined about the direct and indirect influence of a system that encompasses the policy itself, including the regulatory system, the cultural value system and the organizational structure and function system related to the policy. The networking approach will examine synergy and cooperation networks in the symbiotic principle of mutualism, take and give between stakeholders which is absolutely manifested in the framework of policy implementation.

The development of policy science that involves stakeholders in its implementation also considers cultural issues (Douglas, 1982; Thompson, Ellis and Wildavsky, 1990; Ahearne, 2004). In his research, Aharne (2009) stated that culture can influence policies explicitly, such as the role of national culture (Daniell, 2014), culture and values embraced by the community (Muers, 2018); However, there are also implicit influences

that are not labeled as culture but play a very important role in determining or shaping cultural attitudes and habits over certain regions. Among them are intellectuals who exist in the cultural environment (Aharne, 2006).

This study aims to analyze the implementation of the Vocational Education policy of Secondary Schools in Jayapura Regency with the MSN approach to the competence of vocational school graduates based on the attitudes of policy makers to obtain comprehensive data and in accordance with the road map of vocational school development based on the potential of customary territories in Papua Province, especially in Jayapura Regency so that vocational education policies in Papua Province can be constructed appropriately to achieve the goals that is expected together.

## RESEARCH METHOD

This study uses a quantitative method with an explanatory approach, which aims to examine the effect of the implementation of education policies based on the attitudes of policy makers on the competence of Vocational High School (SMK) graduates in Jayapura Regency, Papua Province. This approach was chosen in order to analyze the causal relationship between the variables that were studied systematically and objectively.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2017). Meanwhile, according to Gulo (2002), population consists of a set of research objects that are the center of attention in a study and contain information that the researcher wants to know. The population used in this study is policy makers which include (1) initiators or policy makers (*the centre*) such as the Head of the Education Office at the Provincial and Regency levels; (2) Implementing Office (*the periphery*) such as principals and teachers; and (3) the target group of the policy (*target group*), namely students, alumni, parents and representatives of DUDI.

According to Azwar (1998), samples are part of the population. A sample is a part of the population that represents the entire population member who is representative (Morrison, 2012). In this study, the sampling technique used is *non probability sampling* that is *purposive sampling*. Pujiati and Rusliah (2001) define *non probability sampling* as sampling by not requiring that every member of the population gets the same opportunity to be selected as a sample, because the selection of the sample is based on the consideration of the researcher. Technique *purposive sampling* is a sampling technique by determining certain criteria (Sugiyono, 2008). The sample criteria in this study are representatives of policy makers which include:

- a. Initiators or policy makers (*the centre*) such as the Head of the Education Office at the district level;
- b. Implementing officials (*the periphery*) such as school principals and teachers; and
- c. The target group of the policy (*target group*), namely students, alumni, parents and representatives of DUDI will be selected based on input from promoters and local governments for initiators, while implementing officials and target groups can use *snowball sampling* techniques through teachers, alumni and participating DUDI to reach the target group efficiently and effectively.

The data collection technique will be carried out by collecting quantitative data through the scale of attitudes towards the competence of vocational school graduates and the scale of policy implementation through the MSN approach. Quantitative data collection is planned on-line through a google-form that reveals demographic data related to policy implementation.

The data collection tool is in the form of an Attitude Scale to the Competency of Vocational School Graduates prepared by the researcher based on the aspect of behavioral belief according to Ajzen (1991) which includes aspects of cognition, affection and conquest which will describe a positive or negative evaluation of 9 competency descriptions of vocational school graduates in Papua Province as well as a scale of policy implementation through the MSN approach which reveals mental aspects through spiritual attitude indicators, social attitudes, behaviors and responsibilities; system aspects through indicators of regulatory systems, cultural value systems, organizational structure systems and functions; as well as networking aspects through indicators of strategic partnership, synergy and symbiosis mutualism.

The data analysis technique in this study uses a descriptive quantitative approach that involves data analysis from the scale of attitudes towards the competence of vocational school graduates in Papua Province and the scale of policy implementation through the MSN approach. The data obtained will be analyzed using the calculation of mean, standard deviation, and percentage. The descriptive analysis on the attitude scale aims to describe positive or negative evaluations based on cognitive, affective, and conative aspects of the competence of vocational school graduates, while the descriptive analysis on the scale of policy implementation with the MSN approach will provide an overview of the level of policy implementation in Jayapura Regency, Papua Province. In addition, inferential statistical analysis was also used to test hypotheses regarding the influence of the implementation of policies based on the MSN approach on the competence of vocational school graduates and the extent to which attitudes towards graduate competencies play a role in the implementation of the policy.

The analysis step begins with a validity and reliability test on the scale of the graduates' competency attitudes and the scale of policy implementation to ensure the reliability of the research instruments. After the instrument is declared standard, an assumption test is carried out which includes a normality test and a linearity test to ensure that the data meets the requirements for further analysis. Furthermore, this study applied an inferential statistical test through regression analysis to evaluate the relationship between the implementation of policies based on the MSN approach on the competence of vocational school graduates and the relationship between the attitude of policy makers and policy implementation. The entire statistical analysis process was carried out using the SPSS version 26 program to ensure the accuracy of the calculation and interpretation of the research results.

## **RESULTS AND DISCUSSION**

### **Validity and Reliability Tests**

#### **Scale Policy Implementation through the MSN Approach**

##### **Reliabilitas (Alpha Cronbach)**

The results of the reliability test of the policy implementation scale through the MSN approach showed a coefficient that met the standard  $>0.7$ .

**Table 1. Reliability of Policy Implementation**

Cronbach's Alpha	N of Items
.973	44

Source: Processed Data (2025)

Based on the results of the reliability test of the research instruments used to measure the magnitude of the scale of implementation of the policy from 44 research items, the Alpha Cronbach correlation coefficient of 0.973 was obtained. This means that the MSN Policy Implementation Scale has a very high ( $>0.90$ ).

#### **Validitas (*Aitem Total Correlation*)**

Based on the results of the validity test of the research instruments used to measure the implementation of policies based on the MSN approach, the coefficient of *total correlation items* moving from 0.468 to 0.788 was obtained so that all items in this study were declared valid.

#### **Attitude Scale Towards the Competency of Vocational School Graduates Reliabilitas (Alpha Cronbach)**

The results of the reliability test of the attitude scale on the competence of vocational school graduates showed a coefficient that met the standard  $>0.7$ .

**Table 1. Attitude Reliability**

Cronbach's Alpha	N of Items
.928	27

Source: Processed Data (2025)

From the statistical data, the attitude scale towards vocational school graduates has a reliability coefficient of 0.928 which shows that the attitude scale towards vocational school graduates has a very high ( $>0.90$ ).

#### **Validitas (*Item Total Correlation*)**

Based on the results of the validity test of the research instrument used to measure attitudes towards vocational school graduates, the total *correlation item coefficient* was obtained which moved from 0.462 to 0.615 so that all items in this study were declared valid because they obtained a  $>$  value of 0.3.

#### **Assumption Test**

The assumption test in this study will be carried out with a normality test and a linearity test as a condition for generalization of research results. The normality test in this study can be ignored because the sample count is 252 or more than 100 because

the normality test is only needed when the number of observations is less than 30 to find out whether *error term* close to normal distribution (Ajija et al., 2011). The Linearity Test shows linear and significant test results, both the linearity test between policy implementation and graduate competence and the linearity test of policy attitudes with policy implementation based on the MSN approach as shown in table 3.

**Table 3. Research Variable Linearity Test (Implementation \* Competency)**

Implementation*	Linearitas	p
Competence 1	181.717	0.000
Competence 2	141.699	0.000
Competence 3	185.973	0.000
Competence 4	245.427	0.000
Competence 5	173.009	0.000
Competence 6	80.160	0.000
Competence 7	223.475	0.000
Competence 8	199.555	0.000
Competence 9	205.960	0.000

Source: Processed Data (2025)

The linearity test between policy attitudes and policy implementation based on the MSN approach also showed linear results ( $F=255,689$ ;  $p=0,000$ ), which showed a very close relationship between policy attitudes and policy implementation with the MSN approach as shown in table 4.

**Table 4. Research Variable Linearity Test (Attitude\* Implementation)**

			Sum of Squares	df	Mean Square	F	Itself .
Implementasi_Kebijakan * Sikap_Lulusan_Smk	Between Groups	(Combined)	77.136	58	1.330	5.196	.000
		Linearity	65.448	1	65.448	255.689	.000
	Within Groups	Deviation from Linearity	11.688	57	.205	.801	.836
			49.402	193	.256		
Total			126.538	251			

Source: Processed Data (2025)

### Uji Hypothesis

The Hypothesis Test was carried out to prove the influence of policy implementation on the competence of vocational school graduates. Based on the linear regression test, it was found that policy implementation based on the MSN approach had the greatest influence on the fourth competency of 9 competency indicators, namely responsible behavior for reflection, initiative and design strategies for learning and self-development, as well as being accustomed to adapting and maintaining commitment to achieve goals ( $F=234, 071$ ;  $p = 0.00$ ) and the contribution of policy implementation to the fourth competency of 48.4%. The other 8 competencies are also influenced by the implementation of policies through the MSN approach with  $p = 0.000$  as shown in table 5.

**Table 5. The Effect of Policy Implementation with the MSN Approach on 9 Graduate Competency Indicators**

Competence	R Square	Coeficin F	P
Competence 1	0,391	160,511	0.000
Competence 2	0,338	127,625	0.000
Competence 3	0,402	167,718	0.000
Competence 4	0,484	234,071	0.000
Competence 5	0,390	159,635	0.000
Competence 6	0,203	63,704	0.000
Competence 7	0,440	196,473	0.000
Competence 8	0,430	188,637	0.000
Competence 9	0,432	190,117	0.000

Source: Processed Data (2025)

The regression test on the policy implementation aspect reviewed from the Mental, System and Networking approach showed that the mental approach had the greatest contribution and influence on the competence of graduates ( $R^2=0.512$ ;  $F=262.325$ ;  $p=0.000$ ), followed by the system ( $R^2=0.440$ ;  $F=196,748$ ;  $p=0.000$ ) and then by networking ( $R^2=0.415$ ;  $F=177.273$ ;  $p=0.000$ ).

To understand how attitudes contribute to the competence of vocational school graduates with the implementation of policies through the MSN approach, the results of the contribution test are obtained as follows:

**Table 6. Contribution Test**

	R	R Squared	And	Eta Squared
Sikap_Lulusan_Smk	.719*	.517	.873	.763
Implementasi_Kebijakan				

Source: Processed Data (2025)

From the results of the statistics above, it is evident that attitudes towards the competence of vocational school graduates contribute 51.7% in the implementation of the competency policy of vocational school graduates based on the MSN approach. This shows that policy implementation can be carried out optimally if there is a positive attitude from policy makers towards the competence of vocational school graduates To prove the hypothesis regarding the influence of policy makers' attitudes regarding the competence of vocational school graduates on the implementation of vocational school graduates' competency policies through the MSN approach, the following influence test results were obtained:

**Table 7. Influence Test**

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	65.448	1	65.448	267.837	.000b
	Residual	61.090	250	.244		
	Total	126.538	251			

a. Dependent Variable: IMPLEMENTASI\_KEBIJAKAN

b. Predictors: (Constant), SIKAP\_LULUSAN\_SMK

Source: Processed Data (2025)

The above results showed that there was a very significant influence (F=267,776; p=0,000). The results of the anova test also show the results of the influence coefficient as follows:

**Table 8. Coefficient of Influence**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
	SIKAP_LULUSAN_SMK	.748	.046	.719	16.366	.000

a. Dependent Variable: IMPLEMENTASI\_KEBIJAKAN

Source: Processed Data (2025)

The results above show the regression line equation as follows:

$$Y = 49.548 + 1.219X$$

The above results show that each change in X will have an impact of 50,767 in Y. This shows the great influence of policy makers' attitudes regarding the competence of vocational school graduates on the implementation of the competency policy of vocational school graduates through the MSN approach.

## Discussion

### **The Influence of Stakeholder Attitudes on the Competency of Vocational School Graduates on Policy Implementation from the MSN approach**

The results of the study show that stakeholder attitudes have a significant influence on the competence of vocational school graduates and play a role in the effectiveness of the implementation of vocational education policies through the Mindset, Skill, and Networking (MSN) approach. These findings indicate that the more positive the attitude of policy makers, such as the education office, school principals, and vocational school managers, in supporting education policies, the higher the quality of graduates produced. From the aspect of Mindset, a proactive attitude in the formulation and implementation of vocational education policies contributes to the creation of an innovative learning environment. From the Skill aspect, the involvement of policy makers in curriculum development and improving the competence of teaching staff has a direct impact on the readiness of graduates to face the world of work. Meanwhile, from the Networking aspect, collaboration between vocational schools and industry and the business world is more optimal when policymakers have a supportive and responsive attitude to the needs of the labor market. Thus, the implementation of vocational education policies based on the MSN approach can run more effectively if supported by policy makers who have understanding, commitment, and active involvement in each stage, which ultimately contributes to improving the competence of vocational school graduates in Jayapura Regency. These findings are in line with the results of studies from Hartati, (2022), Hasan et al., (2022), and Indadihayati & Hariyanto (2023) concluding that the competence of vocational school graduates is influenced by various things, namely the collaboration of various parties, especially the attitude of leaders in schools in managing their quality management in order to produce graduates who can compete in the labor market.

The position of actors who are very important as policy makers on the competence of vocational school graduates will be examined through their attitudes towards the competencies of vocational school graduates that currently exist. This is in accordance with *the Theory of Planned Behavior* (Ajzen, 1991) which states that attitudes towards behavior, subjective norms, and perceived behavioral control contribute to the intention to perform certain behaviors. In the context of policy implementation, this means that policymakers' positive attitudes towards the policy, the perception of policymakers in providing social support for the policy, and their beliefs about their ability to support and implement the policy will affect how well the policy is implemented.

Stakeholders who have a positive attitude towards policies are more likely to be actively involved in implementation. This positive attitude increases their motivation and commitment to ensure policies are implemented successfully. A positive attitude also encourages collaboration between various policy stakeholders.

In the MSN approach, cooperation and coordination between actors are key so that a positive attitude will facilitate effective communication and cooperation (Meyers, Durlak, and Wandersman, 2012). Additionally, if policymakers feel that the people around them (e.g., colleagues, superiors, and the community) support the policy, they

are more likely to participate in implementation. This social support increases the legitimacy of policies and strengthens the desire to be involved in their implementation. Stakeholders who believe they have the necessary capabilities and resources to implement policies will be more likely to actively participate. This sense of control also reduces resistance to changes required for policy implementation (<https://www.oecd-ilibrary.org/sites/df6c4fbben/index.html?itemId=/content/component/df6c4fbb-en>).

Therefore, this study focuses on the influence of policy makers' attitudes on the implementation of competency policies for vocational school graduates, the results of which show that there is an influence of policy attitudes on policy implementation with a contribution of 51.7%. This shows that *the attitude of policy makers is very significant* in determining the success of the implementation of the policy. It is evident that the Mental System Networking (MSN) approach emphasizes the importance of mental and social networks in policy implementation. In this approach, collaboration and effective communication between policy stakeholders are key to policy success. The MSN approach encourages policymakers to work together in a mutually supportive network.

From the perspective of collaboration and coordination, a positive attitude towards this cooperation is important to create the synergy needed for successful policy implementation (Ariansyah, et al., 2024). An open and positive attitude towards communication helps ensure that relevant policy-related information can be conveyed clearly and in a timely manner to all policy stakeholders. From the point of view of trust and support, a positive attitude can build trust between policy makers. This trust is important to ensure that all parties feel comfortable and confident in sharing information and working together to build trust, in addition to a positive attitude that also increases the likelihood of continuous support from policy stakeholders during the policy implementation process can be sustainable support (Ariansyah, et al., 2024).

The results of the statistical test show that there is a very significant influence of policy implementation on the competence of vocational school graduates, especially in competency 4, namely competence in responsible behavior, reflecting, taking initiative and designing strategies for learning and self-development, as well as being accustomed to adapting and maintaining commitment to achieve goals. These 4 competencies show the personal qualities of vocational school graduates that are expected by policy makers because they are individual qualities needed in the world of work. This competence encourages an understanding that reflection-based education is also needed in the learning system at vocational schools. Through reflection-based education, such as in *project-based learning*, vocational school graduates are able to evaluate their strengths and weaknesses to improve their performance. This is relevant in a dynamic world of work (Siahaan, 2022).

These 4 competencies are also important for building *lifelong learning*. Students are taught to take initiative and seek creative solutions to challenges in the workplace. This competency also supports the ability of graduates to remain flexible in the midst of technological changes and job market needs (Rahmawati, 2021).

The mean results of the statistical test on the competence of vocational school graduates showed that the categorization of competency 2 of vocational school graduates was also in high categorization. Competence 2 is related to the competence

to express and be proud of one's identity and culture, respect and place the diversity of national and global society and culture equally and fairly, actively engage in intercultural interactions, reject stereotypes and discrimination, and take the initiative to maintain the Unitary State of the Republic of Indonesia. This competency is important to build tolerance and a sense of pride in local culture while respecting global culture. Vocational school graduates are expected to become agents of change who can promote diversity in the world of work and society. This competency is very relevant to the conditions in Papua because vocational schools not only produce skilled workers, but also citizens who are active in maintaining national unity. Therefore, examining the importance of multicultural learning in vocational schools to create a generation that respects cultural diversity is also very important (Daulay, Nababan, Saragih and Hutasuht, 2023).

Studies on the influence of local cultural appreciation on the identity of vocational school students in the era of globalization must also receive special attention from all policy makers (Siregar, Yanti, Sipayung, Adani, Rianti and Purnamasari, 2024). Many things related to local wisdom that are part of national identity can be the wealth of the Indonesian Nation in adapting and harmonizing with the pressures of globalization (Widiatmaka, 2022). The development of potential in Papua province as an effort to appreciate local culture still has many obstacles. In the 2018-2023 Papua Regional Medium-Term Development Plan Report, the low level of youth empowerment in Papua is related to the suboptimal exploration of youth potential related to sports and art. The lack of support in talent nurseries and championship events still leads to a low awareness of youth of their potential. This causes the low identity of Papuan youth towards their cultural identity. This condition also needs special attention from policy makers at the national level because by providing opportunities to actualize existing potentials, there will be pride in their cultural identity which will strengthen the bond of nationalism in the soul of Papuan youth.

Papuan cultural wisdom such as stone burning culture is a local wisdom that has a high philosophy for the personal formation of Papuan youth. Bakar Batu philosophically contains the value of eating together. The Lani tribe in the process of eating together is very forbidden to say this is my food unless this is our food (*yianamendek, yi nit nizmendek*) (Tabuni, 2023). Stone burning emphasizes the importance of solidarity in sharing to see that ours is also part of others' belongings. Burning stones in leaf-based soil depicts the close relationship between humans and the land where the soil is the source of life. The local people see the land philosophically as "mama" "mother" which means by the land we live on. Therefore, in the Bakar Batu activity, the value of unity in a common goal is very important. Bakar Batu is a momentum where differences turn into unity. Based on the description above, integrating local cultural wisdom in the learning system in vocational schools so that it can become the basis for the national identity of vocational school students in Papua is one of the competencies that are highly expected by policy makers in this study.

The statistical test also shows that a positive attitude of policy makers contributes significantly to the successful implementation of competency policies for vocational school graduates, by providing motivation, social support, and confidence in the ability to implement policies. Ajzen's theory and Kadji's MSN approach provide a comprehensive

framework for understanding and managing the influence of attitudes in policy implementation. By understanding and managing the attitudes of policy makers, governments and organizations can increase the effectiveness of policy implementation.

Although the contribution of policy makers' attitudes to the implementation of competency policies for vocational school graduates is very large, the results of statistical analysis show that the affective and consensual aspects of policy makers' attitudes are still in the average category even though the cognition aspect is in high categorization. This is an opportunity for actors involved in the implementation of the competency policy for vocational school graduates to improve the aspects of affection and convocation so that the implementation of the competency policy for vocational school graduates can be improved.

Strong affection in attitudes towards policies and conative aspects or behaviors that support implementation can increase the intention to support and implement the implementation of the policy. The MSN approach emphasizes the importance of collaboration, communication, and trust between policy stakeholders to ensure successful policy implementation (Kadji, 2016). Bryk and Schneider (2002) stated that the trust given by policymakers in schools will greatly support school change in a more positive direction. Therefore, to increase affection and conquest can be done in various ways. *First*, through socialization because socialization will increase policy makers' understanding of the goals and benefits of competency policies for vocational school graduates.

In addition, using effective information campaigns to spread awareness about policies and the importance of the role of each policy stakeholder in implementation is needed in the socialization process. The use of social media, seminars, and workshops can be used for this purpose. Through comprehensive education and socialization programs, through good understanding, it can increase affection and connotation in increasing positive attitudes towards the policies implemented.

*Second*, increasing affection and conquest can be done through the involvement and participation of policy makers. Involving policymakers in the policy planning and decision-making process is very important. Active involvement can increase a sense of belonging and increase affection for policy. The participation of policy makers through regular discussion forums between the government, schools, industry, and the community to discuss the development of labor needs, competencies needed, including receiving inputs. These forums can improve effective communication and collaboration. With effective communication and collaboration, the affection and consensus, from policy stakeholders can increase, which will support policy implementation.

*Third*, recognition and appreciation are needed for policy stakeholders involved in policy implementation. Giving awards to policy makers who show support and active participation in policy implementation will greatly support an increasingly positive attitude towards policy implementation. This will be further enhanced by publishing success stories of policy implementation that show real benefits to students, schools, and industry. Success stories can inspire and increase the affection and conquest of other policy makers. *Fourth*, the existence of support and training for policy makers is one of the keys to increasing affection and consensus. Providing training and technical

support to policymakers to ensure they have the necessary skills and knowledge will greatly support the aspects of consent or behavioural support to support policies. This training can also increase confidence and foster a sense of policy positivity because there is active involvement. Another important thing is to ensure that policymakers have access to the resources necessary to support policy implementation. This support can create a conducive environment and increase the affection and commitment of policy makers to policy implementation.

## **CONCLUSION**

1. The implementation of the competency policy for vocational school graduates is in the high category of 48.4%, which shows that the policy is carried out in accordance with the standard operational procedures (SOP) optimally, supported by mental, system, and networking aspects revealed in the MSN approach. This can happen because there are steps that have been taken by all policy makers, namely: the delegation of authority, the development of vocational schools as centers of excellence, the improvement of teacher and student competence through training, and the monitoring and evaluation through the Minimum Service Standards (SPM) policy. The implementation of the competencies of vocational school graduates has the greatest influence on competencies 4 (four) out of 9 (nine) competencies, namely responsible behavior in reflecting, taking initiative, and designing strategies for learning and self-development as well as being used to adapting and maintaining commitment to achieve goals.
2. The factors that hinder the implementation of vocational education policies at the secondary school level are influenced by the attitude of policy makers who are in the average category of 51.7%, especially in affective and cognitive aspects. This shows that policy implementation can be improved if there is a more positive attitude from policy makers towards the competence of vocational school graduates. Other factors are caused by a lack of socialization, suboptimal involvement and participation of policy makers, lack of recognition and appreciation for policy makers, and lack of support and training for policy makers.
3. The influence of policy makers' attitudes on the implementation of competency policies for vocational school graduates through the MSN approach showed a very significant influence ( $p=0.00$ ) with a contribution of 51.7%. The more positive the attitude of policy makers, the higher the policy implementation, so that the competence of vocational school graduates can be achieved more optimally.

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