

Evaluation of Regional Public Service Agency Policies on Tourism Service Businesses of State Vocational High Schools 27 Jakarta in 2022-2023

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ABSTRACT

Keywords: policy evaluation; BLUD; SMKN; ULW.

The Tourism Service Business is one of the business units managed in the production unit at BLUD SMKN 27 Jakarta which implements teaching factory-based learning. SMKN 27 Jakarta has implemented the BLUD policy in the management of production units since 2019. Based on the results of the policy evaluation using the evaluation criteria of effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy from William N. Dunn, the policy performance of the business units of the Student Service Business expertise group did not achieve its goals because the production capacity and development of service products in ULW did not run optimally and did not cover all expertise competencies. The management of BLUD SMKN 27 Jakarta as the driving force of institutional work needs to conduct a review to adjust the implementation of curricula that optimize the utilization of facilities and infrastructure in ULW business units for learning practices that can produce products and services that have a selling value according to the target market and business implementation must be operational and oriented, providing financial benefits for welfare and reinvestment for schools and, Developing a strategic plan for the development of school programs should include optimizing production capacity, competencies and expertise of students and teachers who must be involved in the production process.



Introduction

In 2018, the Government encouraged State Vocational High Schools that have production units (UP) based on Teaching Factory (TeFa) to become Regional Public Service Agencies. By becoming a BLUD, UP managed by SMKN can be a means of industrial simulation in implementing teaching factory (TeFa) and project-based learning (PBL) teaching models and activities so that students can produce various products, both goods and services that have high-selling value and are in demand by the community (Ditjen Vokasi, 2024). Referring to Government Regulation No. 29 of 1990 and the

Indonesian Ministry of Education and Culture No. 0490/U/1990, vocational schools that can manage UP professionally can be a means of learning for students to be ready to work and can provide benefits both in education, economy, and social. UP management can ideally be a means that encourages the creativity of students and teachers to produce goods or services that are valuable and in demand by the community, managed by applying professional business practices, accommodating the process of direct work practices in real-world work within the scope of learning activities for students at school, Students can keep up with the development of the business world and industry, can generate additional income to the school to finance school operations, such as the cost of maintaining practice facilities, purchasing consumables, and for training or certification, the profit sharing is regulated by the management. The development of UP into BLUD in the ULW expertise group by the government is targeted to bring the needs of labor closer to the world of the tourism industry. Career prospects for vocational school graduates with the current competence of tourism service units can work as tour guide consultants, consultants, travel agency entrepreneurs, and vloggers or bloggers (Ditjen Vokasi, 2023).

The management of UP as a means of entrepreneurship for students and teachers requires special authority from the principal as a leader to carry out duties and responsibilities democratically. (Depdikbud, 2007). The special authority that can be possessed by the principal as a BLUD leader in Permendagri No. 79 of 2018 is the authority to manage UP in carrying out sound business practices and being given flexibility. The flexibility mandated by Permendagri No. 79 of 2018 concerning BLUD includes directly managing income from business management, recruiting employees, managing cash to invest, exceeding spending thresholds, cooperating, and exemptions from regional management provisions in general through regional head regulations. The flexibility of management owned by BLUD can be held through regional head regulations. (Kemendagri, 2021).

The principal as the leader of BLUD is responsible for achieving the performance of the management of UP. According to Haryadi (2002), three key factors for the success of UP management, namely human resources (HR), facilities, and capital. In managing human resources, UP managers can 1) involve teachers, employees, and students in management, 2) inventory expertise competencies based on education and experience levels as well as talents and talents, 3) build a cooperative environment that will support partnership targets with the business world and the industrial world and society. Human resource management is also closely related to the flow of work mechanisms as depicted in the organizational structure and distribution of task descriptions. The organizational structure of UP places the principal as the person in charge and all school residents such as (teachers, students, and education staff) are involved. In terms of facilities, UP managers need to ensure that 1) UP supporting facilities and infrastructure are adjusted to the type of business activities and products to be marketed to the community, 2) all facilities at UP are prioritized for production activities involving teachers and students and not to be rented to other parties, and 3) provide workshops Special UP is provided for the production, marketing, and sales processes so as not to interfere with the practical

learning process of students. In terms of financing capital, UP managers need to study and develop capital sources in the production process while still paying attention to costs and potential profits that can reduce the school's operational budget allocation.

According to Irawan & Suhard (2018), UP management cannot be separated from three interrelated stages, namely planning, implementation, and supervision. In planning, the goals and work programs at UP are derived from the vision and mission of the school. Referring to the components of the model in the management of UP in vocational schools, Sukamawaty & Sugiyono (2016) Explained that there are various components in the stages of planning, organizing, implementing, and supervising UP as a source of income at SMK. In the planning stage, vocational schools are encouraged to analyze the business environment and competition and have an overview of the competitive advantages of the products to be produced, location and promotion plans, identifying prices, management and personnel, material supply, and risks. In the organizing stage, vocational schools must form an organizational structure and divide the duties, roles, and authorities of personnel who manage UP in carrying out their obligations. In the implementation stage, UP at vocational schools must have guidelines related to norms and standards for the provision of excellent service, management of operational hours that do not interfere with the process of learning and teaching activities, management of employees on duty, production layout, supporting equipment, and marketing management strategies. In the supervision stage, UP needs to supervise the cost, quality, and completion time of service delivery, as well as supervise personnel and the submission of claims and sanctions. Therefore, UP is required to compile and report the results of activities and financial accountability transparently regularly and conduct customer satisfaction surveys for performance assessment materials.

SMKN 27 Jakarta is the first generation of BLUD SMKN in the field of tourism that has UP with a Tefa and PBL learning base. In 2018, SMKN 27 Jakarta was designated as a Phased BLUD by Jakarta Governor's Decree 1155 of 2018 and re-established by Governor's Decree No. 941 of 2019. The production unit (UP) managed by BLUD SMKN 27 Jakarta is run based on TeFa. One of the business units managed by the Tourism Service Unit (ULW) expertise competency group, which is a tourism travel business that produces products in the tourism sector such as providing services for booking domestic and international travel tickets such as plane and train tickets and providing travel tour packages.

UP management is not only targeted to improve hard skills and soft skills and hone the ability to be entrepreneurial for teachers and students can also generate financial benefits. These financial benefits can be used for the development of UP and the competence of students and teachers (Yuliansah, 2019) such as the procurement of practice materials, the maintenance and maintenance of TeFa facilities, and increasing the welfare of school residents. Therefore, the addition of business activities in the production process and income at UP can be closely related to increasing the competence of students' skills to be absorbed in the world of work or opening a business. However, the opposite happened in the management of UP from the ULW expertise group at BLUD SMKN 27

Jakarta. Currently, the business managed by the ULW expertise group is called Passer Tour and Travel. Referring to the revenue report from UP BLUD SMKN 27 Jakarta, the sales results from the ULW expertise group from the 2021/2022 to 2022/2023 education period, only recorded BLUD's revenue from the sale of tour packages in 2022/2023 while revenue from booking services and calculation of travel tickets has not been realized. The following is Table 1 which contains the realization of production unit revenue at BLUD SMKN 27 Jakarta from 2021 to 2023.

Table 1 Revenue of BLUD Production Unit of SMKN 27 Jakarta Year 2021-2023

Revenue of BLUD Business Unit SMKN 27 Jakarta			
Service Products	Year 2021 (in Rp,-)	Year 2022 (in Rp,-)	Year 2023 (in Rp,-)
<i>Food and Snack</i>	189,095,000	398,936,592	347,815,546
<i>Hotel and Multipurpose Room</i>	413,375,000	28,852,225	129,976,500
Batavia Room	63,500,000	51,408,000	84,033,000
Fashion Studio	-	4,526,000	3,738,860
Chrysant Salon	-	-	4,605,000
<i>Tour</i>	-	22,000,000	-
Car Rental	-	33,000,000	34,782,680
Total	665,970,000	538,722,817	604,951,586

Based on Table 1, the operating income of the ULW expertise group for three consecutive years only realized the sale of one tour package in 2022. Referring to Jakarta Governor's Regulation No. 9 of 2023 concerning BLUD SMKN service tariffs, service tariffs for tourist travel businesses consist of 14 service products. The following is Table 2 of Tourist Travel Business Service Rates. SMKN which became BLUD.

Table 2 Tariff for BLUD SMKN Tourism Travel Business

It	Service Name	Unit	Fare Range (Rp,-)
1.	Jakarta <i>City Tour</i>	1 day/ per person	280.000 – 308.000
2.	Domestic ticketing service	1 sheet	20.000 – 22.000
3.	International ticketing services	1 sheet	25.000 – 27.500
4.	Indonesia Railway ticket purchase service	1 sheet	5.000 – 5.500
5.	Bali Overland <i>tour packages</i>	6 days 5 nights/per person	4.325.000 – 4.757.500

6.	Bali	Airplane	Tour	4 days 3 nights/per person	2.955.000 – 3.250.500
7.	Bandung tour packages			2 days 1 night/person	1.250.000 – 1.375.000
8.	Bandung tour packages			1 day (round trip)/person	440.000 – 484.000
9.	Jakarta-Yogyakarta-Dieng	tour package		4 days 3 nights/per person	2.305.000 – 2.535.500
10.	Tidung	Island	tour packages	2 days 1 night/person	1.331.000 – 1.464.100
11.	Naga	Village	tour package	Orang	827.000 – 909.700
12.	Cipanas	Peak	Full-Day Tour Package	1 day (round trip)/person	524.000 – 576.400
13.	Toba	Airplane	Tour Package	4 days 3 nights/per person	3.250.000 – 3.575.000
14.	West Java	Adventure Tour		3 days 2 nights	1.724.000 – 1.896.400

Based on Table 2, it can be seen that 14 service products can be managed by ULW. The description of the tariff in Table 2 indicates that many products can be marketed and at the same time become a means of practice for students in developing competence and expertise from the sale of ticket purchase services and the implementation of tour packages. In terms of location, SMKN 27 Jakarta is in the center of the city with the tourism industry starting to rise from the downturn due to the COVID-19 pandemic. The government, through the Coordinating Minister for BPMK Regulation No. 6 of 2022 concerning the National Strategy for Vocational Education and Vocational Training, encourages SMKN which is a BUD to have the advantage of flexibility in managing resource allocation so that it is more agile and able to face changes in the environment and labor market dynamics. Currently, the order of the tourism industry has changed drastically. Alfansi (2024) Views that the challenge of the tourism industry that must be addressed by stakeholders in Indonesia in addition to the geopolitics of the war between Ukraine and Russia is the decline in demand after the pandemic. Currently, the problem in the aviation sector and airport infrastructure is that it is not operating at optimal capacity. In addition, the development of remote work systems and digital nomads also reduces the demand for business travel or leisure travel. The demands of MICE (Meeting, Incentive, Conventions, Exhibition) based tourism in the era of technological advancement and tourism digitalization (Kemenparekraf, 2023) It also affects the demand side of human resource supply, namely, the demands of the workforce in mastering language and technology with international standards.

Various obstacles and challenges in UP management are not only external but also internal. Based on the research carried out by Sutopo (2013) various challenges in the effectiveness of UP management, including UP that has implemented TeFa, namely 1)

support related to learning and financing from schools is relatively small, 2) teacher involvement in the implementation of production units is still limited, 5) production products that are not in demand by the public, 6) the sales of UP are relatively small to improve the welfare of teachers and UP management staff. In line with that, Muzakkir, R, & Harun (2014) found obstacles in the management of UP at SMKN are limited time, facilities and capital resources, and partnerships with the industrial world as well as marketing techniques and consumer target mapping that are not optimal. In addition, in his research, Yuliansah (2019) found that the management of UP was not supported by the development of strategies for planning and marketing. Production planning is still limited to receiving orders only and has not been routinely operational and marketing activities are not carried out by students so that the learning of competencies related to marketing is not honed.

The BLUD policy on UP managed by SMKN should be able to encourage schools to develop goods or services that have selling value and are in demand by the community. The low sales results of products from the ULW group can indicate that there are problems in the implementation of practical activities from the learning process for TeFa and PBL which can hinder the improvement of abilities, skills, and expertise for teachers and students from the ULW expertise group. A policy or program can be categorized as having achieved a significant level of performance if the results of a policy or program have contributed to the achievement of goals and objectives. Referring to the Decree of the Head of the Curriculum Standards and Education Assessment Agency No. 032/H/KR/2024, classes with a ULW concentration are classes that aim to prepare students to have attitudes, knowledge, skills, and mastery of functional competencies in the tourism sector. Each subject held in a class with a ULW concentration is aimed at equipping students with *soft skills* and *hard skills* so that they are able, to 1) receive and process bookings, calculate prices, and prepare land, sea, and air transportation tickets, 2) plan and manage tourist trips, 3) lead tour groups and work as tour guides, 4) market tourism products by, 5) managing MICE (*Meeting, Incentive, Conference, Event*) *activities online or offline*. The limitations of sales of products and services from ULW's TeFa-based business units can have implications for various benefits that can be received by students, namely as 1) contextual learning facilities by technological developments used in the world of work, 2) providing student learning experiences by the requirements demanded by the world of work/consumers, 3) building and implementing a culture of the world of work for students; 4) providing business activity vehicles for students; 4) developing creativity and innovation for students; and 6) preparing students to get recognition in the form of certificates of competence and productivity/performance from the world of work.

Verdung (2006) views that every government intervention through policies or programs and activities that have been implemented does not escape the evaluation process. Evaluation is a process to determine *the merit, worth, and value* of something. This process can help distinguish which is more valuable if done systematically and objectively (Michael Scriven, 1991). Evaluation in general can be equated with giving an

assessment, giving a rating, or conducting an appraisal. In *Policy Evaluation*, William N. Dunn (2018) stated that evaluation is an effort to assess the performance of a policy. A policy or program is categorized as having achieved a significant level of performance if the results of a policy or program have contributed to the achievement of goals and objectives. There are six evaluation criteria for conducting policy evaluations (Dunn, 2018). First, the effectiveness criterion is to assess whether the desired results have been achieved. Second, efficiency is related to how many resources are used to achieve the desired result or solve a problem. Third, adequacy is related to how far a level of effectiveness can satisfy the value, and meet the needs and opportunities in solving problems. Fourth, equalization relates to whether the costs and benefits have been distributed evenly among different groups. Fifth, responsiveness is related to whether the policy satisfies the needs preferences, or values of a certain group. Sixth, accuracy is related to whether the desired outcome (goal) is useful or of real value. Therefore, based on the problems described earlier, this study aims to describe the management of UP in the ULW expertise group and evaluate the BLUD policy on the management of UP in the ULW expertise group with six evaluation criteria William N. Dunn (2018), namely the effectiveness of efficiency, adequacy, leveling, responsiveness, and accuracy.

Research Methods

This study uses a postpositivism approach with a qualitative data collection method. Researchers in the postpositivism approach start their research from a theory, then collect data that will support or refute a theory, and can then make revisions as needed and conduct additional tests. (Creswell & Creswell, 2023). The reason for using this approach and method is that qualitative research focuses on understanding the phenomena that occur through observation, interviews, informants, and document studies so that it is relevant to research related to the implementation of BLUD policies from the ULW expertise group business at BLUD SMKN 27 Jakarta. The researcher will delve into documents related to the implementation of activities in the production unit of the ULW expertise group and the TeFa learning process related to the production process of tourist travel services in the Passer Tour and Travel BLUD business unit SMKN 27 Jakarta. In this study, the researcher conducted interviews with informants who were school residents related to activities at TeFa Passer Tour and Travel, namely school principals, vice principals for curriculum, heads of production units, productive teachers, and ULW Teaching Factory managers.

The research focuses on the evaluation of BLUD policies in the Passer Tour and Travel business unit which is taught by the ULW expert group using the policy policy evaluation theory from William N. Dunn. (2018) By using the evaluation criteria indicators, namely, efficiency, adequacy, alignment, responsiveness, and accuracy as an analysis knife to answer research questions.

The research locus refers to the location that is the object of the research, namely BLUD SMKN 27 Jakarta which is located on Jalan Dr. Sutomo No. 1, Pasar Baru Village, Sawah Besar District, Central Jakarta Administrative City, Jakarta Special Region. The

selection of BLUD SMKN 27 Jakarta as a research case is because this school was designated as a pilot SMKN at the national level and as a Vocational Center Vocational School by the Ministry of Education and Culture for three periods from 2021 to 2023 and no one has conducted research related to BLUD policies in the Passer Tour and Travel business unit managed by the ULW expertise group at BLUD SMKN 27 Jakarta so that researchers are interested in conducting research related to the extent of implementation the implementation of Passer Tour and Travel management. This research will be carried out in July 2024 until completion.

Results and Discussion

Management of ULW Expertise Group UP

BLUD SMKN 27 Jakarta is currently implementing an independent curriculum and managing UP which has been determined in the organizational structure with KepDisdik No.206/2023 and continued with the Decree of Kep. Ka. SMK 27 Jakarta No852.1 of 2023 concerning the Organizational Structure of UP BLUD SMKN 27 Jakarta for the appointment of a personal person in charge of each skill group. The following is a picture of the UP organizational structure chart at BLUD SMKN 27 Jakarta.

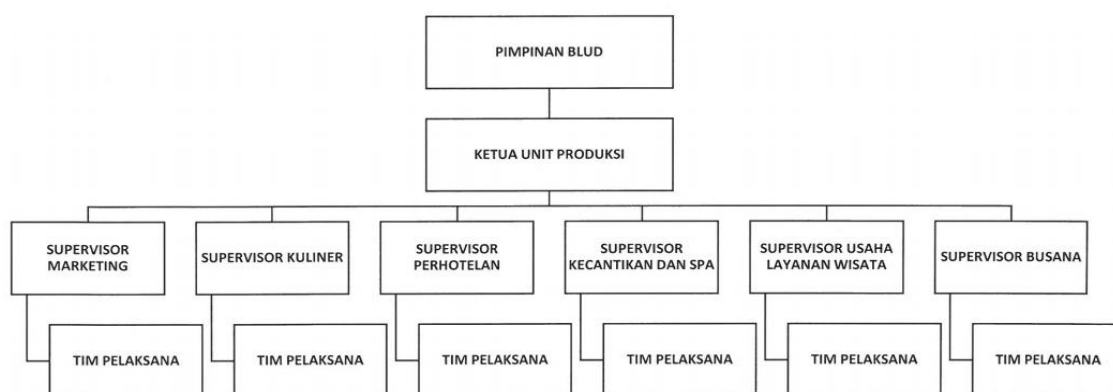


Figure 1 Organizational structure of UP BLUD SMKN 27 Jakarta

Referring to the Head of SMK 27 Jakarta No852.1 of 2023 concerning the Organizational Structure of UP BLUD SMKN 27 Jakarta, the principal is the person in charge and supervises the Head of UP and the Supervisor for each expertise competency, including the supervisor of the Tourism Service Business. In the ULW expertise group, it is coordinated by the ULW Supervisor who is in charge of the implementation team. The following is Table 3 of the division of duties from UP, supervisors, and the implementation team.

Table 3
Job Description of UP, Chairman of UP, Supervisor and Implementation Team
Job Description

UP	<ul style="list-style-type: none"> Implement student learning activities based on industry values and improve the ability of educators in schools on the type of work that can produce goods or services that can meet market standards, have commercial value, and are suitable for sale
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	<ul style="list-style-type: none"> ▪ Propose a plan for the maintenance and improvement of infrastructure and educational facilities at UP with the principles of school-based management ▪ Organizing training activities for students as well as marketing and promotional production cooperation activities ▪ Carry out service activities to the general public by using resources in schools
Chairman of UP	<ul style="list-style-type: none"> ▪ Coordinating UP operations
Supervisor	<ul style="list-style-type: none"> ▪ Preparing a daily work plan ▪ Coordinating activities/operations ▪ Checking and preparing the tools and materials needed by the UP ▪ Guiding the implementation team in carrying out services at UP ▪ Check the results of the implementation team's work ▪ Controlling and being responsible for equipment maintenance at UP
Implementation team	<ul style="list-style-type: none"> ▪ Cleaning the workspace ▪ Preparing tools and materials ▪ Check your daily to-do list ▪ Carry out tasks according to work procedures ▪ Reporting work results to supervisors ▪ Tidying up your work ▪ Tidy up the room and keep the table clean

In the development of UP, the school develops, namely 1) carried out based on strategic partnerships with DUDI through industrial classes to increase graduate absorption, product development and innovation, 2) quality production-based practice learning based on DUDI standards and needed by the community, product and service design is associated with basic competencies in each skill competency through the TeFa model, 3) teachers involved have DUDI experience (industrial internships); preparing supporting environments and facilities such as DUDI; financial management follows the BLUD financial management pattern. The flow of providing product sales services prepared in UP in each business unit, including UPW, is the same, namely in six stages. First, order receipt through BLUD management/education personnel. Second, order information (ordered products, quantity, delivery date) to the production department related to the ordered products to each expertise program. Third, carry out the division of tasks in the expertise program. Fourth, prepare the tools and materials to be used. Fifth, product manufacturing is carried out by employees at UP and students. Sixth, send the products that have been prepared.

The ULW expertise program organized by BLUD SMKN 27 Jakarta aims to produce graduates with competent graduate profiles in the fields of tourism, travel tours, tour guide skills, and flight ticketing both domestically and internationally as well as managing various events as *event organizing*. Students in the ULW expertise competency are equipped with competence in providing services in the field of tourism service business. The competencies mastered start from receiving and processing ticket

reservations according to customer requests, taking care of domestic and international travel transportation along with related documents, becoming a tour guide both for tourist trips and attractions/tourist objects, and transfer services. Calculating the price of travel packages and organizing tourist travel activities, selling tourism products, and carrying out data operations (ground handling) tasks as a tourist information manager. Industrial work practice is a second place of learning after school for this major to master competencies that were not obtained in school. Industrial work practices are carried out by various airline companies, travel agencies, and similar companies. The following is a list of ULW partners for the implementation of internships or fieldwork practices.

Table 4 Partnerships with the Industrial Business World

DUDI Group	Mitra DUDI
Travel agents or Travel Agency	Obaja Tour and Travel, Astrindo Tour, Wita Tour and Travel, Aero Travel Gedung Garuda Indones, Antavaya Tour and Travel, Panen Tour and Travel, Armada Tour and Travel, Klapa Tour and Travel, Panorama Tour and Travel, Jatra Idola Tour and Travel, TX Travel, Jagat Oriental Tours and Travel, Raja Kamar Indonesia, Sahid Gema wisata Sahid Wijaya Hotel,
Museums and tourist attractions	National Museum, Bank Indonesia Museum, Proclamation Manuscript Formulation Museum, Independent Museum, Jakarta History Museum, Art Museum, Planetarium, Taman Mini Indonesia Indah, Taman Impian Jaya, Ancol <i>Ecovention Building Ecopark</i>

Referring to the important elements in the UP that are stated by Haryadi (2002). The following is a description of three important elements in UP management, namely human resources, facilities, and capital. First, the human resources available to manage UP from the ULW expertise group consist of 4 four vocational teachers, 179 students from 1 class X study group, 2 study groups for classes XI and XII Second, related to facilities for student practice learning, currently, the facilities available are only one ULW student practice room. In the ULW expertise program, currently, the service products produced consist of two groups of service products, namely travel booking services and tour packages. The production process of ULW is carried out in a Business Center facility called Passer Tour and Travel. The booth to sell Passer Tour and Travel products is located within the school environment, which is the school lobby, and is available. Since the imposition of social restrictions on a regional scale in the DKI Jakarta area, the production process at Passet Tour and Travel has not returned to operation until now. Before the Covid-19 outbreak, in 2019, Passer Tour and Travel operational hours were carried out every school day from 7.00 WIB to noon. The implementation of marketing involves teachers and students with the target market of school students at SMKN 27 Jakarta and its surroundings, students' parents, and other school residents. Third, capital for financing the implementation of the production process can be sourced from the BOS

budget (APBN), APBD, and business results at UP as BLUD income. Budget allocations are usually intended for the cost of procurement of practice materials, maintenance, or rejuvenation of facilities at UP, and provide incentives for the welfare of Non-Civil Servant employees.

Evaluation of BLUD Policy on UP ULW Expertise Group

BLUD policy on the UP of the ULW expertise group, using evaluation criteria William N. Dunn (2018) Which is broken down into dimensions and indicators. This research refers to a policy evaluation with six assessment criteria from William N. Dunn (2018) Because the approach is comprehensive and the evaluation assessment criteria are complete in the discussion of policy evaluation. The following are the results of the analysis of the BLUD policy performance assessment in the ULW expertise group for the 2022-2023 period.

First, the effectiveness criteria to assess whether the desired results have been achieved. Menurut Sutopo (2013), The management of production units that are based on TeFa learning can be said to be effective if they have fulfilled two elements, namely 1) the management of production units has facilitated business processes such as production activities in industry and contains activities in the student practice learning process, and 2) the involvement of students who can access activities in the production process of goods or services in the production unit as a means of learning and entrepreneurship. Based on interviews and a review of the school location, it was found that the production process carried out by students for entrepreneurial activities managing the sales booth of the Passer Tour and Travel business unit according to the schedule managed by productive teachers did not work. The implementation of student practice takes place entirely in the classroom and for industrial pre-employment or student practice, internships are carried out with industry partners. With the cessation of the production process from the management of the Passer Tour and Travel business, the financial and educational benefits of implementing TeFa in the ULW expertise group are not produced. Therefore, from the aspect of effectiveness, the management of Passer Tour and Travel at BLUD SMKN 27 Jakarta has not been effective because the production process from 2022-2023 only produces the sale of one tour package. Income from the sale of flight and train travel tickets was also not realized. The Passer Tour and Travel sales booth that has been developed since 2019 until now has not been reopened even though currently the Jakarta Regional Government has encouraged the implementation of work programs and strategic activities to accelerate post-pandemic economic growth to restore the tourism sector at the provincial level in the Regional Development Plan for 2023-2026. By becoming a BLUD, SMKN 27 Jakarta has not been effective in developing tour package service products that vary in terms of facilities, tariffs, and tourist destination destinations, promotional and sales strategies that are in demand by the school's target market after the recovery phase of the Covid-19 pandemic outbreak.

Second, the efficiency criteria in this study are related to the absence of waste of resources in achieving a certain level of effectiveness. In the internal education system, the level of efficiency is measured by comparing the output with the combination of the

real cost of inputs while the external efficiency of education is measured by comparing the outcome with the real cost and the combination of inputs (Winarso & Dakir, 2001). Efficiency in this study was measured by a comparison of cost per service and the level of participation of students and teachers in the service delivery process. The results of the study show that the efficiency level of BLUD policies for the management of tourism service businesses at BLUD SMKN 27 Jakarta is quite efficient because in its implementation the tour travel package still provides financial benefits of Rp1,220,500,- and productive students and teachers are involved in tourism activities.

Third, the adequacy criteria in this study are related to the relevance and implementation of strategies and supporting resources for policy implementation. In terms of adequacy, BLUD SMKN 27 Jakarta has not made adjustments to strategic and business plans for tourism service businesses in facing the post-COVID-19 pandemic recovery situation and developing service products related to expertise competencies related to the MICE industry. In addition, capital support for the development of tourism service products such as travel practice classes such as new tour packages, and service products in the field of MICE is not yet available. The integration of meeting room management into a potential income for tourism service businesses is also still constrained by the implementation which is generally carried out outside school hours and there is no overtime incentive policy for teachers and students who will be involved in these service activities.

Fourth, the equalization criteria, in this study are related to the allocation of budget for the utilization of facilities and opportunities for the development of training programs for students and teachers. By becoming a BLUD, SMKN 27 Jakarta is encouraged to prepare supporting equipment to support TeFa SMK activities in fostering competence, independence, and entrepreneurship in the tourism service business. Supporting equipment in production units for tourism service businesses also needs to be adjusted to the target profile of graduates from SMKN 27 Jakarta. Vocational school graduates from ULW's expertise competencies can work as tour guides, liaison officers, registration and inquiry supporting personnel for the MICE sector, flight attendants/flight attendants, banquet sales, or opening a business in the field of providing travel business services (online or offline), opening a travel agency and also as freelancers, namely YouTubers, content creators. Each skill competency and target profile of vocational school graduates from the ULW expertise competency requires practical training facilities in specific production units. However, currently, the focus of expertise competencies managed by ULW is on tour planning, ticketing, and tour guiding. The provision of facilities and infrastructure for practice is only limited to intracurricular activities. Facilities for the implementation of TeFa for ULW are not yet available. Therefore, the BLUD policy in the management of UP in the ULW expertise group is not responsive enough to meet all the needs for the provision of supporting equipment to support TeFa activities for ULW expertise competencies in fostering competence, independence, and entrepreneurship in all sector graduate profile opportunities, especially in the MICE sector.

Fifth, the responsiveness criterion relates to the extent to which the implementation of BLUD can provide flexibility to adjust the needs of teachers, students, and expertise competencies from changes in the tourism industry sector and respond to the need for innovation in improving services and developing a variety of service products from ULW according to the latest developments in related industries. Based on the results of the research, the ULW expertise group lacks budget resources and human resources to develop products and services needed by the current needs of the tourism industry. The TeFa management process at UP to meet the competency needs of MICE expertise is still not facilitated in school facilities and infrastructure and schools have limitations for the fulfillment of practical classes for tourist tours which can be used as material to upgrade and make variations of new destination packages. Therefore, the BLUD policy at SMKN 27 Jakarta has not been responsive enough to the need to adjust the development of learning and teaching activities, adjust the curriculum for practical classes, and the need for competence and expertise according to market and industry trends.

Sixth, the accuracy criterion focuses on the extent to which the outcome of the policy is correct. In this study, the accuracy criteria are related to the relevance of BLUD policies in meeting and adjusting the needs, objectives, context, resources, and expectations of school residents involved in the business activities of ULW. Based on research, BLUD SMKN 27 Jakarta is still unable to optimize the achievement of the target of the TeFa implementation process from ULW from the business of selling travel tickets and tour packages. In addition, efforts to integrate the management of meeting rooms and co-working spaces as part of the business activities of the ULW expertise group have not involved teachers and students because they are constrained by the lack of guidelines and incentives for the implementation of practices outside the school operating hours to meet and adjust to changes in the development of the tourism industry at the local level in the Jakarta area. ULW managers also do not have guidelines related to quality standards and permit guidelines in the implementation of the practice of providing services for tourist trips involving teachers, students, and the community outside the school community. Therefore, the BLUD policy on ULW is not right to achieve goals and objectives and have a positive impact.

Conclusion

The main key to the success of the implementation of production-based learning at SMKN which organizes a TeFa-based learning process and manages production units in the school environment is the production capacity and types of products produced from the production process that have added value and are in demand by the community. From 2022 to 2023, the implementation of the ULW group's production process at the Passer Tour and Travel business center is not running optimally. The lack of implementation of practices involving students and teachers at ULW is also because UP managers have not made adjustments to the plan and strategy for the development of service products that can be developed to integrate learning activities with the industrial world in the MICE sector. The BLUD policy on ULW in implementation in 2022-2023 needs to be reviewed

by the school by making changes to the five-year strategic plan and business plan and budget which includes analysis of the business environment, risks and competition, identification of products and services that are of interest to the public, marketing strategy, as well as strategy for providing supporting equipment facilities for training and production processes as well as financing plans and adjusting targets and service rates.

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