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Analysis of Implementation Policies of the Bitung State Logistics Community Academy

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Abstract

This study aims to find out the Policy Analysis of The Implementation of The Bitung State Logistics Community Academy (BLCC - Bitung Logistics Community College). The research method used is literature study and classify existing literature to be analyzed and conclusions made. The conclusion in this study is the suitability of the Bitung City Community Academy study program in accordance with the regional potential, the existing study programs have received consideration from the relevant Ministry. marine potential, ports and the presence of industrial SEZs in Bitung and the Likupang Manado Bitung Tourism SEZ are potentials that must be considered to open and develop additional study programs in addition to existing study programs including tourism, trade, and services. High school graduates who want to enroll in AK Bitung City are quite high, it has implications on the increase of AK colleges, as well as impacting the excellence of Bitung city is the port city, industry and tourism. The improvement of human resources from AK Bitung city graduates will certainly be able to encourage the acceleration of Indonesia's economic development.

Keywords: *Implementation Policy; Bitung State Community Academy; Bitung Logistics Community College; Regional Potential; Employment; Vocational*

Introduction

Indonesia has many advantages geographically, Indonesia which is in a strategic position in the Asia Pacific Region can play an important role in the political and economic arena in Asia Pacific. Geostrategic is a concept of development policies and strategies that are not only motivated by economic benefits, but also have strategic political objectives, namely development that is capable of bringing the glory of the country in various fields. This is in accordance with the opinion of Sam Ratulangi (1953). This concept is still relevant to be developed as the basis for the development of North Sulawesi Province which is the Gateway for Asia Pacific (RPJMD Prov. Of North Sulawesi) (Lihang, 2016)

The central government has developed a concept of accelerated development in Indonesia called MP3EI (Master Plan for The Acceleration of Indonesia's Economic Development). During the Presidency of Susilo Bambang Yudhoyono (SBY) The Legal Protection of MP3EI was Perpres 32/year 2011, but in the time of President Joko Widodo this Presidential Decree has been revoked and replaced with Perpres 82/year 2020 and changed to Perpres No. 108/year 2020. Amendments to Presidential Decree 82/2020 concerning: Committee for Handling Coronavirus Disease 2019 Covid-19) and Economic Recovery. In general, the acceleration of this development is aimed at encouraging the added value of leading economic sectors, infrastructure and energy development as well as the development of (Human Resources) HR and (Science and Technology) Science and Technology in Indonesia. Where the strategy in the short-term program will be carried out a number of investment climate improvements through Debottlenecking, regulation, incentives and acceleration of infrastructure development needed by economic actors. In this MP3EI has been established 8 main programs, and 22 Main Economic Activities, in addition has also been established 6 Economic Corridors as Growth Centers that are expected to encourage Economic Development throughout the archipelago. One of the six economic corridors intended is the Sulawesi Economic Corridor. With the main theme "center of production and processing of agricultural products, plantations, fisheries, oil and gas and mining National".

One of the provinces that is included in the economic corridor of Sulawesi is North Sulawesi Province. This is supported by the superior geographical / geostrategic conditions of North Sulawesi Province, including (1) located or crossed by 2 (two) very important and strategic Indonesian Archipelago Sea Lanes (ALKI), namely ALKI 2 (International sea route through the Bali Strait) and ALKI 3 (International Sea Route via the Banda Sea). (2) North Sulawesi Province as the gateway to Indonesia in the Asia Pacific Region through the development of a Multi Gate System with a development concept, including making Bitung Ocean Port and Sam Ratulangi Airport an International Hub Port (IHP) which functions as a Cargo Consolidation Center (CCC) and Cargo Distribution Center (CDC). (3) There are opportunities arising from the implementation of the 2015 ASEAN Economic Community and Free trade with China in 2017.

After it is certain that Indonesia has almost passed the anomaly stage, it is estimated that currently Indonesia will be very attractive to investors because; 1. Large population, 2. Availability of labor force with productivity that can still be increased, 3. Availability of raw materials and sufficient land available to increase the supply of raw materials as needed 4. Proven political stability and space for the application of market mechanisms is widening, 5. costs that are not directly related to economic activity / investment have been minimized. Government awareness of the importance of investment or the success of clean government / good corporate governance has begun to appear.

North Sulawesi Province continues to prepare to take advantage of the MP3EI program. To seize this opportunity, North Sulawesi Province proposed a Special Economic Zone (KEK) in Bitung. Special Economic Zones are areas with certain boundaries within the Legal Territory of the Republic of Indonesia which are designated to carry out Economic Functions and obtain certain facilities. According to the function, SEZs are developed through the preparation of areas that have Geoeconomic and Geostrategic advantages and function to accommodate Industrial, export, import and other economic activities that have high economic value and international competitiveness.

SEZ Bitung will provide many benefits for economic development both for the province of North Sulawesi, Eastern Indonesia, Indonesia and even the World (especially Asia Pacific). SEZ Bitung is proposed based on the superiority of the regional commodity of North Sulawesi Province, namely coconut / its derivative products, fishery / derivative products and added with products that have great potential in the future, namely logistics. This means that if the SEZ Tanjung Merah Bitung is created it will have a big impact on the economy, Indonesia's bargaining position in world trade and in the end create the welfare of the Indonesian people in general and North Sulawesi in particular.

According to some researchers, many factors contribute to the success of a KEK or SEZ (Special Economic Zone). According to Deborah brautigam Dan Tang Xiaoyang (2011), stated that the Chinese zone (SEZ in Africa) will be successful if they attract significant local and foreign investment, create African jobs, promote exports and increase industrial competitiveness in environmentally sound African countries. and socially sustainable. According to KMPG (2009: 13) it means that a special Special Economic Zone is a separate uninhabited area but is still included in the territory of one country. Special economic zones were created to: 1. Accelerate regional economic development (2) Manage Post-Industrial Property and Infrastructure (3) Create jobs (4) Attract foreign investors.

The above argument shows that SEZs can have positive impacts as well as negative impacts. For a positive impact, such as the opinion of Sharma (2009), states that SEZs are not only for export expansion but also as an engine of growth and job creation.

SEZ will not be successful if it does not have a good impact on the surrounding area. According to Shankar Gopalakrishnan (2007), the general impression that the Chinese Special Economic Zone is successful is incomplete. SEZs in China have sometimes resulted in injustice i development, lost farmland, real estate speculation problems and labor violence. To make SEZs have a positive impact on economic and non-economic aspects in the SEZ areas, several conditions are needed. According to the results of research by Shavin Malhotra and Nicholas Papadopoulos (2008) that SEZs offer far better infrastructure products and facilities, favorable financial incentives, and improve the Political, Social and Economic and Legal Environment, compared to other areas in a country. For this reason, a more in-depth analysis, feasibility support or prospects are needed from several important aspects for the success of the KEK Bitung which include aspects of financial feasibility, infrastructure support, perceptions from the public and investors). This is very important because currently SEZ Bitung has a strong legal basis, namely PP 32 of 2014 concerning SEZ Bitung, and has been inaugurated by President Joko Widodo.

In 2012 the Government, through the Ministry of Education and Culture, has launched a high-level education program at the diploma one level (D1) and diploma two (D2) which is called the Community Academy (AK). The establishment of the AK is a mandate contained in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (Republic of Indonesia, 2012). In Article 59, paragraph 7, it is stated that "Community academies are universities that provide vocational education at the diploma level one and or diploma two in one or several branches of science and / or certain technology based on local excellence or to meet special needs". One of the objectives of establishing AK is related to efforts to increase the Gross Enrollment Rate (GER) in Higher Education, as well as an effort to improve the quality of human resources capable of accelerating Indonesia's economic development.

The Decree of the Minister of Education and Culture Number 161 / P / 2012 dated 9 August 2012 concerning Higher Education Institutions Organizing Study Programs Outside of Domicile stipulates 35 districts / cities to establish AKs. Of the 35 AKs, as many as 20 AKs were financed from APBN sources and 15 AKs came from APBNP. The future prospect of the government together with the Regional Government gradually develops at least 1 (one) AK in a field that is in accordance with the regional superior potential, both public and private.

It is hoped that the establishment of AKs in 35 districts / cities will be able to support the development of superior regional resources within the framework of the Master Plan for the Acceleration and Expansion of Indonesian Development (MP3EI). As it is understood that the Government has established the MP3EI program by dividing Indonesia's territory into six corridors, namely: 1) the economic corridor of Sumatra, having the theme of development as a center for production and processing of agricultural products and a national energy barn; 2) Java economic corridor, has a development theme as a driving force for national industry and services; 3) Kalimantan economic

corridor, having the theme of development as a center for production and processing of mining products and a national energy storehouse; 4) Sulawesi economic corridor has a development theme as a center for production and processing of agricultural, plantation, fishery, oil and gas and mining products nationwide; 5) the Bali-Nusa Tenggara economic corridor, having the theme of development as a gateway for tourism and national food support; and 6) the Papua-Maluku Islands economic corridor, which has a development theme as a national center for the development of food, fisheries, energy and mining (Republic of Indonesia, 2011). The advantages of each of these corridors need to be encouraged and developed to accelerate national economic development.

AK establishment should be related to efforts to develop regional potential. Natural resources in each corridor need to be utilized, stimulated and developed by relying on adequate quality human resources. The need to develop MP3EI is increasingly urgent to lay a strong economic foundation in each region. AK as a form of vocational or vocational higher education is expected to have dual functions, on the one hand as an energy capable of driving economic development in the regions; on the other hand, it is able to create business / work opportunities in its own region. Therefore, AK does not stand alone, but is aligned with the application of the MP3EI concept as an effort to expand and develop Indonesia's economy. One of the criteria required in the establishment of AK, namely paying attention to the potential of the region in accordance with the economic corridor owned by the region. It is hoped that the study program at AK is relevant to the needs and potential of the region. This is in accordance with the Regulation of the Minister of Education and Culture number 48 of 2013 concerning the establishment, amendment and revocation of permits, especially Article 18 which states in the proposal to open study programs in AK through an analysis of regional potential (Ministry of Education and Culture, 2013). It is hoped that the establishment of AKs in 35 districts / cities will also play a role in encouraging high school graduates to continue their education in tertiary institutions. This policy is also related to the successful completion of the 9-year Basic Education Need to be balanced with an increase in graduates to continue to secondary education. Furthermore, the increase in secondary education graduates needs to be encouraged to continue to higher education. In 2013, the minister of Education and Culture stated that the Gross Enrollment Rate (GER) for higher education has only reached 29.9 percent, while the government is targeting this figure to increase by 40 percent by 2025 (Nuh, 2013). This effort is a challenge and a demand to improve the quality of Indonesia's human resources, especially in facing global challenges characterized by an increasingly tighter competitive climate among nations in the world. AK is expected to be filled and in demand by high school (SM) graduates, so that it can increase the number of continuing SMK (Vocational high school) graduates to tertiary institutions, as well as having an impact on increasing the higher education GER.

One of the Community Academies in Indonesia is the Bitung Logistics Community College. Bitung Logistics Community Academy (AKLB) or better known as BLCC (Bitung Logistics Community College) is a state university located in the city of Bitung, North Sulawesi. There are only 2 Logistics Community Academies in Indonesia, namely, in the city of Bitung North Sulawesi and in Batubara district, North Sumatra.

The Bitung Logistics Community Academy is under the auspices of the Faculty of Industrial Technology - Bandung Institute of Technology based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No.4807 / E.E2.1 / KL / 2014. Ready to educate students at the Bitung Logistics Community Academy to become experts in the field of logistics who are ready to be employed domestically and abroad.

The Bitung Logistics Community Academy is different from other universities in the city of Bitung, because every graduate is ready to work differently from other universities where each graduate has to wait to get a job.

D2 students who study at the Bitung Logistics Community Academy will become experts. This is because students are given a learning system of 40% theory and 60% field practice. So not only provided with material, students of the Bitung Logistics Community Academy are also equipped with specialized field practice skills so that after completing education, existing students are ready to work and be recruited by the company as experts. This is what makes D2 graduates of the Bitung Logistics Community Academy more skilled than S1 graduates who are only equipped with academic theory.

Students who have completed their D2 education at the Bitung Logistics Community Academy can take an international certificate from the Singapore Supply Chain Institute with an additional 1 semester of lectures. As for the advanced study level for the D3 program at the Trisakti School of Transportation Management (STMT) Jakarta, and at the Polytechnic Pos Indonesia Bandung.

Job prospects for students who graduate from the Bitung Logistics Community Academy are very good. Existing graduates are ready to be recruited by companies engaged in the logistics (Supply Chain) such as Transportation Service Companies, PT Pelindo, PT Pos Indonesia, Customs (*Bea Cukai*), Syah Bandar, Shipping Line Companies, and other companies related to logistics.

Bitung Logistics Community Academy graduates are ready to advance Indonesia's economic development as reliable workers and ready to face the ASEAN Economic Community (MEA).

Based on the background that has been explained, in general **the formulation of the problem in this study is how effective is the establishment of AK in supporting the MP3EI program?** In particular, the formulation of the problem is: Is the AK study program in Bitung City in accordance with the regional potential and how is the interest of high school graduates (SM) to continue to Community Academy (AK)? In relation to these problems, the general **purpose of this study is to determine the effectiveness of the establishment of AK in supporting the Bitung Logistics Community program.** More specifically, the aim is to examine the suitability of the AK study program in Bitung City with regional potential and to study SM graduates continuing to AK in order to find alternative policy suggestions in order to formulate a more effective AK implementation strategy according to regional needs and national economic development.

Literature Review

Community Academy

Community academy is an educational institution that is **expected to be able to improve human resources in** order to utilize and develop local capabilities. Community Academy is a formal education at the university level, but it has differences with other types of vocational universities such as Polytechnics and Academies. Polytechnics are higher education institutions that provide vocational education in various scientific and / or technology clusters and if they meet the requirements, polytechnics can provide professional education. Likewise, Academic Colleges have long been known, which are tertiary institutions that provide vocational education in one or several branches of certain science and / or technology. While AK is a university that provides vocational education at the diploma level one (D-1) and / or diploma two (D-2) in one or several branches of science and / or certain technology based on local advantages or to meet special needs (Gumelar, 2012).

The legal basis for the establishment of AK is stipulated **in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.** Articles regulating the establishment of AK, namely: Article 59 paragraph (1) regulates the form of Higher Education, one of which is a community academy; Article 59 paragraph (7) mandates: Community Academies are tertiary institutions that provide

vocational education at the diploma level one and / or diploma two in one or several branches of science and / or certain technology based on local excellence or to meet special needs; Article 81 paragraph (1) is mandated that the Government together with the Regional Government develop gradually at least one AK in a field that is in accordance with the regional superior potential in the Regency / City and / or in the border area. Furthermore, Article 81 paragraph (2) AK as referred to in paragraph (1) is implemented based on regional needs to accelerate the progress and welfare of the community.

In essence, the objectives of establishing AK include: 1) increasing competence in accordance with regional and regional industrial needs; 2) expanding access to higher education or higher education gross participation rate (GER); 3) encourage the growth of small and medium enterprises (UKM) in the regions according to the potential of the region. In order to realize the objectives of establishing the AK, the curriculum is prepared based on: 1) competency standards in accordance with the Indonesian National Qualifications Framework (KKNI); 2) the learning method is designed to prioritize work skills with a composition of 60–70% industrial practice and work and 30–40% theory; and 3) AK graduates are expected to obtain competencies in accordance with the needs of employment in the regions, or be able to continue to higher education levels according to industrial / independent needs. The target of AK students is secondary education graduates (SMA, SMK, MAN or equivalent), both those who have not yet worked or have already worked (Direktorat Jenderal Pendidikan Tinggi, 2012).

Effectiveness

The definition of effectiveness according to the Indonesian dictionary (Pusat Bahasa, 2008) is that there are effects / consequences / effects or can bring about results. Meanwhile, in the Indonesian Wikipedia (2014), the notion of effectiveness is understood as achieving the right goals or choosing the right goals from a series of alternatives or method choices and making choices from several other options. Effectiveness can also be interpreted as a measure of success in achieving predetermined goals. From the definition of effectiveness, in this study what is meant by effectiveness is the success in achieving predetermined goals. One of the objectives of the AK is to find out whether the AK study program is in accordance with the regional potential.

Improvement of Human Resources through the Community Academy

Education has an important role in national development as an effort to create quality human resources. Education is the learning of knowledge, skills and habits of a group of people who are transferred from one generation to the next through teaching, training or research (Ensiklopediabebas, 2014). Furthermore, according to Law number 20 of 2003, it is stated that education is a conscious and planned effort to creating an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Thus, education can be said to be the process of forming attitudes, knowledge and job skills in prospective workers.

Therefore, education has a strategic role in determining the success of national development. The role of education in national development is conveyed by (Wahyono, 2012), namely:

- a. Developing technology; The result of education is an educated person who has the ability to carry out research and development that can produce new technology.
- b. Making productive workers in the construction sector; Educated people from education can enter and actively work in the field of building construction, both factories and companies. From these factories and companies, various necessities of life will be produced.

- c. Making productive forces that produce goods and services; Educated people from education also have the skills to produce goods and services. They can become employees in a factory or company by relying on their respective skills.
- d. Developing generational and cultural creation drivers; Educated people resulting from education become actors / movers who understand very well the generation they live in and then be improved according to the times, while still based on their old culture.
- e. Making consumers of goods and services; This means being a generation that consumes goods and services produced with a variety of needs and more. They are more critical in using goods and services, when compared to people who are less educated

Indonesian MP3EI

Indonesia is an archipelago in which two-thirds of its territory is water and is located in a strategic location because it is located at a stopover for world trade routes. Taking into account the various potentials and advantages possessed, as well as the development challenges that must be faced; Indonesia needs an economic transformation in the form of an acceleration and expansion of economic development towards a developed country so that Indonesia can increase competitiveness as well as create prosperity for all Indonesian people. The Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI) is the first step to encourage Indonesia to become a developed country and to be included in the 10 (ten) major countries in the world by 2025 through high economic growth that is inclusive, fair and sustainable (Perpres No.32 Tahun 2011). Future trade growth in Indonesia will be heavily influenced by the level of implementation of government policies to accelerate and expand economic development, which is stipulated in the MP3EI. The role of ports is very important for the realization of MP3EI goals. On the other hand, if the MP3EI can be implemented properly, the implication is that the growth of goods traffic through ports will be higher (KP 414 of 2013 concerning Establishment of the National Port Master Plan). A port is an economic gateway to an area, so that with a port, an area can develop. Port development is strongly supported by hinterland growth, the interrelation between hinterland and port is mutually beneficial, because ports have a function as a place that has various facilities to market (export) hinterland products outside the region or abroad, and vice versa as a place to import. products from abroad or outside the region to hinterland via shipping lines.

President SBY realizes the importance of infrastructure development for the economy. Therefore, the government held the Infrastructure Summit in January 2005 to attract private participation in infrastructure development. However, these efforts were less successful due to the government's failure to carry out reforms and produce the regulations needed to improve the infrastructure investment climate (Soesastro & Atje 2005). One such setback was the Constitutional Court's decision on 6 December 2004 to overturn the new Electricity Regulations, which sought to open up competition with the private sector in the sector

Hill (2015) notes that although a number of reform efforts were made to encourage infrastructure development (for example through the Master Plan for the Acceleration and Expansion of Indonesia's Economic Development or MP3EI), in reality, the progress was quite disappointing. Indonesia continues to lag behind competing countries in a number of indicators of the quality of infrastructure and logistics. The amount of new infrastructure investment is far from being needed and is hindered by many regulatory hurdles, leaving Indonesia's economy at high cost and very inefficient.

The government has also failed to reform the transportation sector by introducing competition, for example in the electricity sector and ports which are still dominated / monopolized by BUMN. Specifically, Law No. 17/2008 concerning Shipping, which applies the cabotage principle, is a setback, because it practically closes competition with foreign ships in the domestic shipping industry. It was only

near the end of his administration that the government at least ratified Law No. 2 of 2012 on Land Acquisition for Development for Public Interest, which facilitated the land acquisition process for infrastructure development projects (although it only took effect on January 1, 2015).

Meanwhile, to improve the investment climate, in February 2006, the government issued a policy reform package, which is a more systematic economic reform step. The three main characteristics of these reforms are: First, they are top-down rather than bottom-up. Second, it has specific objectives and timeframes, as well as specially appointed institutions for implementing reforms. Third, for each reform, there are sub-reforms that are more specific with measurable targets and concrete steps of action.

This policy package is quite broad, covering 85 reform efforts, which include, among other things, the new Investment Law, the new Taxation Law, as well as amendments to the Customs and Excise Law and revisions to the Manpower Law. By the end of 2006, only 35 of the 85 policy steps had been completed (Hill, 2006). However, this reform policy has been ineffective in its implementation, partly due to chronic problems such as a lack of capacity and coordination between ministries, as well as slow progress in the DPR.

The legal protection of the MP3EI program is Presidential Decree 32/2011; however, during the presidency of President Joko Widodo the Presidential Decree has been revoked and replaced with Presidential Decree 82/2020 and changed to Presidential Decree No. 108 / 2020. Changes to the Presidential Decree 82/2020 concerning: Committee for Handling Corona Virus Disease 2019 Covid-19) and Economic Recovery. In Presidential Decree No.108 / 2020, contains the preparation of strategic recommendations to the President in the context of accelerating the handling of COVID-19 as well as economic recovery and national economic transformation; integrate and determine steps for implementing strategic policies as well as breakthroughs needed to accelerate the handling of COVID-19 as well as economic recovery and national economic transformation; monitoring and evaluating the implementation of strategic policies in order to accelerate the handling of COVID-19 as well as economic recovery and national economic transformation.

Article 2 of Presidential Decree No. 108/2020 explains that the National Economic Recovery Task Force as referred to in Article 2 letter e has the following tasks: a. carry out and control the implementation of strategic policies related to the recovery and transformation of the national economy; b. resolving problems in implementing strategic policies related to the recovery and transformation of the national economy, including problems faced by the real business sector quickly and precisely; c. supervise the implementation of strategic policies related to the recovery and transformation of the national economy; and d. establish and implement policies and other necessary steps in the context of accelerating the recovery and transformation of the national economy.”

Research Method

The research was carried out by studying the literature and classifying the existing literature for analysis and conclusions. The first stage of the research is to determine the source of the information being studied. The source of the information for this research is the mass media contained in the online news portal.

Classification is carried out with this approach because the news obtained is generally dichotomized by these themes. With this classification, it is hoped that no information is lost but at the same time there is no redundant information. The next step is to summarize the information from each classification. The summary is done because there could be news redundancy and this redundancy can be represented by a complete and comprehensive statement.

Result and Discussion

Bitung City, North Sulawesi, as a Gateway to Indonesia in the Asia Pacific

Bitung is one of the cities in North Sulawesi Province that has a strategic route in the utilization of fishery resources in its waters. As a maritime city, the economic activities of Bitung City are heavily influenced by activities related to the sea and coastal areas. The existence of the Bitung International port has a great opportunity to become Indonesia's gateway to the Asia Pacific region (BAPPEDA Bitung, 2013).

Indonesia is one of the countries that will enter the era of the ASEAN economic community (AEC 2015), which means that every country in the Southeast Asia region has the freedom to conduct transactions, trade in goods and services, skilled labor, and a freer flow of investment between One country to another. Therefore, there needs to be attention from the government to manage the regional potentials that exist in Indonesia which are deemed unable to be managed optimally; so that in the future there will be new sectors that are able to contribute to the State, and can also compete with other countries in welcoming the 2015 AEC.

One of the concrete evidences that is being resolved by the Indonesian government is to develop a new sector that has potential and comparative advantage, namely the establishment of the Special Economic Zone (KEK) of Bitung City. The Special Economic Zone of Bitung City focuses more on the production of the fisheries and marine sectors, the processing industry and the logistics industry. This city, which is located in North Sulawesi Province, is a very strategic area as a growth center for the distribution of goods, and supports the supply of logistics goods in Eastern Indonesia because this region is the closest access from Indonesia to countries in Asia Pacific for international trade flows of goods. , besides that this region is also passed by international trade transportation routes between Asian countries and Australia, and has international access, especially to BIMP-EAGA, AIDA, East Asia and the Pacific 7. However, the comparative advantage of Bitung City will have challenges in its future It is necessary to have policies, regulations, and strategies designed appropriately so that in the future this city is able to make a major contribution to development in Indonesia, especially in the Eastern Region of Indonesia and is also able to compete with other countries during the 2015 ASEAN Economic Community (AEC) era.

Logistics Community College/BLCC: "Quote History of the Bitung State Logistics Community Academy," Bitung

The city of Bitung with its readiness to become the new gate of Indonesia in Asia Pacific has attracted enthusiasm from Logistics Service Leaders / CEOs regarding the potential of Bitung City as a Logistics Center and Hub in Eastern Indonesia. But even so, the City Government of Bitung faces obstacles with the lack of skilled human resources in the field of logistics, even though according to the data it takes around 1000 more logistic experts every year. Referring to this, the City Government of Bitung strives and is committed to creating skilled and competent human resources in the field of logistics through a university; then the Bitung Logistics Community Academy was founded or better known as the Bitung Logistic Community College (BLCC) and at the same time became the first public university in the city of Bitung during the reign of Mayor Hanny Sondakh, SE and Deputy Mayor Maximiliaan Jonas Lomban, SE, MSi.

Graduates from BLCC in the future are expected to become professional logistic experts who are ready to be placed directly in the industrial world and able to compete not only in Bitung City but at the international level.

BLCC was first launched in Bitung City on August 5, 2014 with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 4807 / E.E2.1 / KL / 2014 and under the auspices of one of the best universities in Indonesia, namely the Bandung Institute of Technology through the Faculty of Industrial Engineering with Study Programs outside of Domicile. BLCC lecture activities have been going on since the beginning of 2015 with a total of 142 students registered. BLCC is led by the PDD Coordinator, Mr. Dr. Drs. Hermanus Bawuoh, MSi, assisted by Dra. Refien Khouni Silva Rawung, MSi as Deputy Coordinator 1 and Dra. Treesia L. Tengker MPd as Deputy Coordinator 2 with a team of lecturers and staff needed for BLCC operations. In 2017, the Regional Secretary for the City of Bitung, Dr. Audy R.R. Pangemanan has been appointed as the new PDD Coordinator at BLCC.

Support and assistance from the City Government of Bitung continued for BLCC during the five years of leadership during the Government of Mayor Maximiliaan Jonas Lomban SE, MSi and Deputy Mayor Ir. Maurits Mantiri MM, while the process of BLCC independence continues to be worked on and in process. It is hoped that the same support and assistance will be continued by the new Bitung City Government, namely the Mayor of Ir. Maurits Mantiri and Deputy Mayor Hengky Honandar, SE. which was sworn in at the end of March 2021.

The Bitung Logistics Community Academy only opens D2 program education which only lasts 2 years. With a choice of study programs:

- a. Transportation: Become an Expert in the field of Transportation
- b. Port: Become an Expert in the field of Ports
- c. Warehousing: Become an Expert in the field of Warehousing

The Bitung Logistics Community Academy is different from other universities in the city of Bitung, because every graduate is ready to work. This is what distinguishes it from other universities where each graduate has to wait to get a job.

D2 students who study at the Bitung Logistics Community Academy will become experts. This is because students are given a learning system of 30% theory and 70% field practice. So not only provided with material, students of the Bitung Logistics Community Academy are also provided with specialized field practice skills; so that after completing education, existing students are ready to work and be recruited by the company as experts. This is what makes D2 graduates of the Bitung Logistics Community Academy more skilled than S1 graduates who are only provided with academic theory.

Students who have completed their D2 education at the Bitung Logistics Community Academy can take an international certificate from the Singapore Supply Chain Institute with an additional 1 semester of lectures. As for the advanced study level for the D3 program at the Trisakti School of Transportation Management (STMT) Jakarta, and at the Polytechnic Pos Indonesia Bandung.

Job prospects for students who graduate from the Bitung Logistics Community Academy are very good. Existing graduates are ready to be recruited by companies engaged in Logistics (Supply Chain) such as Transportation Service Companies, PT Pelindo, PT Pos Indonesia, Customs, Syah bandar, Shipping Line Companies, and other companies related to logistics. Bitung Logistics Community Academy graduates are ready to advance Indonesia's economic development as reliable workers and ready to face the ASEAN Economic Community (AEC).

Analysis of the Contribution of Special Economic Zones (KEK) to the Economic Structure of North Sulawesi

Initial implementation in the development of the industrial sector in North Sulawesi was the establishment of the Matuari District, Bitung City, North Sulawesi Province as a center for industrial activity and as a center for industrial services based on logistics and distribution, as stipulated in the Government Regulation of the Republic of Indonesia Number 32 of 2014 concerning the Special Economic Zone of Bitung City, where It is stated that the Bitung region has the potential and superiority geoeconomically and geostrategically to be used as a Special Economic Zone by the government. This location is also very strategic for the fisheries processing industry where North Sulawesi is one of the largest fish producers in Indonesia, which is able to make a significant contribution to the Gross Regional Domestic Product (GRDP) of North Sulawesi. The investment value for the development of the area is 1.7 trillion, or an estimated investment of Rp. 32.89 trillion until 2025 and will absorb a workforce of 34,000 people. KEK Bitung will also have zoning, including: coconut industry 65.4 ha; fishing industry 50 ha; pharmaceutical industry 105.5 ha; other industries 41.1 ha; and logistics 25.8 ha.

The Ministry of Trade invites campuses and academics to contribute together with the government to develop Special Economic Zones (KEK) and regional potential. That way, KEK and regional potential can contribute to regional economic growth and the trade sector, both at home and abroad. The determination of SEZ is intended to develop the economy, investment and trade in the area. North Sulawesi already has the Bitung SEZ, but for four years it has not been optimally utilized.

North Sulawesi has the advantage of being the largest coconut producer in the world and the largest fishery producer in Southeast Asia. In addition, Bitung is located in the Indonesian Archipelago Sea channel through which tankers from East Australia and East Asia pass. By expanding the cooperation between the Ministry of Trade and UNIMA, we can together improve the economy of the region, nation and state. Contributions from the campus and the role of scholars are needed. Furthermore, he explained, until now the government has determined as many as 12 SEZs spread throughout Indonesia.

SEZ development is intended to accelerate regional development and serve as a breakthrough model for regional development for economic growth so as to increase employment, including in the industrial, tourism and trade sectors. The SEZ development targets, namely increasing investment, optimizing industrial activities, accelerating regional development, and creating new jobs. (Deandra, 2018)

The development of the Bitung SEZ, it will be easier to support efforts to move the economy in North Sulawesi, so that it can make a real contribution and efforts to reduce poverty and unemployment, and improve the welfare of the people in North Sulawesi Province in an effort to start the SEZ Industrial development in Bitung. with the accelerated development of transportation infrastructure in the North Sulawesi region. The development of the Port of Bitung as an International Hub Sea Port (IHP) is believed to be able to increase exports and imports; also, able to accommodate ships with five thousand containers intending to export goods from Bitung to overseas, or foreign ships that stop at the Port of Bitung, by becoming a stopover. It is hoped that with this development, commodities or products in Bitung will be able to sell more quickly, because the Port of Bitung is currently only able to accommodate ships with a load of three thousand containers. With the IHP, Bitung City will become an international standard gold-picking port so that it is hoped that it will be able to become a hub for trade connectivity in the East Indonesia region.

But in reality, Bitung Port Development has labor-related constraints. The utilization of port labor which effectively institutionalizes the use of port facilities is inefficient and limits the possibilities for efficiency improvements. In many ports, only one shift of labor is available and opportunities for

overtime are limited. The ports referred to are ports that operate for 24 hours; six hours out of every 24 hours were wasted, due to the rigid, un-rotated rest periods to ensure continuous ship service (Nathan Associates 2001).

In order to support the development of international ports, there are four main concerns in port business development, namely: containerization, adequate infrastructure, enhancing port security, and technological developments. This of course needs to be supported by the existence of quality human resources.

As expressed by Deputy Director IV Polnes Samarinda Surahman PhD, visiting the City of Bitung, the visit was in order to discuss the continuation of the independence process of the Bitung Logistic Community College (BLCC) or the Bitung State Logistics Community Academy. During the meeting, Lomban explained that currently BLCC has produced graduates who are ready to enter the industrial sector, and this is evidenced by the series of BLCC collaborations with various industries both in the region and outside the region. Human Resources (HR) who graduated from BLCC themselves, continued Lomban, were already very good and the preparation for the teaching staff was in accordance with the requirements in vocational education at BLCC.¹

Reflections on the success of education can improve the quality of human resources, this can be seen from the number of graduates of 1,714 people, consisting of 538 Applied Scholars, 1,054 Diploma III, 55 Diploma II (Bitung City Community Academy), and 63 Diploma I (Community Academy of Landak Regency)².

Meanwhile, as a step towards filling the development in Batubara District, the children of Batubara Regency were established a college of the State Community Academy (AKN) Batubara which is concentrated in three directions, namely ports, warehousing, and transportation.

Therefore, while underway the construction of the Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI) Kuala Tanjung International Port in Batubara Regency, OK Arya, has been thinking about the future of Batubara's children.

In addition, to succeed the big project of the Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI), namely the construction of the Kuala Tanjung International Port in Batubara Regency, until now the Regent of Batubara Regency. H OK Arya Zulkarnain, continues to monitor the development of the MP3EI project in Batubara Regency.

Intense coordination with the Ministry of Public Works and the Ministry of Transportation; in this case the Ministry of Transportation is concerned with railroad access. Ministry of Marine Affairs and Fisheries, Ministry of Forestry, Ministry of Finance, and other institutions; in the regions, socialization continues to be carried out to the community, "he said.

The Batubara District Government fully supports and launches the MP3EI project which will improve the economy and welfare of the Batubara people, the MP3EI project in Batubara Regency" is a fortune bestowed on Batubara Regency, which will turn Batubara into a Prosperous and Glorious Regency. All efforts to date have been made by the Batubara Regency Government to support this program, including adjusting the central program with existing regional regulations in Batubara Regency.

With regard to infrastructure, the Batubara Regency Government has programmed nine main routes, all of which lead to Kuala Tanjung International Port, including access from Limau Manis to

¹ <https://www.manadotoday.co.id/berita-pilihan/blcc-mandiri-dimatangkan/>.

² <https://kaltimprov.go.id/berita/kerja-keras-hasilkan-kesuksesan>.

Simpang Dolok, Kedai Sianam, Perupuk and Gambus Laut. Access from Tanjung Prapat, access from Tanjung Tiram, and access from Asahan Regency which borders Batubara Regency. Everything is prepared to support the construction of the Kuala Tanjung International Port, he said.

In addition, the Regent did not forget about the future of Batubara's children. For this reason, during the ongoing project, he has prepared human resources to welcome the pace of development in Batubara Regency.

The Batubara District Government does not want the Batubara people to be spectators in their own area. Therefore, long ago the Pemkab Batubara has prepared reliable human resources to meet the progress of existing development. Through the high school, the State Community Academy (AKN) Batubara will be ready to produce and produce great human resources who are deliberately prepared to welcome the MP3EI project in Batubara Regency.

Until now, there have been no significant obstacles that could hinder development, it's just that funding is still a little constrained. The same thing was also conveyed by Deputy Regent of Batubara H.RM Harry Nugroho when Analisa met him in his office recently; He said the Batubara Regency Government fully supports the central government project of the Master Plan for the Acceleration and Expansion of Indonesian Development (MP3EI) in Batubara Regency, namely the Kuala Tanjung International Port and the Sei Mangke Special Economic Zone (KEK) in Simalungun Regency.

H RM Harry Nugroho, who was entrusted as the Regent of Batubara Regency to handle especially the Kuala Tanjung International Port, said: until now there have been no significant obstacles that could hinder the development of the MP3EI project, he said.

Head of the Batubara Regency Education Office, Darwis, when confirmed by Analisa, said that the Batubara State Community Academy (AKN) will produce reliable workers.³

The Suitability of the Community Academy Study Program with Regional Potentials

Challenges and demands to improve the quality and competitiveness of human resources (HR) are increasing, especially in the face of a global situation characterized by an increasingly tighter competitive climate among nations in the world. Only with the ownership of high quality and competitiveness of human resources can a nation compete and seize limited resources, as well as gain benefits in order to improve the standard of human life. According to Hidayat, the quality of human resources as the subject of development in addition to determining the level of productivity will also determine the success of development and productivity is the driving force for economic development.⁴

The condition of the quality of Indonesian human resources, especially if it is related to manpower, does need to be considered and efforts to improve it immediately. Data published by the United Nation Development Program (UNDP) in 2019 shows an improvement in Indonesia's Human Development Index (HDI), which is 111th out of 189 countries in the world and is categorized as the High Human Development group (UNDP, 2019).⁵ The index number must be continuously improved because compared to neighboring countries such as Malaysia, Thailand, Singapore, Brunei Darussalam, and the Philippines, Indonesia's HDI position is below the HDI position of neighboring countries.

³ <https://analisadaily.com/berita/arsip/2014/12/7/88219/bupati-batubara-peduli-masa-depan-anak-batubara/>.

⁴ Azizah, 2015 Faktor-Faktor yang Mempengaruhi Indeks Mutu Hidup Masyarakat di Provinsi Jambi, Jurnal Ilmiah Universitas Batanghari Jambi, Vol. 15, No. 4, hlm. 1.

⁵ Hdr.undp.org dalam <http://hdr.undp.org/en/content/2019-human-development-index-ranking>,

On the other hand, the Indonesian workforce in 2019 as a whole is still dominated by workers with a background of primary secondary school (SD) education below 40.52%; 17.86% for high school category, while the lowest percentage is held by residents who have a Diploma level of education with 2.82%; and university graduates 9.65%.⁶ This data shows that the Indonesian workforce with higher education backgrounds is still low. Higher Education is a level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture.⁷

One of the factors causing at least a higher education background is the low gross enrollment rate (GER) from secondary school to tertiary education. The Gross Enrollment Rate (GER) is the ratio of the number of students, regardless of age, currently attending a certain level of education to the total population of the age group associated with a certain level of education. Based on data from the Central Bureau of Statistics in <https://www.bps.go.id>, 2019.⁸ The Gross Enrollment Rate (GER) from Senior High School to Higher Education is still low, although the percentage from 2010 to 2017 has increased. One of the factors causing the low gross enrollment rate (GER) from secondary schools to tertiary institutions is that people's access to tertiary institutions is still relatively difficult, both in terms of financing and long distances. The low gross enrollment rate (GER) in tertiary institutions certainly has an impact on the low quality of human resources in Indonesia

The quality of the workforce is very dependent on the quality of human resources. Therefore, the quality of human resources must get a top priority to be improved and developed in order to get a good quality workforce. Increasing the capabilities and skills of human resources for the young generation of prospective workers is the responsibility of the world of education. Education is an integral part that cannot be separated from the process of preparing qualified, resilient and skilled human resources. Thus, vocational education is one type of education that has a very close relationship with employment in order to obtain qualified prospective workers so that they are more productive.

Vocational education is different from academic education. The difference lies in the nature of the competence which is the goal of education. Competencies built through vocational programs are more focused on the formation of technical and operational skills, whereas in academic programs the main competencies developed are mastery of scientific knowledge and its development through rational thinking.⁹

Thus, academic education is directed at mastering and developing disciplines of science, technology, and arts without directly entering the vocational field (curriculum); while vocational education is higher education that prepares students to have jobs with certain applied skills and is work-oriented organized in higher education institutions in the form of academies, polytechnics, colleges, institutes and universities.

Answering the problems that occur is one of the government's efforts to equalize education in Indonesia and improve the quality of human resources, namely the establishment of a Community Academy (AK) as a university. Based on Law Number 12 of 2012 concerning Higher Education article 59 paragraph 7 and also contained in the Regulation of the Minister of Education and Culture Number 48 of 2013 concerning Establishment, Amendment and Revocation of Community Academy Permits Article 1 paragraph 1; It is explained that a Community Academy is a Tertiary Educational Institution that provides vocational education at the diploma level one and / or diploma two in one or several branches of

⁶ Indonesiabaik.Id dalam <http://indonesiabaik.id/infografis/profil-pekerja-indonesia-berdasarkan-pendidikan>.

⁷ Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, Pasal 1 ayat 2.

⁸ <https://www.bps.go.id/statictable/2010/03/19/1525/indikator-pendidikan-1994-2017.html>.

⁹ Mohammad Faisal Amir 2016, *Manajemen Kinerja Perguruan Tinggi* Jakarta: Mitra Wacana Media hlm. 1.

certain science and / or technology based on local excellence or to meet special needs.

The issuance of the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education affirms the position of the Community Academy. The notion of a Community Academy emphasizes that a Community Academy is established to meet local needs. Specifically, the Community Academy is organized as an effort to expand and guarantee access to education. The concept of education is to provide education in accordance with local wisdom or local advantages that exist in each district or city. There are 3 objectives for organizing the Community Academy as follows:¹⁰

1. Organizing vocational education diploma 1 and / or diploma 2 study programs in districts / cities based on local excellence or to meet special needs.
2. Expanding access and equitable distribution of higher education in districts / cities.
3. Increasing the competence of human resources to meet skilled workers in the business world and / or the industrial world by developing local potential. In preparation for the independence of the Community Academy, cooperation or collaboration between parties is required, as stipulated in the Regulation of the Minister of Education and Culture Number 48 of 2013 concerning Establishment, Change and Revocation of Community Academy Permits Article 4 paragraph 1; explained that the Community Academy can be organized on the basis of a cooperation agreement between:

The Ministry together with local governments and the business world, and / or the world of industry; or Society with the business world and / or the industrial world. Furthermore, in paragraph 2, it is explained that the Ministry together with the regional government as referred to in paragraph (1) letter a must make a cooperation agreement which at least contains rights and obligations regarding, (a) Facilities and infrastructure, (b) Human Resources, and (3) Funding.

In preparation for the establishment of this Community Academy, the Ministry appointed Higher Education Organizing for Study Programs Outside the Domicile as Higher Education for developing Community Academy candidates. Based on the Minister of National Education Regulation Number 20 of 2011, it becomes the legal basis for conducting Study Programs Outside of Domicile. Implementation of Study Programs Outside of Domicile, hereinafter abbreviated as PDD, is the implementation of higher education activities by tertiary institutions outside the domicile of the tertiary institution as stated in the higher education establishment permit and / or study program operation permit that has been stipulated by the ministry.¹¹

To accommodate the needs of students who want to work fast, the government created the Community Academy (AK) program. Director of Institutions and Cooperation, Directorate General of Higher Education, Hermawan Kresno Dipojono, explained that this program aims to prepare skilled and competent Indonesian human resources (HR) through vocational education according to local potential, needs and excellence. That way, more and more young people will have efficient skills with higher productivity.

In order to meet the needs of human resources / skilled workforce, the Ministry of Education and Culture makes an approach and encourages the Community Academy to play a role. The Indonesian government plans to establish a State Community Academy. Pilot Community Academies will be established in each major city. The private sector is also allowed to be involved in establishing a Community Academy. Community Academy development is focused on diploma or vocational education. The study program is tailored to local potential. Meanwhile, the teaching staff are instructors

¹⁰Peraturan Menteri Pendidikan dan Kebudayaan Nomor 48 Tahun 2013 Tentang Pendirian, Perubahan, dan Pencabutan Izin Akademi Komunitas, pasal 2.

¹¹Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2011 Tentang Penyelenggaraan Program Studi Di Luar Domisili Perguruan Tinggi, Pasal 1, Ayat 2.

who are experts in their fields (Wedhaswary, 2012 in (Lake, 2015))

Bitung State Logistics Community College (BLCC), oriented to 3 (Three) Study Programs, namely:

A. Warehousing, with the competence of:

1. Mastering the basic principles of warehousing operating systems and being able to align with factual problems in their field of work.
2. Able to operate the warehousing system and solve operational problems in the broad scope of warehousing and specific cases by analyzing limited information, selecting the appropriate method from several standard options, and being able to show performance with measurable quality and quantity.
3. Able to cooperate and communicate, compile written reports within the scope of warehousing, and have the initiative.
4. Responsible for his own work and can be given responsibility for the achievement of other people's work;
5. Behave ethically and professionally in carrying out their duties.

B. Transportation, with the competence:

1. Mastering the basic principles of the transportation operating system and being able to harmonize with factual problems in the field of work.
2. Able to operate the transportation system and solve operational problems in the broad scope of transportation and specific cases by analyzing limited information, selecting the appropriate method from several standard choices, and being able to show performance with measurable quality and quantity.
3. Able to work together and communicate, compile written reports within the scope of transportation, and have initiative.
4. Responsible for his own work and can be given responsibility for the achievement of other people's work; Behave ethically and professionally in carrying out their duties.

C. Port, with the competence:

1. Mastering the basic principles of port operating systems and being able to harmonize with factual problems in the field of work.
2. Able to operate a port system and solve operational problems in a wide scope of ports and specific cases by analyzing limited information, selecting the appropriate method from several standard choices, and being able to show performance with measurable quality and quantity.
3. Able to cooperate and communicate, compile written reports within the scope of ports, and have the initiative.
4. Responsible for his own work and can be given responsibility for the achievement of other people's work;
5. Behave ethically and professionally in carrying out their duties.

Referring to the principle of lifelong learning, community-based communities are expected to continue to improve their knowledge, competence, expertise and skills from time to time to improve their quality of life in order to achieve a better life. The special and heterogeneous nature will really require a higher education model that can meet the needs of various communities known in several countries as

Community College (CC). The community-based education model in Indonesia is added with an emphasis on regional potential and special needs in the form of higher education, which is called the Community Academy (AK).

The policy of implementing AK education in the regions will not only equalize access to higher education, but will also improve the quality of human resources at all levels of society. Besides being able to increase participation in the world of work, AK graduates can also improve the standard of living of the community. In this context, the role of Community Academy higher education as a tool for social transformation of the population both in increasing human resources in the regions, participation in the world of work in the regions, increasing people's purchasing power in the regions and the participation rate of higher education in the regions. The strategic position of the Community Academy is to change the population paradigm which could potentially be a trigger for accelerating development and social welfare in districts / cities. Community Academy graduates will be able to fill skilled workforce positions at certain levels, especially those equivalent to the 4 (four) and 5 (five) qualification levels according to the KKNI standard. In accordance with the characteristics, type and purpose; The Community Academy which is prepared is a community academy that is in accordance with the needs and potential of the social, economic and cultural aspects of each region. The establishment of community academies will increasingly accommodate community members to higher education levels, so that the need for skilled workers can be met and can help increase the Gross Enrollment Rate (GER) significantly.

The local government of Bitung City is enthusiastic in its efforts to elaborate the MP3EI concept through discussions to identify the leading economic potentials that will be developed in its region. Based on the identification results, several regional potentials that need to be developed in Bitung City are obtained, including in the agricultural, livestock, tourism, trade and service sectors.

However, the interest of the high school graduate community to explore regional potential through education is very low. This can be seen from the choice of programs / majors of high school graduates in Bitung City who wish to continue their higher education. Generally, they prefer to take programs / majors such as office administration or engineering majors. The reason is quite practical, namely so that they can work in an office, especially as a civil servant. The local government has actually committed and made efforts to develop the potential of the region, but due to the lack of interest from the community, the potential of the area has not been maximally developed.

The results of the study (Makalew et al., 2019) show the results of the contribution analysis through correlation analysis of large industry, medium industry and small industry in the Bitung SEZ together with the Likupang SEZ (Manado Bitung) to be the material for North Sulawesi Province, especially Bitung City, which turns out to be the highest medium industry for all 3 (three) scenarios. This means that the development of medium-sized industries in the Special Economic Zone of Bitung provides a multiplier effect for increasing economic growth in the Province of North Sulawesi and the City of Bitung, especially in increasing labor absorption, increasing the contribution of medium industries to the economic structure that forms GRDP.

The economic sector which is the base sector or the leading sector in Bitung City is the agricultural sector, the industrial sector, electricity, gas, water and the transportation sector. The contribution of the basic sector or leading sectors to the economy in Bitung City is quite good. The economic competitiveness of the City of Bitung and the economy of North Sulawesi is weak (Widadari et al., 2015).

The hope of establishing the Bitung City Community Academy is actually to provide additional skills for secondary education graduates entering the world of work in accordance with regional potential (Gumelar, 2012). Therefore, the implementation of study programs at the Community Academy is

required to be in accordance with the development of the regional economic potential and the need for skilled labor that can be absorbed by the industry. The absorption of graduates into the world of work is the main requirement for organizing the Community Academy.

Those who tend to say it is appropriate argue that the study programs of Transportation Logistics, Port Logistics, and Warehousing Logistics are on the grounds that graduates are needed in Bitung City, both by the local government and the business community. Thus, the determination of the study program is aligned with meeting regional needs and local excellence. Whereas those who stated that they were not suitable had reasons that the AK study program was not suitable, the reason was that the AK Bitung study program was far from regional needs and local excellence. The current study program in AK is indeed needed in Bitung City, but it is not a regional superior, this study program is also needed by every other Regency / City, besides that, universities in various cities open these study programs. The study program has not actually referred to the regional economic potential that is being or will be developed to support regional development, such as the trade, agriculture, livestock, tourism and service sectors.

From the description above, it can be concluded that the need for regional manpower in Bitung City can be divided into two, namely general and specific manpower requirements. General labor requirements are the labor needed by almost every region, such as: computer science, automotive, offices, etc., while the specific workforce needs are the manpower needed according to regional potential or local excellence, such as: plantation, fishery, livestock, fishery, tourism and others.

This shows that the potential of the Bitung area is very much, so it is necessary to provide appropriate and qualified manpower. The potential of the Bitung area is in accordance with the current study programs at the Bitung State Logistics Community Academy (BLCC). However, in order to support the fulfillment of the workforce in accordance with regional potential as well as the existence of the Bitung SEZ and the Likupang KEK (Manado Bitung), the Bitung State Logistics Community Academy (BLCC) needs to add study programs, especially the D1 / 2 tourism study program which is highly potential for its workforce, such as tour guides, wedding organizers, tourism consultants, and others.

AK is the right university for underprivileged members of society, but has high learning motivation and wants to work fast. Moreover, AK is located in the district / city where the students live, so that personal costs can be reduced. AK's location is relatively close to where students live, so that personal costs (transportation, housing, and other living costs) are cheap and affordable. The strategy to get closer to the AK location with students is aimed at making middle school students who are in rural areas able to continue their education at higher institution without paying high costs.

Thus, the AK development policy can reach SM graduates in all regions and can produce human resources who are able to work. This is in accordance with the mandate of the 1945 Constitution Article 31 paragraph 1 which states "Every citizen has the right to education". So, it is not only the smart or the rich who can get a good education in Indonesia.

Job Opportunities that Can Be Fulfilled through Bitung State Community Academy (AKNB/BLCC)

Technological changes in the share of the labor market usually do not last long and are automatically followed by the growth of new sectors and industries. However, this in turn contributes to the skills demand gap by adapting education and training programs to new skills demand for industrial HR. In the meantime, issues related to skills mismatch arising in the labor market are being addressed by the application of internships and vocations to meet these changing demands. Assessing current skills

needs and anticipating future needs, revising or restructuring existing education / training courses, pre-training teachers and instructors, building the necessary capacity, and purchasing equipment requires a large amount of funding and technical capacity.

The concept of vocational education, from the aspects of education, training and development is described as follows: Buckley and Caple (2004) in Kuswana (2013) state that education is a process and a series of activities that direct the potential or opportunities of individuals to assimilate and develop skills and attitudes of knowledge. Training is a systematic effort planned to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity (Kuswana, 2013).

Education and training in logistics is increasing due to dynamic humanitarian logistics processes. Logistics specialists want their work to be more professional, that "technical logistics training" is one of the three most important areas for professional development. In this case education and training programs must be very practice-oriented rather than theory-oriented (Lutz & Birou, 2013). This training is intended to prepare a competitive workforce of specialists who are capable of carrying out professional activities supported by skills in using modern equipment for technological development (Akhmetov et al., 2016).

The curriculum used must be relevant to: (1) The suitability of the curriculum with the demands, needs, conditions and development of society, (2) Conformity between curriculum components, namely content that is in accordance with the objectives, the process according to the content and objectives, evaluation according to the process, content and curriculum objectives (Wardina et al., 2019).

Field visits have proven to be an effective teaching activity in logistical vocational education practices. Partnerships between industry, education and research in carrying out field visits are needed to create a positive effect (Putz et al., 2018). especially in logistical vocational education activities. Precise measurement and various reciprocal relationships ensure that all parties participate in measuring the effectiveness of activities and are able to fully understand the purpose of fieldwork visits (Putz et al., 2018).

Collaboration between academia and industry creates attractive options for SCM and logistics education. These partnerships help avoid the risk of not conforming to the discipline being pursued. By conducting field work visits, the impact is an increase in communication established as a result of the need to coordinate travel and help forge closer relationships between partner organizations (Putz et al., 2018). Logistics in vocational education is carried out through higher education or courses that are useful for students to have certain applied skill jobs. The logistics sector continues to develop. Thus, the need for skilled human resources to deal with this field also increases so that vocational education in logistics is needed to face challenges such as lack of market relevance, lack of development in practical and professional skills, and poor research capacity on the part of students. Based on the literature we have examined, we have found that job-related skills are a major determinant of job success statistics. In the logistics business, these skills take the form of Human Resource management; managerial (personal integrity, ability to motivate and plan); logistics (traffic / transportation management, customer service and warehousing); and Soft skills (in communication, leadership, ability to work in teams, accounting, to marketing).

Development is the general improvement of individual abilities, skills through learning bots with a relatively large number of students. In the survey, the existence of vocational education was still partial and also not directly related to the LPTK, so that the availability of human resources and the competency evaluation system still did not meet the aspects of accountability and measurable competency assurance. The Vocational High School (SMK) being built is still short-term oriented, so that in the next few years there will be a human resource crisis to meet **the needs of the world of work. The role of the government**

through the education office is still very limited, because in general vocational education is managed independently by foundations.

Each SMK also seems to have the authority to determine the study program that is guided, so the search for authors varies widely. In some findings, there are several SMKs that have technical tendencies, but the principal comes from SMK that are not relevant, such as accounting; on the other hand, there are tourism vocational schools whose principals come from agricultural graduates. The conditions in question are certainly disturbing the development of education, as well as the quality it produces.

In the context of the availability of human resources, it is still very limited, apart from the unavailability of permanent teachers in most study programs; on average, the SMK in the survey only has 1-2 competent teachers. The survey also found that most school principals are not in accordance with vocational competencies so that in turn it will be difficult to develop schools both in terms of role and quality so that they can exist as SMKs. The competencies that are also taught vary so much that it is difficult to provide facilities that can be shared (Departemen Ketenagakerjaan 1978). Vocational education has characteristics, so that on the management side it will show different characteristics of general education.

Management of technology and vocational education includes wide problems, namely issues of leadership, planning, administration, supervision, human resource management, performance management, student management, curriculum, counseling guidance, preventive care for facilities and infrastructure, finance and integrated quality in specific contexts and characteristics (Wibawa, 2017). The characteristics of vocational education in terms of management are very clearly visible in the planning including the preparation of facilities and infrastructure, provision of relevant human resources, and management of funds. Complexity in management is often an obstacle in the development of vocational education, thus requiring strong efforts and will from local governments.

With the existence of the largest oceanic port in North Sulawesi which is located in Bitung City, this has made Bitung City a busy city. Both for population mobility and the mobility of goods between islands and regions. With the high activity in Bitung City for the transportation sector, especially sea transportation, it provides great potential for the economy of Bitung City if it can really manage this transportation potential as one of the base sectors in Bitung City. In the future, this sector will be able to make a big contribution to Bitung City if it is managed properly. In addition, there must be development for the land transportation sector in order to be able to provide comfort for visitors visiting Bitung City, both for tourism and for investing. So, with better transportation conditions in Bitung City, it is hoped that it can develop the potentials of other sectors to develop such as the tourism sector in Bitung City. Due to easy transportation access, people outside the region are interested in visiting the city of Bitung. So with this, the development of the transportation and warehousing base sector through investment has a bright prospect, because the City of Bitung is an area across several provinces in Indonesia.

Preparing human resources through vocational higher education for industry needs to be continuously improved. This is to adapt to the era of the industrial revolution 4.0 and meet the changing needs of professionals. Graduates of batch one and two of BLCC, Lomnan continued, 90 percent of them have been absorbed in the world of work, especially the industrial sector. This is a proud, because it is proof that vocational education is needed, especially in the industrial world. (Redaksi, 2019)

A total of 12 students of Bitung Logistics Community College (BLCC / Bitung Logistics Community Academy) have received a salary of IDR 3.5 million, even though they are only in the internship stage. This is also a breath of fresh air for all residents of Bitung City, North Sulawesi. This was revealed during the handover of the Bitung Logistics Community Academy student internship by the Mayor of Bitung, Maximiliaan Jonas Lomnan, to the Toyota automotive company, at Toyota Motor

Manufacturing Indonesia (TMMIN) Plant 3, Karawang, West Java (Bitung, 2017). These results show that graduates from the Bitung community academy can be accepted in the community and get a fairly large salary.

The results of research by Vierke (2019) show that the results of the PESTEL analysis show that policy formulation and development program planning, especially in the field of industrial human resources, must be focused. The scheme required preparation at the regional and national levels involving industry, education and other stakeholders. Then, the Ministry of Industry also needs to map sectors and types of work that can effectively increase productivity and GDP growth.

Research results from Agung (2014) show that the efforts to establish AK are still facing problems. Regions that are designated as places to organize AK are often not quite ready to hold AK vocational education, both from the side of the forum, work organization, the availability of supporting infrastructure, personnel, curriculum, and so on. However, the local government (Regency / City) responded positively to the establishment of AK in their area, and formed a working group (AK Establishment Preparation Committee) to realize the objectives. From the Ministry of Education and Culture also determined that the establishment of AK received guidance from certain polytechnics, and for the time being it was called Education Outside of Domicile (PDD). Coaching will be stopped if PDD is considered to have been able to be independent, guarantee its sustainability, and is truly considered to have been reliable as a vocational higher education provider called *Akademi Komunitas* (Community Academy).

The existence of the Bitung State Logistics Community Academy or BLCC is still under the care of Samarinda State Polytechnic (POLNES) through study programs outside of domicile to meet the needs of competent educators.

The hope of The Bitung City Government of POLNES educators remains the spirit of accompanying and guiding and sharing knowledge to BLCC Academics so as to produce superior and highly competitive human resources, while reminding students of the challenges that will be faced after completing the study. He advised that all knowledge learned during college must be well applied in the work environment. As for the number of students as many as 98 people are divided into three different study programs, namely Warehousing 31 people, Transportation 31 people, and Port 36 people¹²

Conclusion

The suitability of the Bitung City Community Academy (AK) study program is not yet fully in accordance with the regional potential. The Bitung City AK study program in general is indeed needed and in accordance with the conditions of the City of Bitung, but the Bitung City AK study program in particular has not been in accordance with the regional potential and advantages, namely in the agricultural, livestock, tourism, trade and service sectors. Middle school graduates (SM) who enroll in AK City Bitung are quite high. The large number of SM graduates who enter AK has implications for an increase in the Gross Enrollment Rate (APK) of higher education, as well as an impact on increasing human resources that can accelerate Indonesia's economic development. It is better if the establishment of AK should pay close attention to the requirements that must be met, including at least one regional potential study program and a general study program and there is compatibility among them.

Seeing the potential of the region is quite a lot, this certainly needs to get attention from the Central Government in order to fund, as well as provide permits and recommendations for independence

¹² <http://borong.id/2019/09/11/pesan-wawali-bitung-bagi-98-mahasiswa-akademi-komunitas-logistik/>.

in the AK Bitung City in order to be more developed, because the authority of higher education is a national authority, not a region, so the assistance of regional funds allocated to blcc is often questioned by the Audit Board of Finance. Access to entry for SM graduates to become AK Students of Bitung City is open with selection, because it only has three courses. Cooperation with the business world should be improved for internships in strategic locations and in accordance as laboratories and training as vocational-based educational institutions. Bitung City State AK students always have internships at Toyota in Karawang, Sunter and Tanjung Priok. Making Bitung City State AK graduates considered qualified. This can be a future solution for creating a ready-made workforce in Indonesia through Bitung State Community Academy (AKNB) not only the logistics study program D1, D2 but upgraded to D3 or even S1 according to regional potential.

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