Vocational High School Community Service As Innovative Community Empowerment Program : A Case Study of Garut Vocational High School

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Abstract: This research aims to describe vocational service programs, especially at SMKN 1 Garut, as innovative community empowerment. This study used a case study method with a qualitative approach. This case study was conducted through interviews with five informants, non-participant observation, and document study. The collected data were analyzed using inductive analysis. The results showed that the vocational high school community service programs serve as innovative community empowerment programs. This case study found that the participation of vocational schools (SMK) in community service activities catalyzes the fostering of more robust connections between educational institutions and their local communities. Forms of SMK participation in community service activities cover ten expertise skills which serve as the foundation for the school's community empowerment initiatives, where community members are engaged and empowered through various programs and activities. The alignment of expertise competencies with community needs is crucial to ensure the relevance and effectiveness of the programs. Some programs, such as Logistics Management and Renewable Energy Engineering, have encountered resistance due to perceived irrelevance to community skill development. The research recommends a comprehensive evaluation of the specific needs within the local area for an effective and well-developed implementation of the community program.

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Introduction

In today's rapidly evolving societal landscape, the pursuit of community empowerment has become a fundamental endeavor aimed at fostering sustainable development and improving the well-being of local populations(Andayani et al., 2017; Hasan & Nurhayati, 2012). In this context, innovative approaches that harness the potential of diverse sectors, including education, have emerged as pivotal mechanisms for effecting positive change. Community empowerment, a concept rooted in the principles of self-determination, inclusivity, and collective action, has garnered increasing attention as a powerful catalyst for social progress (Saepudin & Mulyono, 2019; Santos et al., 2020; Setiadi et al., 2023). As communities face multifaceted challenges ranging from economic disparities to social inequalities, the need for holistic and impactful interventions has never been more pressing. At the heart of this dynamic lies education, an institution uniquely poised to drive change through knowledge dissemination, skill development, and active engagement. Within education, vocational high schools represent a distinctive facet characterized by their emphasis on practical skill acquisition and workforce readiness. However, the convergence of

vocational education and community service offers an uncharted avenue of exploration. This pathway holds the promise of nurturing not only skilled professionals, but also responsible and empowered citizens deeply connected to their local contexts. This research seeks to illuminate the potential of vocational high school community service as an innovative approach to community empowerment, forging a new trajectory toward meaningful social transformation.

Community service activity programs have become a mandatory component and an essential element of the tridharma of higher education within universities and also have become the practice of service learning (Bukas Marcus et al., 2020; Saeed & Ahmed, 2021). However, at the vocational high school level, these activities have not been made mandatory and are instead delegated to individual secondary schools. Nevertheless, implementing this initiative may be deemed necessary or feasible due to the recent launch of the SMK Membangun Desa program in 2020. This program, initiated by the Ministry of Education This program, initiated by the Ministry of Education (Kemendikbud) through the Directorate General of Vocational Education at the Directorate of Vocational High School Development (SMK), aims to facilitate the development of villages and enable them to reach their utmost capabilities. In the West Java Province, namely in Tasikmalaya from 13 to 15 October 2020 and in Garut from 16 to 18 October 2020, a collaborative effort is being undertaken to enhance the involvement of vocational high schools (SMK) in the development of rural areas.

This program aims to leverage the capacity of vocational schools to harness the available rural resources in conjunction with a pilot initiative encompassing 500 villages by the year 2021 (Edukasi Sindonews, 2020). This initiative aligns with the innovative efforts undertaken by the Regional Government of West Java Province, known as the Desa Juara (Champion Village). Desa Juara encompasses three core pillars: the digitalization of village services, the One Village, One Company (OVOC) initiative, and the Village Building Movement (Village Gate). Several initiatives have been derived from the three fundamental components: Village-Owned Enterprises (BUMDes), Village Suspension Bridges (Village Heart), Smooth Roads, and Sapa Warga. The primary objectives of the initiative are the reduction of poverty and inequality, as well as the digitization of both rural and urban regions (http://bappeda.jabarprov.go.id/, 2021).

In research conducted by Riyadi et. al. (2022) The SMK Building Village program has been observed to positively impact the enhancement of human resources and the economic development of the Kalibawang Village community. The implementation of digital villages by SMK Pelaksana Teaching Factory and the West Java Digital Service (JDS) team is currently facing challenges related to the availability of human resources (HR) for infrastructure. The development process has been foreseen through implementing training programs for the general population. In this scenario, an alternative approach to staffing is required to prevent it from impeding the successful execution of the Village program. Based on the research, there are community empowerment initiatives that have achieved success, whereas certain programs encounter further challenges in their developmental trajectory. This impediment may arise due to the absence of comprehensive mapping of both human and natural resources in the neighboring communities, which has the potential to mitigate impediments.

Research results from Hamilton and Penzel in (Nolin et al., 1997) assert that secondary school students who engage in community empowerment and volunteer work exhibit a heightened sense of social responsibility compared to their peers who do not partake in such activities. Additionally, Shumer in (Nolin et al., 1997) The findings from the

quantitative assessment of community-based learning initiatives targeting students in grades 9 to 12, which involve engagement in community service endeavors, demonstrated favorable outcomes on students' academic performance and school attendance. These factors are closely linked to academic accomplishment and the ability to remain enrolled in educational institutions. Based on the study's findings above, engagement in community service endeavors has a discernible effect on students, namely augmenting their feeling of social responsibility, academic achievement, and school retention as integral components of the service learning approach. Work-learning is an educational approach that integrates academic instruction with community work in a manner that is both meaningful and pertinent to all parties involved (University, 2020).

Service learning is an educational approach that combines classroom learning with community service (Webb, 2016). In higher education, it has gained recognition and importance to engage students in real-world experiences and address social, civic, and ethical problems (Bringle & Hatcher, 2009). Service learning has been found to enrich students' academic experience and learning by helping them apply and understand course concepts in real-world contexts (Currie-Mueller & Littlefield, 2018). It also contributes to students' multicultural skills and civic engagement (Currie-Mueller & Littlefield, 2018). The benefits of service learning extend beyond students and educational institutions. Community partners, such as community organizations and agencies, also experience benefits from service learning. These include saving time and financial resources, generating new ideas, and improving products, services, and practices (Chika-James et al., 2022). Service learning can also help establish a strong link between schools and regions, fostering collaboration and mutual understanding (Park, 2022).

Promoting community service in educational institutions is predicated on recognising that it not only provides students with additional academic merits, but also fosters their engagement in activities that benefit others or the broader community, so cultivating their sense of civic responsibility. The study suggests integrating a more comprehensive community service model into the school curriculum, based on students' achievements and favorable experiences (Afzal & Hussain, 2020). The inclusion of community service initiatives within the educational curriculum at SMK might be deemed as a viable approach to integrated student learning. The alignment of vocational school programs with the community can be facilitated by integrating vocational school competency programs with other competency programs (Murti et al., 2021). Integrating community-based learning into both curriculum and co-curricular activities fosters the development of students' academic aptitude, cultivates their sense of civic duty, and nurtures their dedication to the community. It is achieved through experiential learning opportunities that directly engage students with the local community (University, 2020). While community empowerment programs are widely acknowledged for their potential to enact positive change, the mechanisms through which vocational education, particularly within the context of high schools, can be harnessed to drive community development remain relatively underexplored. The existing literature provides a valuable foundation, yet gaps persist in understanding how vocational high schools can serve as effective hubs for community engagement, skill transfer, and capacity-building. As such, this study seeks to address this gap by investigating the viability and impact of integrating vocational high school community service as a dynamic and innovative community empowerment program.

Empowerment programs, including community education, are effective when they are participatory, accompanied by mentoring, and based on problem identification and the

potential of human and natural resources (Sabiq et al., 2020). The findings of the study indicate that a responsive, productive, and innovative empowerment program, such as informal and vocational learning, is necessary to increase motivation, knowledge, and entrepreneurial skills of communities (Halawa et al., 2019; Intadiyah et al., 2021; Nurhayati & Falah, 2020; Sabiq et al., 2020). The primary responsibility of the education sector, particularly vocational schools, is to ensure the availability of highly skilled and competitive human capital. These institutions play a crucial role in addressing the aforementioned difficulties and serve as catalysts for local economic growth (Direktorat Pembinaan SMK, 2017). The potential of SMK to take part in building the surrounding community is extraordinary. According to Basic Education Data there are a total of 14,625 vocational schools throughout Indonesia, and the largest number is in West Java with 2,929 vocational schools (*https://dapo.kemdikbud.go.id/progres-smk*, 2023).

The preliminary investigation involved conducting visits to four educational institutions, namely SMKN 1 Garut, SMKN 2 Garut, SMKN 1 Nanga Tayap in West Kalimantan, and SMKN 15 in Bandung City. The community's positive response to the execution of community empowerment programs through the optimization of vocational schools (SMK) indicates the effectiveness of these initiatives. However, it is worth noting that the implementation process varies between schools, particularly regarding initiating engaged parties and structuring activities. The primary objective of this research is to comprehensively examine and evaluate the role of vocational high school community service in fostering community empowerment. Specifically, this study aims to assess the implementation process and outcomes of the innovative community empowerment program within the context of vocational high schools. By undertaking a detailed exploration of this objective, this research endeavors to shed light on the transformative potential of vocational high school community service, thereby contributing to a deeper understanding of how education can serve as a dynamic force for community empowerment and sustainable progress.

Research Method

The study used qualitative and case study methods to collect extensive and detailed data. Multiple methodologies were utilized to facilitate data acquisition, including interviews, observation, and document analysis. To evaluate the credibility and suitability of the data, the researchers utilized a triangulation technique, which involved integrating viewpoints from school administrators, vocational high school teachers involved in community service, and teachers responsible for Public Relations. The mechanism adopted to ascertain the credibility and reliability of the data is the triangulation method.

The informants recruited for this study comprise a sample of five informants aged 25 to 55 years. The researchers employed purposive sampling to focus on the unique characteristics of the populations of interest. The employed methodology involved using open-ended questions, a crucial tool for eliciting the perspectives and opinions of the respondents regarding a specific scenario. The interview with the selected informants was arranged through a prearranged appointment that had been previously established. The duration of the direct interview session ranged from 29 to 50 minutes for the respondents. Interviews were undertaken with the principal, instructors with specialized competencies engaged in community service, and a teacher responsible for community relations at SMKN 1 Garut. The interview was documented, and the participants were carefully documented to ensure confidentiality. Upon acquiring the data, the researcher transcribes the interview to

utilize it as corroborating evidence and a point of reference. Engaging in this practice aims to acquire a solid conceptual structure based on the collected material. The study employs a passive participation approach, wherein researchers alone engage in observation without actively participating in informant activities. Systematic observation serves as the designated technique for data collection.

Documentation studies involve systematically exploring various sources of data and information, such as archives, books, documents, writings, figures, and images. These sources may include reports on the implementation of community service programs and other relevant information obtained directly from the research location. Additionally, digital information is utilized to enhance and support the research process. The incorporation of documents inside case studies serves the purpose of enhancing and reinforcing evidence derived from alternative sources (Yin, 2014). Data analysis techniques use inductive analysis techniques. The inductive analysis technique draws conclusions that differ from specific facts, and then draws general conclusions (Creswell, 2017).

Results and Discussion
Participation of SMK in community service activities

SMKN 1 Garut, or SMK PK, is a distinguished educational institution that consistently facilitates school activities to enhance existing expertise competencies for advancing the surrounding community. It is achieved through collaborations with village heads, local authorities, and other institutions, as part of the SMK Building Village Program initiated by the Ministry of Education and Culture. Launched in October 2020, this program, overseen by the Directorate General of Vocational Education at the Directorate of Vocational High School Development (SMK), seeks to foster collective efforts in developing villages in Garut City and Tasikmalaya, by their respective potentials.

SMKN 1 Garut possesses ten expertise skills, with the first being Accounting and Finance Institutions. Medical laboratory technology is a field of study and practice that involves the analysis of biological specimens in order to diagnose and monitor diseases, as well as to evaluate the effectiveness of medical treatments. The topic of discussion pertains to the field of Information Systems and Networks. Renewable energy engineering encompasses studying and using various technologies and systems that harness renewable energy sources. This discipline focuses on developing and implementing sustainable solutions to meet the growing energy demands of society 5. Logistics management encompasses the planning, implementing, and controlling the efficient and effective flow of goods, services, and information from the point of origin to the point of consumption. 6. Clinical and community pharmacy refers to the specialized practice of pharmacy that focuses on providing pharmaceutical care to individuals in both clinical and community settings. It includes the management of medication therapy. Computer network engineering encompasses the study and application of principles and techniques related to the design, implementation, and maintenance of computer networks. The topic of discussion is "Office Automation and Governance." The topic of discussion pertains to the realm of online business and marketing. The topic under consideration is multimedia.

According to an interview conducted with H. Bejo Siswoyo, S.TP., M.Pd (Principal of SMKN 1 Garut), the preparedness of schools to implement government programs is associated with SMK Pembangunan Desa. However, not all competencies possess the necessary expertise to carry out these activities. Out of the ten expertise programs, only five have community empowerment activities. These include: 1. The Clinical and Community,

Pharmacy Expertise Competency Program, provides training to the community on the production of dish soap. 2. The Computer Network Engineering Expertise Competency Program, which focuses on constructing towers to enhance internet network connectivity. 3. The Multimedia Expertise Competency Program involves training in digital content creation. The community has shown positive reception towards the implementation of three expertise competency programs, specifically in the realm of community empowerment activities. However, the fourth program, the Logistics Management Expertise Competency Program, and the fifth program, Renewable Energy Expertise Competency Program, focusing on biogas, solar electricity, and wind power utilization, have encountered obstacles in their implementation. The community perceives these programs as unnecessary for their skill development and, thus, expresses a lack of interest in receiving training related to these competencies.

Table 2. SMK Membangun Desa SMKN 1 Garut Activity Programs 2021 – 2023 Period

No.	Activity Description	Year		
		2021	2022	2023
1	Socialization of SMK Membangun Desa Program	Implemented in 11 villages	Implemented in 11 villages	Implemented in 10 villages
2	Signing of Memorandum of Understanding (MoU) SMK Membangun Desa Program	Implemented together with 6 villages	Implemented together with 5 villages	Implemented together with 7 villages
3	Implementation of SMK Membangun Desa Program	Conducted in 6 villages	Conducted in 5 villages	Conducted in 7 villages

SMKN 1 Garut has comprehensively assessed the educational potential within the school's surrounding area. This assessment aims to identify the various competencies that can be imparted to the local community. However, it is crucial to ensure these competencies align with the strengths and weaknesses identified in the village or kelurahan potential map. Additionally, it is important to coordinate with other rural development programs initiated by various government offices such as the Public Works and Public Housing Office (PUPR), Village Community Empowerment Office (PMD), Agriculture Office, Transportation Office, Department of Industry, Department of Trade, and Office of Health. The curricula offered by these institutions have the potential to be integrated with the programs provided by schools specializing in rural development. In addition to the five competencies, SMKN 1 Garut possesses other potential expertise abilities. These competencies can be effectively harnessed through the development of concise training programs. These programs aim to support existing micro, small, and medium enterprises (MSMEs) within the community, as well as facilitate the establishment of new MSMEs by utilising the acquired knowledge and skills obtained through the implemented training courses. The Clinical and Community Pharmacy Expertise Competency Program has conducted training sessions on the production of dish soap in a total of 18 villages and sub-districts. This initiative aims to foster the development of micro, small, and medium enterprises (MSMEs) within these communities. However, it is important to note that additional training in packaging, promotion, and marketing is necessary to capitalize on this new potential fully. It will necessitate guidance from other areas of competence at SMKN 1 Garut, specifically in the fields of Online Business and Marketing and Logistics Management. The dish soap industry encompasses a significant niche market, while the high cost of packaging limits its growth potential. To successfully penetrate the market, dish soap products must be priced competitively by the specific target market

segment. The objective for SMKN 1 Garut is to explore strategies for obtaining cost-effective packaging solutions. Administrative governance encompasses the potential for Micro, Small, and Medium Enterprises (MSMEs) to benefit from Office Automation and Governance expertise, which can contribute to improving bookkeeping and reporting of business transactions. Additionally, the expertise in Accounting and Finance can be leveraged by institutions to provide MSMEs with training in simple financial recording, thereby enhancing the accountability of cash flow reporting.

Forms of SMK participation in community service activities

Participating in vocational high schools (SMK) in community service endeavors holds significance in fostering stronger connections between the school and its immediate community. Participation in community service activities within the SMK community encompasses a range of endeavors that seek to benefit the community, enhance the overall standard of living, promote regional progress, and contribute to national development objectives. In 2017, 125 vocational schools were designated in specific areas of specialization, aligning with national development priorities. These areas include shipping, tourism, agriculture (with a focus on food security), and creative industries. Additionally, there were 94 vocational schools established in other fields of expertise that contribute to the achievement of national development objectives (https://kemendesa.go.id, 2017). To align with national development objectives, SMK must adopt an educational approach that aligns with its original goals. These goals were established to equip graduates with the necessary skills to navigate the professional world effectively, foster self-reliance, collaborate harmoniously within society, engage in critical thinking, utilize information technology proficiently, and effectively utilize and enhance diverse learning resources (Baedhowi et al., 2017; Nurmawati et al., 2021).

It is supported by issuing a Presidential Instruction of the Republic of Indonesia (2016). This instruction not only designates the Ministry of Research, Technology, and Higher Education, but also all other Ministries within the Working Cabinet, the Head of the National Professional Certification Agency, and the Governors, particularly those of the Ministry of Industry, the Ministry of Manpower, the Ministry of Transportation, the Ministry of Marine Affairs and Fisheries, the Ministry of State-Owned Enterprises, the Ministry of Energy and Mineral Resources, and the Ministry of Health. The purpose of this designation is to foster synergy and collaboration among these entities to support the realization of high-quality human resources that are both productive and competitive through vocational education, which serves as the impetus for the industry. One approach is utilizing the Teaching Factory (TeFa) learning model at vocational schools (SMK), which aims to foster innovation and productivity aligned with industry standards. This model emphasizes the development of technical skills and cultivates entrepreneurial competencies among students. There are diverse manifestations of SMK engagement in community service endeavors, which are contingent upon their respective areas of specialization and competencies (Murti et al., 2021).

First, the integration of internship programs, field work practices (PKL), practical learning, and Teaching Factory (TeFa) initiatives allows vocational schools (SMK) to establish collaborations with local agencies or companies. This integration facilitates applying practical learning experiences that align with the community's needs. Additionally, the community's involvement in producing industry-related products through TeFa enables a comprehensive integration of industry demands. Hence, students could acquire firsthand

knowledge and skills within an authentic professional setting while contributing to community development initiatives in rural regions.

Second, SMK can facilitate complimentary educational training or courses for the local population, with a particular emphasis on disciplines often taught within academic institutions. For instance, providing technical or entrepreneurial skills training to community members seeking to enhance their commercial ventures. Through the implementation of educational initiatives, SMK plays a pivotal role in facilitating the enhancement of knowledge and skills within the community. This, in turn, fosters the creation of employment prospects and business opportunities, contributing to the community's overall economic well-being. The vocational students engage in the development of suitable technology to expedite rural development. Their technical expertise can be effectively employed to address social issues within the community, such as creating mobile applications that enhance accessibility to digital information or devising other beneficial technical devices for communal use.

Third, collaboration with governmental and non-governmental entities: SMK can partner with governmental and non-governmental organizations to evaluate the community's requirements and formulate service initiatives that align with relevant objectives. Optimal cooperation can be achieved by leveraging common assets across educational institutions, local communities, and relevant organizations to enhance the competence of village residents through training initiatives and assisting other endeavors associated with the execution of village development initiatives. The community service initiatives implemented by SMKN 1 Garut, aimed at community empowerment, encompass the following:

Table 3. Implementation of Activity Program

No.	Forms of Community Empowerment Program Participation	Socialization	Implementation	Form of Participation
1.	Liquid dish soap making training;	Done	Executed	Free training or courses
2.	Installation and maintenance of internet network;	Done	Executed	Technology Development and Innovation
3.	Assistance in creating presentation content design;	Done	Executed	Free training or courses
4.	Pemasangan Penerangan Jalan Umum Tenaga Surya (PJUTS);	Done	Not yet executed	Technology Development and Innovation
5.	Development of various digital applications;	Done	Not yet executed	Technology Development and Innovation
6.	Digital village development;	Done	executed	Technology Development and Innovation
7.	Assistance in digital marketing development;	Done	executed	Free training or courses
8.	Assistance in the mechanism of distributing logistical assistance;	Done	Not yet executed	Free training or courses
9.	Create interactive designs and media to facilitate product promotion and packaging;	Done	executed	Free training or courses

10.	Assistance in a healthy lifestyle; and	Done	Not yet executed	Free training or courses
11.	Cake Making (ready to sell).	Done	executed	Free training or courses

The empowerment initiatives undertaken by SMKN 1 Garut involve providing training and courses directly to the community, as well as technology development and innovation supported by the government through the SMK Building Village (SMD) programme. These initiatives have been introduced to 32 villages and urban areas, with written memoranda of understanding being established for the implementation of SMD in order to enhance human resource skills and village economies. However, only 18 villages and The implementation of community empowerment through the involvement of other institutions, PKL, and TeFa, as depicted in Table 3, has not been executed thus far. Despite the program's openness to collaborating with other communities or non-educational institutions to empower the community, SMKN 1 Garut has provided training to students at Miftahutthariq Islamic Boarding School and Persit KCK XXII Kodim 0611 Garut in the production of dish soap. However, it is important to note that these individuals, both students and non-students alike, are members of the broader societal framework rather than being affiliated with specific institutions.

Despite the presence of challenges in the implementation of SMK Membangun Desa program (SMD) at SMKN 1 Garut, the diligent efforts and unwavering commitment from all stakeholders can contribute to the successful resolution of these obstacles. The primary objectives of SMD operations should centre around fostering community engagement, conducting comprehensive assessments of the requirements and resources within remote rural areas, and fostering effective collaboration among all stakeholders. These efforts are expected to significantly contribute to the overall development of villages and yield favorable outcomes in terms of enhancing the local economy. The absence of a specified financial ceiling for funding this activity can be promptly addressed.

Community *Service Projects* must be implemented as well as possible by trying to increase the impact of these activities by (Barnes & Schmitz, 2016): 1. Informing; 2. Consulting; 3. Involving; 4. Collaboration; 5. Empowering; 6. Political Involvement and Support, and 7. The obligation of the Regional Government in this case is the Village / Village Head in supporting the success of the targeted program.

First, the process of introducing the SMD program to the community around SMKN 1 Garut is meticulously planned. It involves contacting village heads and local officials through formal invitations to various forums or direct collaboration proposals to each village or sub-district. This proactive approach ensures the community is well-informed about the program's objectives and activities. Before any program activity takes place, updates on the implementation process are conveyed to the respective villages. These updates are based on evaluations, highlighting the school's commitment to transparency and continuous improvement. This practice finds its resonance in the insights of Barnes and Schmitz (2016).

Second, Consultation serves as a cornerstone of the SMD program's execution. Feedback from the community, aligned with their specific needs, is meticulously identified and tailored to the competencies available. The community's insights and opinions impact the decision-making process, showcasing a collaborative approach to program design and execution. This method, in line with Barnes and Schmitz (2016), underlines the significance of community involvement in shaping the SMD program.

Third, Community involvement takes center stage, ensuring that the local population has a meaningful role in every stage of planning and decision-making. Active participation is fostered through discussions, consultations, and community meetings, enabling the community to influence the direction and nature of the SMD program. This participatory model reflects the tenets advocated by Barnes and Schmitz (2016), emphasizing the importance of grassroots engagement.

Fourth, Collaboration is a driving force behind the success of the SMD program. The school collaborates with the community to plan and decide on various aspects, including funding allocation and learning resources. This collaborative ethos exemplifies the interdependence between SMKN 1 Garut and the surrounding community, fostering a sense of shared responsibility. Such collaborative endeavors align seamlessly with the perspectives of Barnes and Schmitz (2016).

Fifth, empowerment is a key outcome of the SMD program, as it places decision-making power squarely in the hands of the community. The community is empowered to take on a more substantial role based on their competency needs, allowing them to shape the program's trajectory. This empowerment echoes the sentiments of Barnes and Schmitz (2016), highlighting the transformative potential of involving the community in decision-making processes.

Sixth, political commitment and support play a pivotal role in successfully executing the SMD program. Endorsements from central and local governmental bodies, including the Ministry of Education and Culture (Kemendikbudristek), Ministry of Home Affairs (Kemendagri), and the West Java Provincial Government (Pemrov Jawa Barat), underscore the program's significance. This political backing, as noted by Hamid (2018), ensures a conducive environment for community empowerment initiatives.

Last, Local government accountability is exemplified through the active participation of village heads and local officials. By signing a Memorandum of Understanding (MoU) regarding the SMK Building Village program, these officials demonstrate their unwavering support for the initiative. This commitment from local authorities, as emphasized by Hamid (2018), reinforces the collaborative partnership between SMKN 1 Garut and the local governance structure. In essence, the implementation of the School Building Village program at SMKN 1 Garut showcases a harmonious blend of theory, collaboration, community engagement, and political support. These interconnected elements converge to create a dynamic framework that empowers the community, exemplifying the school's dedication to fostering local development and empowerment. By utilizing the indicators, community engagement is anticipated to be augmented, fostering greater collaboration among stakeholders in tailoring development initiatives to align with community requirements. Consequently, the outcomes attained are expected to positively influence the community, enhancing their quality of life, promoting regional advancement, and aligning with national development priorities.

Conclusion

This research concludes that vocational high school community service programs are innovative community empowerment programs. This case study found that the participation of vocational schools (SMK) in community service activities catalyzes the fostering of stronger connections between educational institutions and their local communities. Forms of SMK participation in community service activities cover ten expertise skills which serve as the foundation for the school's community empowerment initiatives, where community

members are engaged and empowered through various programs and activities. The alignment of expertise competencies with community needs is crucial to ensure the relevance and effectiveness of the programs. Some programs, such as Logistics Management and Renewable Energy Engineering, have encountered resistance due to perceived irrelevance to community skill development.

Recommendation

The study's findings suggest various recommendations for school principals and policy makers that can be implemented to boost the community empowerment activities conducted by SMKN 1 Garut. The next step involves doing a comprehensive evaluation of the specific needs within the local area. This evaluation should serve as the foundation for determining which competency programmes are most suitable, ensuring that they align with the community's skill demands. This research also recommends longitudinal research in the future that enables the evaluation of the enduring effects of projects. At the same time, disseminating insights via case studies and publications inspires and educates subsequent community development endeavours.

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