Sustainability Cooperative Business in Vocational High School in Jakarta: Application of the Sustainability Compass Theory

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ABSTRACT

The main purpose of this study was to analyze the cooperative business in vocational high school in order to examine and compare their direction and conformity with the sustainable development theory via the compass of sustainability. The approach involves a survey with qualitative research methodologies. The results indicated that sustainability which covers aspects of the technical and process management in the framework, defining process, assessment, and progress of sustainability, planned projects can be evaluated in a consistent, comparative and comprehensive manner with respect to their economic and social impacts.

Keywords: cooperative business, sustainability, vocational school

1. INTRODUCTION

The dominant paradigm in Sustainable development recent decades has been theorized differently across various disciplines, namely: Equilibrium-Neoclassical, Neo-Austrian-Temporal, and Ecological-Evolutionary, Evolutionary-Technological, Biophysical-Energy, Systems-Ecological, Ecological Engineering, Human Ecology, Socio-Biological, Historical-Institutional, and the like. Sustainable development as a modern approach was introduced as a solution for development that connects the economic, social and environmental dimensions of multifaceted issues as they apply on local, regional and international levels. In this research, we apply in the local region greater Jakarta, but we were examined from the point of view of all the dimensions of sustainability. One of the educational institutions that aim to produce qualified human resources is vocational high school (SMK). Vocational schools as factors that can process inputs (students) into outputs (job candidates), where vocational high schools seek to create competent candidates in accordance with existing labour quality standards by conducting educational programs in accordance with job demands.

By analyzing sustainable development, plans direct intervening actions towards sustainability. It is possible for such an analysis to improve the sustainability within all economic, social and environmental dimensions. Gonzalez and Smith (2000) proposed an indicator model to evaluate the process of sustainability with regards to environment, energy, efficiency, and economics of the developmental plans. Mahdavi et al. (2013) developed a practical model for measuring the progress of sustainable rural tourism in the areas of Iran and proposed indicators of sustainability within individual tourism and addressed various complex aspects of the political, economic, socio-cultural, and environmental impacts on the tourism industry, and the quality of tourist experiences.

Scerri and Holden (2014) also proposed a framework for assessing the Ecological Modernization Plan as the main contributor to sustainable development in ecological, economic, political and cultural areas.

We are using a family of tools called the Compass of Sustainability (CS), which covers aspects of the technical and process management in the framework, defining process, assessment, and progress of sustainability, planned projects can be evaluated in a consistent, comparative and comprehensive manner with respect to their ecological, economic and social impacts. International sustainability consultants located in AtKisson, Inc. have developed and named the format of the CS for its core image and framework, in which the four directional points (North, South East and West) have been replaced by four key dimensions of sustainability: Nature, Economy, Society, and Well-being. Such a replacement is a way of representing different dimensions of and expertise in sustainability, and therefore calls for multi-stakeholder engagement. CS has the potential to predict and develop the indicators of sustainability as well as assess the performance of a specific sector of sustainability and transfer its basics to others in an easy way to understand. Indeed, the CS aims to provide a simple method of obtaining a qualitative evaluation of the impact of important plans on the sustainable development of a given region or community and to produce a clear evaluation of the potential effects of those plans on the dimensions of sustainability. However, it should be noted that the CS does not examine the complex interaction between individual indicators. As a qualitative tool, it does not analyze complex interactions or requires comprehensive basic data. It merely processes the available information and the assessments of people using it in a clear and transparent manner. The CS is one of the recent approaches to sustainability designed to orient strategic planning and sustainable development initiatives in the direction of systemic sustainability within a region. It also reflects the status of critical elements in a system and the direction the system is heading, helps us determine how healthy the system is, and whether the trends in the system are moving in a healthy direction.

The CS also can be used to provide a general picture of the impact of a plan on its sustainable development. By using a profile of strengths and weaknesses provided by the CS, plans can be analyzed more precisely and can be optimized specifically to emphasize the plan's strengths and reduce its weaknesses in relation to the many aspects of sustainable development. On a long-term strategic level, the CS is suitable for comparing the impact that various models have on development as it defines where you have been, and what your goals are after implementing your developmental plan's policies. The use of the CS is recommended mainly for plans that have diverse effects on the environment, economy and society and does not make sense to use for activities or plans with a small range because the effects of such a plan on the whole system (environment, economy or society) are very limited.

National policies and development plans (which are based on the felt needs of a society's and nation's fundamental goals) play a substantial role in sustainable development and will remain on a nation's agenda and continue to play a crucial role for every nation aiming towards economic prosperity, social welfare and resource efficiency. Policies create transparent mechanisms and tools that help policymakers to be more accountable for the success of their policies by providing the basis for reporting progress on sustainability objectives. Thus, policies become a key tool in

managing sustainability. Consequently, plans for sustainable development need to go beyond traditional planning and strategy making. The concept of the processes of those plans plays a key role in the definition, planning and practice of sustainable development, and it requires a substantial shift from the prevailing practices to a transformative planning paradigm that focuses on processes, instead of on fixed goals.

The implementation of the first plan, which dealt with national development projects proceeded at a rapid pace but eventually slowed down. While the estimated average period for implementation of the first plan's projects was seven years, in practice they lasted 10 years. In the course of the second plan, only 60 per cent of annual targets were achieved, with half of the developmental projects remaining behind schedule. The third plan was different from the two previous ones in terms of both nature and quality and although income figures predicted were optimistic, practical figures proved to be different. In the fourth plan, the designated policies were somewhat in harmony with sustainability that demanded new ways of collective thinking and decision making, as well as new and inclusive ways of acting to achieve and evaluate developmental improvements. Indeed, sustainability is based on the well-known triangle of "environment-society-economy", though, in the eyes of many, it still represents another version of ecologism. The fifth plan is still in progress and cannot yet be analyzed completely. Given such diverse implementations and impacts, the main goal of this study was to conduct a content analysis of cooperative business in vocational high school in order to examine and compare their direction and conformity with the sustainable development theory via the compass of sustainability.

2. MATERIAL AND METHODS

Content analysis was used as a methodology to systematically research for textual information in a standardized way that allows evaluators to make inferences about that information. According to Weber (1990), in this method, there are six recording units which are commonly used: word, word sense, sentence, paragraph, theme, and the whole text. The word is the smallest unit of content analysis, and when words are regarded as recording units, evaluators categorize each individual word. In this study, the "units of analysis" were the developmental plans while the "content units" were the textual section of plans called "sectoral and non-sectoral policies". In the data analysis phase of content analysis, the most commonly used technique is to determine the frequency that a unit is used. After identifying the units of coding and defining the coding categories, the number of times each unit found in a context unit was counted. The classification process, called "coding", consisted of marking text passages with short alphanumeric codes while codes are simply abbreviations, or tags, for segments of a text. This creates "categorical variables" that represent the original information. In the first step and even before coding a document, a code was created for each variable category. An intercoder analysis (i.e., encoding and categorizing technique used for identifying the units of coding and defining the coding categories and counting their number frequency, was used to improve the reliability of our analysis. The coders were intensively trained before beginning the coding stage and the coding protocols were prepared by a research manager during the coding process. The degree of agreement between coders was computed using the Cohen's kappa; a method generally used for nominal variables and reported to be 0.97.

3. RESULTS

Until the end of 2014, the number of active cooperatives in Jakarta is only 4% of the total active cooperatives in Indonesia. This is inversely proportional to the number of population densities in Jakarta up to 11,495 higher than in Indonesia. (Badan Pusat Statistik (BPS), 2016). This means that the population living in Jakarta, the participation rate in the cooperative is still very low, whereas the number of schools in Jakarta until 2014 there are 592, there is an imbalance in that the school cooperative has not been able to increase student participation in cooperative membership and cooperative management, After graduation they are not interested in becoming a cooperative member, whereas the cooperative contribution data to a country's economy is quite significant, as, in Colombia, 8,124 cooperatives are responsible for 4.96% of GDP in 2009. They employ over 137,888 people - 46% of which Men and women 54%. And some sectors provide a significant proportion of 22.27% of all health sector jobs provided by cooperatives, 14.7% of employment in the transport sector, 7.7% in agriculture and 6.44% of jobs in the financial sector. Co-ops provide 91% of all microcredits in the country. (Source: CONFECOOP. Gestion paragraph construire una mejor opción de Vida: Desempeno del Sector Cooperativo Colombiano 2009).

According to the results, in the first plan, indicators and concepts of social (S in compass), natural (N), and economic (E) repeated 67, 17 and 50 times; respectively; indicators and concepts of the sustainability words (W) were repeated 0nly 9 times observed. Meaning it has little attention was paid to sustainable development.

Table 1. Indicators and concepts of Social and their number of frequencies.

Expressions	**I**
Participation	20
Decentralization	5
Human resource development	4
Social Justice	0
Institutional change	2
Security (social and food security)	2
Abiding by the rule of law	1
People empowerment	0
Social safety	2
Ethics	2
Social responsibility	1
Care for women	1
Poverty eradication	5

Health issues	3
Reduction of infants' death rate	0
Life expectancy	0
Social welfare	5
Empowering education	5
Freedom	0
Respect for citizenship rights	0
Protection of social capital	5
Justice in distribution of resources	1
National solidarity	0
Protection of minorities	0
Social solidarity	0
Participative decision making	0
Culture and indigenous knowledge	0
Sustainable safety	3
Total	67

Table 2. Indicators and concepts of Natural and their number of frequencies.

Expressions	ID
Environmental protection	2
Optimal usage of resources	2
Environmental concerns	1
Reduction of pollution	2
Pollutants' reduction	0
Safe development	0
Protection and revitalization	2
Resource management	4
Environmental valuation	2
Keep resources in balance	1
Protection of genetic resources	0
Biodiversity protection	0
Systematic utilization of resources	1
Reduction of chemicals	0
Improvement of resources quality	0
Ecosystem balance	0
Ecosystem diversity	0
Desertification control	0
Clean energy production	0
Resource's sustainable management	0
Total	17

Table 3. Indicators and concepts of Economic and their number of

frequencies.

Expressions	IDP
Productivity	1
Sustainable employment	9
Unemployment	2
Efficiency	4
Decentralization	3
Wealth distribution	8
Economic prosperity	6
Safe investment	8
Costs of resources	2
Social costs	2
Sustainable production	3
Production and utilization	2
Total	50

Table 4. Indicators and concepts of sustainability words and their number of frequencies.

Expressions	IDP
Sustainable development	3
Multi-faceted	2
Sustainability	4
Total	9

4. DISCUSSION AND CONCLUSIONS

As before mentioned, content analysis was used to analyze cooperative business in vocational high school AtKisson (2005) and OECD (2008) corroborate that the compass analysis provides a snapshot of how well a sector has integrated sustainability goals and metrics. Using the sustainability compass theory to analyze the policies for the first time developmental plans indicated that insufficient attention had been given to sustainable development.

Both of these IDPs were growth-oriented in line with the dominant paradigm of development at the time. In the two plans, apart from economic, social and cultural development had been overlooked in the plans' policies; whereas in social and environmental dimensions took primary roles of importance. Social justice, cultural development, human security, human rights, social integrity, environmental conservation, destruction of natural resources and environmental considerations were among the most important topics which added to the developmental policies of these

two IDPs. Similarly, Sharifzadegan et *al.* (2011) evaluated the development strategies of the Tehran Strategic-Structural Plan by using the Strategic Environmental Assessment (SEA) method. Their results demonstrated that the social development and improvement of the quality of life criterion received the most attention followed by the environmental conservation that protects the city against natural hazards, the sustainability of resources and the social development in the strategic plan. In contrast, Miller *et al.* (2014) identify that the Strategic Water Plan was largely separated from its social context and that the discursive dominance of economics limited the response to persuasive scientific arguments for a greater social context in the strategy.

Overall, in future sustainable development strategies, the link between economic, social, political and environmental dimensions should be expanded on local, regional and national levels. As Bagheri and Hjorth concluded in 2007, our study also recommends that the next sustainable development planning should be "process-based" instead of being "fixed-goal" oriented. Indeed, unlike the traditional approaches of strategy, setting fixed goals related to either the supply or demand aspects of management and establishing a social learning process with the complete engagement of all planners and stakeholders in the process would be the most appropriate strategy for sustainable development. The process of social learning aims to consolidate sustainability as a dynamic ideal based on the proactive perception of environmental change.

In sum, analyzing the developmental policies of the first plans can be concluded as follows: (1) In formulating developmental policies, the planning system of the country faced a theoretical failure. Thus, the socio-economic and environmental dimensions do not seem to be logically in harmony with each other. In some circumstances, one theme has dominated the others. The result of the analysis showed that the economic dimension of development implemented in cooperative business in a vocational high school dominated with the concept of social development.

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