Chapter 2

Literature Review

Concept Theories and Related Research

Harmony, coordination, collaboration, and cooperation are other names for synergy. The act of coordinating two or more resources or individuals in order to work together toward a common objective is referred to as coordination. In contrast to "cooperation" in the traditional sense, collaboration's core tendency is to coordinate the relationship between various system elements and the system through information sharing, resource coordination, and integration during dynamic interaction. The interaction with the outside environment enables it to cooperate and support one another while working toward the same objective (Sun& Zhou,2015, pp. 21-22). Hermann Haken, a renowned German physicist, first put forth the fundamental concept of "synergetic" in the early 1970s while researching lasers, which states that a system transitions from disorder to order through coordination. Haken Synergistics is described as a science of order, self-organized collective behaviors governed by universal laws (Haken , 1971).

The synergistic effect theory According to the synergistic theory, any open complex system contains both orderly, mutually cooperative movements and irregular independent movements among its internal subsystem components. As a system changes and develops, it constantly exchanges information and energy with its environment. As a result, the coordinated movement of the system's subsystems or components becomes the primary movement that determines the system's development direction. When a system is in an ordered state, its internal components interact, interact with one another, coordinate their development, and so on that the system's overall effect is greater than the simple sum of the effects of each component (wang, 2014, pp. 23-24).

The self-organizational principle Haken proposed the idea of a "self-organizing system." According to the synergy theory, any system in nature or in human society has the potential to interact with and cooperate with other internal subsystems to form a self-organizing system with specific functions. It describes a system that can spontaneously coordinate the relationship between elements to carry out specific functions with the help of certain materials and energy (zhang,2013).

The Profile of the Case Study

Jiangsu Finance & Accounting Vocational College is a full-time general higher education school directly under the Finance Department of Jiangsu Province. Located at the intersection of Belt and Road and the eastern bridgehead of Asia-Europe Continental Bridge, Lianyungang, at the western foot of the scenic Huaguo Mountain, it is an important base for training financial talents.

Lianyungang Accounting Vocational School, which was founded on September 2, 1964, was the previous name of the school. It has been renamed "Lianyungang Accounting School" (1965), "Lianyungang Finance and Economics School" (1973), and "July 21 University of Finance and Economics" (1976) over the course of a half-century." Lianyungang Finance and Economics School" (1982), "Jiangsu Lianyungang Finance and Economics School" (1986), "Jiangsu Lianyungang ("Jiangsu United Vocational and Technical College Lianyungang Finance and Economics Branch", 2004) and other development stages, and in 2015 the school was upgraded to Jiangsu College of Finance and Economics.

The school adheres to the school motto of "Sincerity and integrity", takes "emancipation of the mind, seeking truth from facts, reform and innovation, and practical work" as its action guide, and takes "five directions and five solutions" as its working idea, and has formed With the distinctive characteristics of school running, the school has trained more than 30,000 high-quality skilled professionals of all levels and types for the national economic construction and social development, and won a good reputation in the society, and is known as the "cradle of financial talents in Jiangsu". The university has won the titles of advanced unit of national financial education, advanced unit of vocational education in Jiangsu Province, advanced unit of moral education in Jiangsu Province, civilized campus in Jiangsu Province, safe campus in Jiangsu Province, price integrity unit in Jiangsu Province, advanced group of information construction in higher education institutions in Jiangsu Province, advanced unit of logistics industry in higher education institutions in Jiangsu Province, etc.

The school covers an area of 576 mu, with a construction area of 160,000 square meters, and has Accounting College, Finance College, Business College, Finance and Taxation College, Information Engineering College, Marxism College, Basic Education College and Media College. The school has formed a professional group system with accounting professional group as the leader, e-commerce professional group and software technology professional group as the main body,

and the industry and regional brand characteristics and advantages coexist. The school has 25 majors, 5 professional clusters, including 1 provincial high-level professional cluster and 26 pilot projects of 1+X vocational skill level certificate. The school has modern teaching facilities and classrooms are equipped with multimedia interactive teaching equipment. It has built modern training centers such as Big Business Smart Education Training Center, Modern Service Industry Training Center, Phase II Teaching Training Center, etc. It has dozens of training places such as Accounting Practice Teaching Smart Classroom, CPA Audit Smart Classroom, Tax Return Smart Classroom, Smart Recording Classroom and VBSE Training Room, etc. Among them, Modern Business Training Base and Modern The modern business training base and modern logistics training base are provincial training bases. The library business all adopts RFID intelligent management, existing paper books more than 370,000 volumes, the introduction of the People's Network Civic Education Course Library, Art and Beauty Digital Library, Wan fang, Zhi wang, Vipul and other domestic well-known electronic resources database.

There are 103 teachers with senior titles and the ratio of "double-teacher" teachers to 85% of full-time teachers; 251 teachers with postgraduate degrees; 1 provincial teaching team, 2 provincial teaching masters, 3 "333" project cultivators in Jiangsu Province, and 3 provincial excellent teachers. There are 3 provincial teaching teams, 2 provincial teaching masters, 12 provincial excellent young backbone teachers, and 13 talents of "521" project in Lianyungang City.

The school always adheres to the high-quality school, promotes the quality education, and forms the distinctive "three leading, six integration" dynamic developmental financial talents training model. The school has 2 majors of "4+0" joint training program with Nanjing Audit University and Jiangsu Polytechnic University, and 2 majors of "3+2" segmented training program for higher vocational and undergraduate students, which have penetrated the vocational education training system and improved the school's operation level. Nanjing Audit University, Xuzhou Engineering College, Nanjing University of Finance and Economics, and Nanjing Agricultural University cooperate to provide undergraduate education of "college transfer and college connection", which expands the channels for students to go on to higher education. Since 2020, the school has built an innovative financial industry college with Shenzhen Sigma Data Technology Co. Ltd. to build the School of Innovative Finance, the School of Jingdong E-commerce Industry, the School of Four Seasons Technology Group to build the School of Four Seasons Technology, and the School of Jiangsu Shuangyuan Group to build the School of Media Industry,

so as to deepen the integration of industry and education, bring into play the high-quality resources of schools and enterprises, realize the "double main body" education of schools and enterprises, improve the industrial suitability of talent training and students' vocational ability, and build a higher and more professional career for students. The school will continue to deepen the integration of industry and education, give full play to the high-quality resources of all parties, realize the "dual-body" education of schools and enterprises, improve the industrial suitability of talent training and students' vocational ability, and build a higher and wider platform for students' growth and success.

In 2022, the school won one first prize, two second prizes and three third prizes in Jiangsu teaching ability competition, the second prize of Jiangsu teaching achievement award in 2021, the first prize of national vocational colleges teaching ability competition in 2020, the first prize of Jiangsu higher vocational colleges accounting skill competition in 2019, and the first prize of Jiangsu higher vocational colleges accounting skill competition in 2019. The first prize of Accounting Skills Competition in 2019, two first prizes of Teaching Ability Competition in Jiangsu Province in 2020, two first prizes, three second prizes and nine third prizes of Vocational College Skills Competition in Jiangsu Province in 2022. The university actively implements the national requirement of "mass entrepreneurship and innovation" and strongly supports students' innovation and entrepreneurship. The "Yingzhou Gourd" entrepreneurial project successfully won the gold medal in the 11th Challenge Cup of Jiangsu Province in 2020.Graduation employment rates have been above 97% for many years thanks to the university's careful attention to this issue over the years and the creation of numerous stable employment bases for graduates in Lianyungang, the Yangtze River Delta, and other areas.

The school precisely matches the needs of local economic development and has established the Institute of Rural Revitalization, the Research Center of Pilot Free Trade Zone, the Institute of Finance and Taxation and the China Rural Finance and Accounting Supervision and Research Center to carry out research on the development of the Free Trade Zone, vocational training for new farmers in e-commerce and business training for rural finance personnel, actively serving the construction of local think tanks and economic development. The school has a national skills appraisal institute, organizes a variety of skills certificate assessment, carries out employee quality renewal and upgrading training for various party and government cadres and enterprises and institutions, undertakes various social

examinations for finance and human resources and other departments, and the social responsibility of the school has been highly praised by the community.

The school focuses on external cooperation and exchange. The school has cooperated with BPP University in the UK to offer ACCA elite classes; signed cooperation agreements with Taiwan Zhi Li College, Sogo University of Science and Technology and University of Macau and conducted academic exchange activities such as mutual visits of teachers and students; cooperated with the University of Sunderland and Northumbria University in the UK to carry out the "3+1" international talent training program; cooperated with Myongji University and Daegu University in Korea to carry out the "3+1" joint training program, 3+1 Korean undergraduate program with Myongji University and Daegu University in Korea; "3+2" and "4.5+1.5" study abroad programs with Kyung Hee University in Korea; "2.5+1+2" program with Musashino University in Japan. Since 2018, the program has collaborated with the Lao Department of Education to bring in foreign students from Luang Namtha Province.This program has become the largest and most distinctive international student academic education program in Lianyungang area. Jiangsu Caihui Vocational College is facing unprecedented historical opportunities, and the people of Caihui College will adhere to the school motto of "sincerity and righteousness", carry forward the school style of "virtue and humanism, dedication and strength", continue to carry forward the teaching style of "knowledge and knowledge, love for students and good guidance", and "teaching style".The strategic goal of the development of the school has been made clear: a higher school based on industry and serving the region, with the main body of finance, economics, and accounting characteristics, exquisite management, and social satisfaction. We have done this with the vision of making the school special and striving for the first-class.

Related research

B. L. Gupta and Ajay Kumar Choubey (2020, p.1) conducted a research project titled "Higher Education Institutions – Some Guidelines for Obtaining and Sustaining Autonomy in the Context of Nep", The first policy of the twenty-first century to take into consideration reengineering higher education institutions for excellence and high standards of instruction is the national education policy 2020. The policy states that HEIs must adapt in order to provide top-notch instruction and gain accreditation. Because of the institute's accreditation, they will have more independence, which will result in training and research of a higher caliber. They will receive accreditation at a higher level, which will lead to increased autonomy. The HEIs may follow a

route that includes autonomy, quality, and accreditation before developing into interdisciplinary universities. Autonomy is key to holding institutions responsible to stakeholders. making the most of the institute's potential and, in due order, enabling them to be inventive and responsive. This study reviews the literature on autonomy in relation to Indian and international educational institutions, taking into account its many levels, viewpoints, and aspects. Based on a survey of the literature, the authors' own experiences, and discussions with specialists employed by the autonomous institutions, guidelines for gaining and preserving autonomy are provided.

The research project "A systematic review of the factors - enablers and barriers - affecting e-learning in health sciences education" was carried out by Krishna Regmi and Linda Jones (2020, pp.1-18). These elements have been found to have an effect on e-learning. These include considering learners' expectations and motivation, making use of user-friendly technology, and putting students at the center of pedagogy. The current framework for effective e-learning can be expanded by further improving our understanding of the enablers and facilitators of e-learning and developing suitable policies and efforts to identify when, how, and where they fit best.

Ilham Dodi (2021, p. 3977391) conducted a research project titled "The Principal's Leadership: How to Improve the Quality of Teaching and Learning Process at Luwu's State Junior High School .The purpose of this study is to identify the principal leadership styles that have improved the teaching and learning environments at State Junior High School 4 in Walenrang, Luwu. This qualitative study makes use of educational, psychological, and management techniques. The methods included documentation, interviews, and observation. This study demonstrates that improving the quality of education at State Junior High School 4 Walenrang may be achieved through democratic principle leadership that incorporates personality, management, entrepreneurial, supervisory, and social abilities. The four approaches—school review, benchmarking, quality assurance, and quality control—are used in the assessment standards, standards for educators and other education personnel, standards for infrastructure, management, and funding. This is how the principal works to improve State Junior High School 4 Walenrang's instruction through the eight National Education Standards, specifically the content standards and process standards. The community's support, the government's help, and the professionalism of the faculty all go a long way toward improving the quality of education at State Junior High School 4 Walenrang. The obstac

les include students' lack of finances, their lack of self-discipline, and their lack of access to IT.

According to a research project titled "Educator Competence Profiles: Updating for 21st Century Challenges, "Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu)". Both teaching strategies and the competencies instructors need to acquire need to evolve in order to prepare pupils for the twenty-first century. (Rancesca Caena & Christine Redecker ,2019, pp. 356-369) . An exemplary project that addresses these needs is the European Framework for the Digital Competence of Educators (DigCompEdu). At various levels in educational systems, defining the needs of education professionals in terms of teacher competence frameworks can serve a variety of purposes. It can support and direct teachers' practice and ongoing professional development at the micro level. By acting as a venue for conversation, cooperation, and reflection in professional communities of practice, it can assist in the conversion of educational institutions into learning organizations at the meso level of local education governance. At the macro level of quality assurance, it can provide benchmarks for both the quality of education professionals throughout the career continuum and for initial teacher training. The European Framework for the Digital Competence of Educators was created to be flexible enough to be updated and tailored to the institutional and contextual needs of various nations. It links to the development of students' and teachers' digital competency and has a bearing on the expansion of institutional capacity. Because of its adaptability, the framework can be employed in a range of educational settings and changed to accommodate new technological advancements and constraints.

Agaton, Casper Boongaling; Cueto, Lavinia Javier (2021, pp. 901-911) conducted a research project titled"Learning at Home: Parents' Lived Experiences on Distance Learning during COVID-19 Pandemic in the Philippines", COVID-Due to the 19 pandemic, schools have been forced to close, dramatically changing how students are taught. Students from underprivileged backgrounds and those living in rural areas, however, have limited the ability to use the technologies needed for online learning. Through more open access to education, modular learning addresses this learning disparity. In order to support modular learning during the health crisis, this study examined the lived experiences of the parents who serve as learning supervisors, tutors, and homeschooling teachers. Parents from the Philippines were surveyed for this study, and inductive content analysis was used. The findings indicated that the educational policies, such as the nationwide school closings, the postponement of

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the start of classes, and the use of various instructional modalities, were effective in containing the pandemic. On the other hand, parents have experienced a variety of difficulties, including the new virtual learning environment, instruction delivery, inadequate learning outcomes, financial challenges while providing for the family during a lockdown, struggles with the use and accessibility of technology, and individual issues with health, stress, and learning style. This study provides a foundation for developing comprehensive and inclusive educational policies that take into account the parents of the learners both during and after the pandemic.

González-Pérez Laura Icela and María Soledad Ramírez-Montoya (2022, p. 1493) conducted a research project titled"Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review",This article examines which elements of Education 4.0 have been taken into account in frameworks for 21st century skills and identifies the teaching and learning strategies and significant stakeholders affected. We conducted a systematic literature review (SLR) with research questions, determining which teaching-and-earning strategies incorporate 4.0 components, their learning aspects, and the targeted stakeholders, with the goal of highlighting studies that address 21st century frameworks globally. The conclusions allowed us to pinpoint areas where 21st century skills frameworks could be created or improved with the necessary Education 4.0 components. The lack of these instructional and educational systems was found by our study. Most are student-centered, focusing on helping students build competencies through the development of their character, meta-learning, and connections between active learning strategies. This work presents research that combines the essential elements of Education 4.0 with cutting-edge pedagogical techniques. It ends with a comment on the creation of educational models that enable sophisticated reasoning skills and auto-systemic thinking in order to facilitate problem-solving and meet societal requirements.

Susan McKenney, Thomas C. Reeves (2021, pp. 82-92) conducted a research project titled "Educational design research: Portraying, conducting, and enhancing productive scholarship", The all-too-common human tendency to offer a solution before fully comprehending the nature of a problem is known as solutionism. In attempts to advance education at all levels, including education, solutionism has long been pervasive. Methods for overcoming the inherent difficulties and constraints of this line of inquiry are discussed, along with suggestions for the medical education community. This article demonstrates how EDR can benefit medical education research in a variety of geographical and disciplinary contexts, despite the fact that it is not a miracle cure.

William R.Penuel,Robbin Riedy and Tiffany Clark (2020, pp. 627-674) conducted a research project titled"Principles of Collaborative Education Research With Stakeholders: Toward Requirements for a New Research and Development Infrastructure",The Community-based Design Research, Design-Based Implementation Research, Improvement Science in Networked Improvement Communities, and the Strategic Education Research Partnership are four collaborative approaches that are discussed in this article. By working together with the creators and supporters of these approaches, we came up with a set of interrelated ideas about problem solving, research, and collaboration. Additionally, we looked at projects from these four approaches for evidence of these principles. We argue that since there is evidence that these strategies can foster agency and equity in education, it is worthwhile to try to understand, expand upon, and encourage the application of these ideas in project and research proposals. To achieve this, the field would need to develop new progress indicators, new venues for developing and presenting research reports, and an understanding of the significance of developing relationships with educators, families, and communities as an essential component of research. Additionally, the field would need to create standards for judging quality that peers could use to evaluate specific studies or collections of research.

Marta Abelha Sandra Fernandes Diana Mesquita Filipa Seabra and Ana Teresa Ferreira-Oliveira (2020, p. 15) conducted a research project title"Graduate Employability and Competence Development in Higher Education—A Systematic Literature Review Using PRISMA",In order to present an international viewpoint on the topic, this paper seeks to develop a systematic review on graduate employability and competence development. It examines how higher education institutions can support the growth of employability skills. The Preferred Reporting Items for Systematic Reviews (PRISMA) declaration was adhered to during data collection for formal systematic reviews. Information was gathered from research studies conducted between 2009 and 2019. A total of 69 publications from the Scopus and Web of Science (WoS) databases were included in the analysis. The findings indicate that Europe has published the most on these subjects over the past ten years. One of the main issues with competence development and graduate employability found in the review is the (mis)match between employers' needs and university graduates' competencies. The results show that higher education institutions are focused on employing strategies to enhance the competencies graduates require to secure jobs. Higher education institutions must cultivate a strong sense of innovation and collaboration if they are to generate graduates who are competent and employable.

Cushing, Ellen English, David Therriault, Susan Lavinson, Rebecca (2019) conducted a research project titled "Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA, and WIOA",An increasing amount of attention is being paid to program efficiency and resource alignment across state agencies as states struggle with competing priorities and limited resources. Recent analysis and comparison by the College and Career Readiness and Success (CCRS) Center evaluated four federal statutes that influence the flow of students from school to the job. These are the Individuals with Disabilities Education Act (IDEA), the Workforce Innovation and Opportunity Act (WIOA), the Every Student Succeeds Act (ESSA), and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).Although states have years of experience carrying out these federal requirements and programs, coordination across initiatives can be difficult because they are handled by various offices under a state agency or state agencies themselves. In order to create a pipeline from education to the workforce, opportunities to connect, coordinate, and make use of state money, programs, and policies across these four federal laws are highlighted in this short. When it comes to educating the nation's workforce and supplying them with the requisite technical, intellectual, and employability capabilities for success, ESSA, Perkins V, IDEA, and WIOA play significant and complementary roles. Aligning implementation efforts across the four laws and their major stakeholders is necessary to create this cogent education-to-workforce pipeline. All people can benefit from an education-to-workforce pipeline that gives them the academic, technical, and employability skills they need to succeed in the workforce if ESSA, Perkins V, IDEA, and WIOA are combined.

Mystakidis Stylianos, Eleni Berki and Juri Valtanen (2019) conducted a research project titled "The Patras Blended Strategy Model for Deep and Meaningful Learning in Quality Life-Long Distance Education",life-long learning is currently being embraced as a central process that could disrupt traditional educational paths. Although it is not always necessary, it appears that deep and meaningful learning is the (ideal) type of learning that is frequently promoted. The goals of deep learning are to foster metacognitive abilities, transformative knowledge, personal meaning, emotional intelligence,critical thinking, creativity, and deep disciplinary understanding, in addition to superficial knowledge assimilation of unrelated facts. Learning becomes meaningful when it is proactive, beneficial, intentional, authentic, and collaborative. Technology-enhanced teaching and learning methods should show how they can change how lifelong learning is delivered and facilitate the

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achievement of deep and meaningful learning. Creating flexible quality assurance plans for online courses is a big task when it comes to distant learning for lifetime learning. The authors illustrate how deep and meaningful learning characteristics and project management can be integrated in practice by drawing on their experiences with distant learning programs at the University of Patras' Educational Center for Life-Long Learning (KEDIVIM).We describe the methods employed to assess the efficacy of e-Learning initiatives, the main conclusions drawn from the assessment, and initial research on the efficacy of education. This study examined the efficacy of the using an online survey.

Apriana Dina, Muhammad Kristiawan, Dessy Wardiah (2019, pp.1316-1330) conducted a research project titled "Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship", The study's findings indicated that the headmaster of State Vocational School 6 Palembang's entrepreneurial ability was crucial to the institution's advancement. According to the results of the entrepreneurial competency indicators for headmasters in terms of innovative and creative competencies, it can be inferred that headmasters come up with fresh concepts for lesson plans and other school-related initiatives. The sixth state vocational school's headmaster works with a number of businesses. The headmaster of State Vocational School 6 Palembang works and is answerable as the headmaster. He is never satisfied with the school's achievements and constantly arrives home later than the teachers and staff. This indicates the headmaster's capacity for hard effort and entrepreneurship. The headmaster's entrepreneurial abilities in terms of motivating learners, as well as the efforts made to increase their enthusiasm and motivation—such as hosting frequent seminars with successful businesspeople and inviting alumni who have achieved success in industry and receiving honoraria if these students receive a high volume of orders. The headmaster's entrepreneurial ability in terms of abstinence shows that when activities fail, the headmaster gets up and tries once more; the headmaster is a good leader for the school; the headmaster remains composed under pressure; and the headmaster keeps up with and implements innovations in science and technology as reported by the media.

Yang Sohyun, Richard Allen Carter Jr.,Ling Zhang, Tiffany Hunt (2021, p. 163) conducted a research project titled "Emanant themes of blended learning in K-12 educational environments: Lessons from the Every Student Succeeds Act", according to the findings, 17 states included BL in their finalized state ESSA plans. Even though these states mentioned BL in a variety of titles and components, the researchers discovered three main themes that operationalize BL: (a) BL utilizing technology to

enhance learning, (b) BL in professional growth, and (c) BL as an alternate pathway. The researchers noted the vagueness of the definition of BL among stakeholders (such as states) in the discussion, as well as the potential application of BL to enable individualized learning in K–12 education. The potential of BL to empower instructors was also discussed by the researchers.

Ilyas Suharto Sitorus,Din Oloan Sihotang,Wesly Hutabarat,Eka Daryanto (2020,p p.236-241) conducted a research project titled "Competency Planning Strategies of J unior High School Teachers in increasing competitiveness Batubara Regency North Su matera", The purpose of this study is to ascertain how strategic planning is necessary to equip teachers to deal with the present 4.0 industrial revolution at the Batubara R egency Junior High School in North Sumatra. According to the study's findings, planni ng for teacher competency improvement entails analyzing needs and skills, conducti ng an EDS at the school level, and putting programs in place. Teacher competency development is implemented through self-development in the Subject Teachers Con sultant (MGMP), which acts as a forum for exchanging new knowledge and informatio n on the teaching profession, education, and training.

A research project titled "Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania" was carried out by Paschal Mahona Joseph Demetria Gerold Mkulu (2021). The findings of this study showed that in Tanzanian public secondary schools, the teacher-student relationship is a critical determinant and catalyst for academic performance. The study discovered, among other things, that positive teacher-student interactions help kids believe that their teachers value them, that students have the freedom to express themselves in class, and that both teachers and students may actively participate in the classroom to become an essential part of it. Despite instructors' and students' awareness of the elements of good partnerships, the results showed that bad teacher-student connections persisted in schools. It is therefore advised that educators start forming close bonds with their students. According to the study, having positive teacher-student connections is essential to having high-achieving kids.

Mingzhuo Liu, Shenghua Zha and Wu He (2019, pp. 621-630) conducted a rese arch project titled "Digital Transformation Challenges: a Case Study Regarding the MO OC Development and Operations at Higher Education Institutions in China", The findi ngs indicated that the government and institutions were either the sole or joint leade rs in the creation and management of MOOC. Despite having set up special procedur es to produce and oversee MOOCs, Chinese schools and universities have run into iss

ues with inadequate technical support, a lack of platform standards, and a lack of ex pertise in curriculum and instructional design.

A research project titled "Vocational education in Indonesia: History, development, opportunities, and challenges" was carried out by Pambudi Suharno, Nugroho Agung, and Budi Harjanto in (2020, p.115). The findings demonstrated the existence of vocational education in Indonesia both before and following reform. The Bandung Institute of Technology (ITB), which the Netherlands established for vocational education before Indonesia gained its independence, is still being developed. Four areas of concentration were recognized in vocational education prior to independence: trade schools, engineering, agricultural, and feminine. The different schools were merged to create the vocational school (SMK), which includes 142 skill spectrums, after the 1998 reform. 2008 saw modifications to the trajectory of vocational education.The senior high school to vocational school ratio was altered by the Indonesian government from 70%:30% to 30%: 70%. It was difficult for graduates to locate jobs because a feasibility study was not matched with the opening of a new institution. They learned methods that were more often theoretical and less applicable in the real world. Furthermore, 74% of the students found the frequent social lessons to be boring during class. Among the challenges faced were inadequate facilities, instructors, and industry backing. However, regulating the industry's operation clearly is one of the most important measures. Graduates with a vocational degree are capable of satisfying the demands of the job market and can potentially receive strong industry support.

Batac Kenneth Ian Talosig Jonnie Azucena Baquiran Casper Boongaling Agaton(2021, pp. 225-243) conducted a research project titled "Qualitative Content Analysis of Teachers' Perceptions and Experiences in Using Blended Learning during the Pandemic", The results showed that instructors were in agreement with the effectiveness of the government's pandemic response and the adopted educational initiatives. Blended learning is adaptable, but during the pandemic, teachers faced a number of challenges with this strategy, including health risks, financial troubles, access to technology, preparation, and technology literacy. These findings suggest that the government and other education sector stakeholders should continue to create learning platforms that will allow open access to reliable and high-quality educational resources both during and after the pandemic, as well as increase financial support for schools during the pandemic and enhance professional development opportunities for teachers.

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Conceptual Framework

The objectives of this research were 1)To identify factors influencing the establishing partnership between tertiary institution and stakeholders for effective learning of college students 2)To develop the strategies for establishing partnership between tertiary institution and stakeholders for effective learning of college students and3)To propose the guidelines of strategies for establishing partnership between tertiary institution and stakeholders for effective learning of college students . A case study for this research is Jiangsu Finance & Accounting Vocational College.

The Conceptual Framework is as follows:

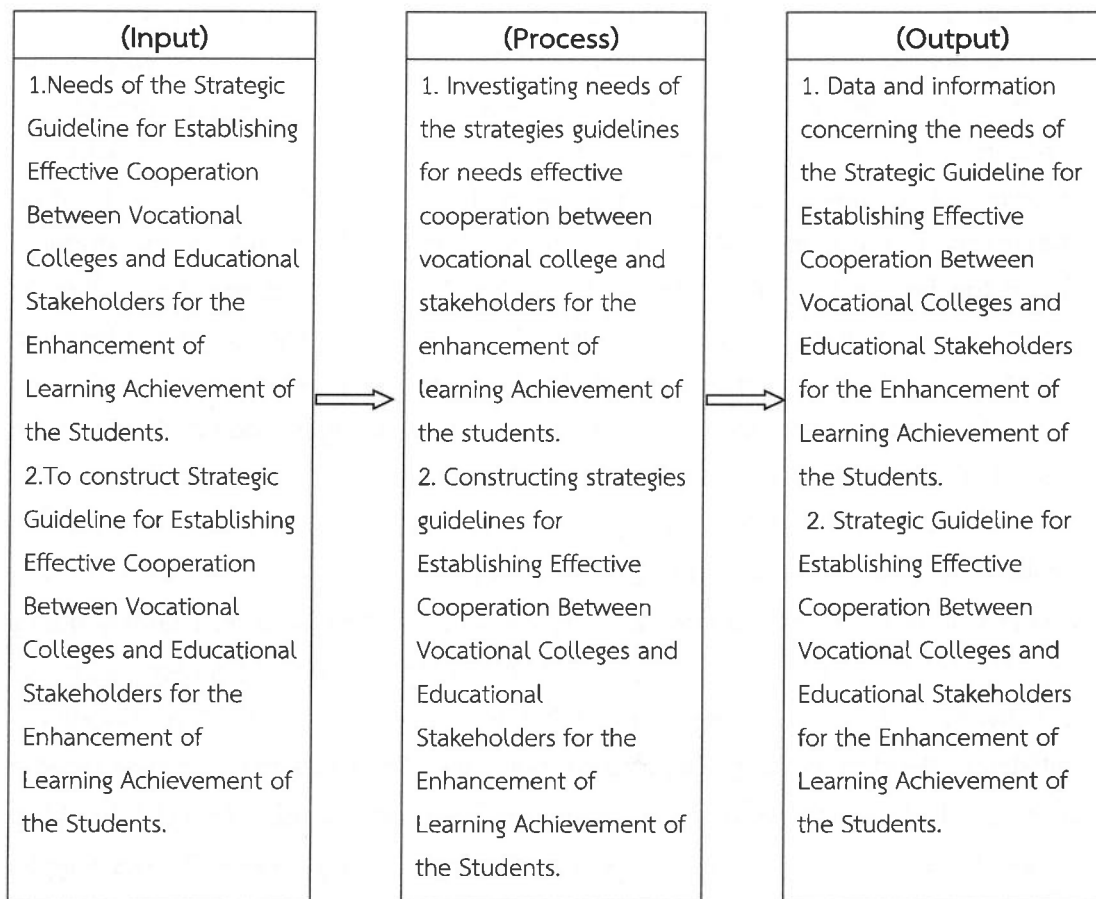| (Input)	(Process)	(Output)
1.Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students. 2.To construct Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.	1. Investigating needs of the strategies guidelines for needs effective cooperation between vocational college and stakeholders for the enhancement of learning Achievement of the students. 2. Constructing strategies guidelines for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.	1. Data and information concerning the needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students. 2. Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.

Figure 2.1 Conceptual Framework