

# Management of the Implementation of the Link and Match Program Curriculum to Improve the Quality of Graduates

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## Abstract

Nowadays, the development of the era demands a change in the education curriculum that emphasizes the need to build national character. This is based on facts and the views of the community regarding the decline in the moral quality and attitudes of the younger generation in keeping up with the times. Right now, we require an educational curriculum that possesses a unique character and is also geared toward shaping the character of educators. The development of the curriculum is inherent to its nature and must be continuously refined to adapt to evolving societal needs. The implementation of education in Vocational High Schools involves a holistic process of teaching and guidance aimed at equipping students to develop their personality, academic potential, and a strong foundation of expertise through their learning experiences.

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## Kata kunci:

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## Abstrak

Saat ini, perkembangan zaman menuntut adanya perubahan dalam kurikulum pendidikan yang menekankan pentingnya pembangunan karakter bangsa. Hal ini didasarkan pada pengamatan dan persepsi masyarakat mengenai penurunan standar moral dan sikap generasi muda dalam menghadapi perubahan zaman. Yang diperlukan saat ini adalah kurikulum pendidikan yang memiliki identitas kuat, yang juga fokus pada pembentukan karakter para pendidik. Pengembangan kurikulum merupakan bagian integral dari kurikulum itu sendiri, dan kurikulum yang efektif harus terus-menerus disempurnakan dengan mengikuti perkembangan kebutuhan masyarakat. Implementasi pendidikan di Sekolah Menengah Kejuruan melibatkan proses pembelajaran dan bimbingan yang menyeluruh di lingkungan sekolah. Tujuan utama dari proses pembelajaran di sekolah ini adalah untuk membekali siswa agar dapat mengembangkan kepribadian, potensi akademik, dan fondasi yang kuat dan sesuai dalam bidang keahlian mereka melalui pembelajaran.

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## INTRODUCTION

Vocational education at the secondary level imparts knowledge and skills tailored for specific professions, enabling students to enter their chosen fields adeptly. Vocational High Schools (SMK), designed to foster a skilled and competitive workforce early on, aim to prepare graduates who are well-equipped to meet industry demands (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Rohmadiyah, Zamroni, & Ismawati, 2024). Dwi Jatmoko (2013:2) highlights that SMKs are educational institutions dedicated to developing human resources suited for employment by integrating practical, job-relevant training from the outset, ensuring graduates possess the necessary competencies for the workforce.

The National Education System Law No. 20 of 2003, article 3, outlines the goals of national education and explains in article 15 that vocational education is a form of secondary education designed to prepare students primarily for employment in specific fields (Indasari, Fajriyah, & Rosyidi, 2024; Zhalzabilah, Hisbullah, & Firman, 2024; Zulfa & Zuhriyah, 2024). This is further detailed in the specific objectives of vocational education units as follows: (1) to prepare students to become productive individuals who can work independently and fill existing job vacancies as mid-level workers according to the competencies of the skill program they choose; (2) to prepare students to be able to select a career, show determination and persistence in their competence, adapt to the work environment, and develop a professional attitude in their area of expertise; (3) to equip students with knowledge in science, technology, and the arts, enabling them to develop themselves in the future, either independently or through higher education; and (4) to provide students with competencies that align with the chosen skill program (Tamami, 2016).

Based on the general goals of national education and the specific objectives of the education units, it is concluded that vocational high schools, as part of the national education subsystem, should focus on preparing their students to choose a career, enter the workforce, compete, and develop themselves successfully in a rapidly evolving job market (Riski, Chande, & Adriantoni, 2024; Zuhri & Huda, 2024). According to the Strategic Plan of the Directorate of PSMK for 2019-2023, the prospects for vocational schools are still tied to the employment of their graduates in the business and industrial sectors (DUDI). This concern arises from the issue that many vocational school graduates remain unemployed, even though vocational schools have the potential to produce skilled workers more effectively than general high schools (SMA) (Masturin, 2022, 2024; Sulhan, Gustini, Sambella, & Hali, 2024). In reality, however, more high school graduates are employed compared to vocational school graduates. In response to these challenges, the government has undertaken various measures, including improving the curriculum through the implementation of the 2013 curriculum and aligning it with industry needs via the link-and-match program at the vocational education level (Salim, Handayani, Handayani, Khairunnisa, & Oktaviani, 2024; Salim, Zaini, Wahib, Fauzi, & Asnawan, 2024).

The 2013 curriculum began its implementation in select schools in 2013 and was fully rolled out to all schools by 2015. Despite its long-standing presence, various issues persist in its application, with many teachers still unable to effectively implement the student-centered scientific learning approach. Kurniasih (2014:132) stated that the 2013 curriculum is designed to improve students' skills in observing, questioning, discussing, gathering information, reasoning, associating, and communicating or demonstrating their findings. (Sukmadinata, 2005) emphasized that the success of curriculum implementation heavily relies on the teachers' creativity, skills, dedication, and perseverance.

From the above statement, it is clear that the effectiveness of the 2013 curriculum's implementation heavily depends on teacher readiness. To enhance the role of vocational schools in preparing students for careers, entering the workforce, competing, and developing themselves, the government has introduced the link and match program. This program, initiated by the Ministry of Education and Culture of the Republic of Indonesia, aims to align vocational education graduates' competencies with job market demands, transitioning from a supply-driven to a demand-driven approach. The expectation is that, if the program is implemented successfully, it will reduce the unemployment rate among vocational school graduates.

The link and match program, initiated in 1990, was further bolstered in 2016 by Presidential Instruction Number 9 of 2016 on the Revitalization of Vocational High Schools (SMK). The Ministry of Education and Culture (Kemendikbud) continues to strengthen this program by fostering closer ties with the business and industrial sectors (DU/DI). This collaboration with DU/DI goes beyond providing internships or fieldwork practices for students and includes enhancing vocational teacher competencies, aligning curricula, providing educational facilities and infrastructure, certifying competencies, and recruiting vocational school graduates.

#### **METODE PENELITIAN**

This study adopts a qualitative approach, which is characterized by a method grounded in thoughtful consideration of positivism as a tool for conducting research within natural settings. Qualitative research focuses on the subjective evaluation of attitudes, opinions, and behaviors. In such contexts, research relies on the researcher's insights and perceptions. (Slamet: 2022) The research utilizes field research methodology, specifically employing a case study approach. The effective implementation of the 2013 curriculum in education is closely tied to teacher readiness. The Indonesian government has launched the Link and Match program to optimize vocational schools in preparing students for career selection, workforce entry, competitiveness, and professional development. This Ministry of Education and Culture initiative emphasizes matching vocational education graduates' competencies with market demands, moving from a focus on supply to meeting demand. The program aims to reduce unemployment among vocational school graduates if successfully implemented.

The Link and Match program, established since 1990, was further strengthened in 2016 under Presidential Instruction Number 9 of 2016 regarding the Revitalization of Vocational High Schools (SMK). The Ministry of Education and Culture (Kemendikbud) continues to enhance cooperation with the business and industrial sectors (DU/DI) through this initiative. This collaboration not only includes providing students with fieldwork practices or internships but also focuses on improving vocational teacher competencies, aligning curricula, providing educational facilities and infrastructure, certifying competencies, and facilitating the recruitment of vocational school graduates.

The research is conducted at SMK Insan Tazakka. The choice of this institution is due to its implementation of a teaching factory and the researcher's dedication to fostering graduates who exhibit high quality in the school, community, and family settings.

In this study, data collection methods include Observation, Documentation, and Interviews (triangulation) (Sugiono: 2013). Data analysis proceeds through four stages based on Miles and Huberman's framework: 1) Data collection, 2) Data reduction, 3) Data display, and 4) Verification and conclusion extraction (Husni Abadi: 2020). Triangulation, according to (Moleong; 2012), serves as a technique to ensure data validity by comparing and verifying findings between the main informant and other participants in the research.

## **RESEARCH RESULTS**

### **Result**

Currently, SMK Insan Tazakka has a student population of 1,112 across various study programs or majors. Each year, students participate in the internship (prakerin) program, which is organized according to departure schedules aligned with the teamwork program of Hubinmas SMK Insan Tazakka. The prakerin involves grade XI students, with the first batch consisting of 60 students who undergo internships lasting 3 to 6 months, situated in different business locations or industries.

This study focuses on students undergoing internships at Kimonu Mart, PT Hagihara, PT Kinenta, and PT Banshu. These companies are partners of SMK Insan Tazakka and integral to the vocational high school's educational programs.

In 2023, a total of 250 students from 12 groups/classes are participating in the industrial work practice program, as outlined in the table provided. These students are from various classes such as Accounting, Office Management 1 and 2, Network Computer Engineering Classes 1, 2, 3, and 4, as well as Automotive Engineering Classes 1, 2, and 3. They are assigned to four companies: PT Banshu Rubber Indonesia, PT Hagihara, and Kimonu Mart, with two groups departing at different times.

Prior to their placement in the industrial work practice program, students are instructed to maintain exemplary attitudes and behaviors. Regarding the school's approach to character development, teachers underscore the importance of training sessions conducted by the Hubinmas team. These sessions are aimed at instilling moral values in students before they begin their internships.

The informant emphasized that implementing moral principles among prakerin students has shown to enhance their discipline and improve their performance in fulfilling responsibilities. Students demonstrate ethical behavior, integrity, responsibility, a commitment to continuous learning, teamwork skills, adaptability, respect for authority, and openness to constructive feedback. These qualities are seen as crucial for making informed decisions during their industrial training. The informant highlighted the importance of integrating character education throughout the prakerin program, stressing that the ethical conduct learned in school is essential and should be consistently applied in all learning activities.

The curriculum of the Link and Match Program aimed at enhancing graduate quality can be centered on the following aspects:

The concept of the Link and Match Program can be initially examined through a thorough exploration within an educational framework. This involves analyzing its goals, framework, and essential components. Researchers can also investigate how the program aims to enhance graduate quality and its alignment with the requirements of the industry or job market.

Research can focus on the difficulties encountered during the execution of the Link and Match Program within specific educational settings. These challenges may encompass internal issues such as resource limitations, insufficient staff support, or difficulties in aligning the curriculum with industry needs. Additionally, external challenges like governmental regulations or public perceptions of the program should also be examined.

Qualitative research can shed light on the implementation management process of the Link and Match Program, detailing how educational institutions integrate these initiatives into their curricula. A thorough investigation into the policy formulation, planning, and coordination efforts by stakeholders involved in implementing these programs will be crucial.

**Stakeholder Perceptions and Experiences:** Investigating how various stakeholders, including educators, students, industry representatives, and alumni, perceive and experience the Link and Match Program will offer valuable insights into its effectiveness and influence. Using a qualitative approach, researchers can gather perspectives, expectations, and feedback from each stakeholder group.

**Evaluation of Graduate Quality:** A significant aspect of this research involves assessing the impact of the Link and Match Program on graduate quality. Researchers can explore whether program participants possess skills and competencies that meet current industry demands. This evaluation can involve interviews, observations, and analysis of documents such as employment reports of graduates.

**Improvement Strategies:** Drawing from the study's findings, researchers can propose strategies and recommendations to enhance the management and implementation of the Link and Match Program. These suggestions may include actions that educational institutions, governments, and other stakeholders can take to enhance the program's effectiveness in producing qualified graduates who meet industry needs.

Furthermore, it is essential to consider contextual factors that could influence the implementation and outcomes of the Link and Match Program, such as the social, cultural, and economic landscape in which educational institutions operate. Therefore, comprehensive qualitative research will provide valuable insights into how the Link and Match Program can effectively improve graduate quality and relevance to the workforce.

Examples of relevant research types include: **Case Study on the Implementation of the Link and Match Program at Specific Universities:** This research can explore how universities integrate the Link and Match Program into their curricula, the challenges encountered, and the impact on graduate quality.

**Assessment of the Link and Match Program's Influence on Graduates' Employability:** This study seeks to gauge how well the Link and Match Program equips graduates to meet industry demands and job market criteria.

**Perception Study Among Stakeholders of Link and Match Programs:** This qualitative research involves interviews or surveys to explore the opinions and experiences of stakeholders including students, faculty, industry representatives, and alumni regarding the effectiveness and benefits of Link and Match Programs.

**Examination of Factors Supporting and Hindering the Implementation of the Link and Match Program:** This study aims to analyze the elements that contribute to or pose challenges in successfully implementing the Link and Match Program. These factors include governmental support, institutional preparedness, collaboration with industry, and encountered obstacles.

**Comparison of Link and Match Programs with Traditional Curriculum Approaches:** This research will compare the outcomes and quality of graduates from the Link and Match Program with those from traditional curriculum approaches. The goal is to identify the differences and advantages of each in preparing graduates for the demands of the workforce.

**Challenges in Graduates' Alignment with Workplace Needs:** Many graduates face challenges in finding jobs that match their educational background, indicating a disparity between their qualifications and industry demands. This research aims to evaluate how effectively the Link and Match Program addresses these challenges by providing graduates with skills that better meet industry needs.

**Issues of Graduates' Competency:** Some graduates may encounter difficulties in adapting to job requirements, lacking practical or essential soft skills. This study will explore whether the Link and Match Program can mitigate these issues and improve the overall competency of graduates.

**Ineffective Implementation of Traditional Curriculum:** Some educational institutions encounter difficulties when implementing outdated curricula that do not align with current industry trends and developments. This study aims to investigate how the Link and Match Program can serve as a more effective alternative to enhance curriculum relevance and produce graduates who are better prepared for the workforce.

**Challenges in Connecting Education with Industry:** Insufficient involvement of industries in the educational process and curriculum development can lead to discrepancies between university teachings and industry demands. This research will explore how the Link and Match Program can address these challenges by actively engaging industries in curriculum development and internship programs.

**Assessment of the Effectiveness of the Existing Link and Match Program:** If the Link and Match Program has been previously implemented, this study will assess how successful the program has been in enhancing the quality of graduates. The focus will be on its impact on aligning graduates with industry needs and their success in securing appropriate employment post-graduation.

**Factors Supporting and Hindering Implementation:** This study will analyze the factors that facilitate or impede the implementation of the Link and Match Program. This includes the governmental role, support from educational institutions, industry engagement, as well as the perceptions and involvement of students and faculty members.

To establish the problem's context, researchers must conduct literature reviews, gather data, and extract pertinent information from credible sources. With a comprehensive understanding of these issues, this qualitative research aims to offer insightful solutions to overcome challenges in managing the implementation of the Link and Match Program and enhance the caliber of graduates. Additionally, school management plays a pivotal role in aligning graduates with industry requirements. Here are several ways in which the Link and Match program curriculum can influence the improvement of graduate quality, pertinent to the ongoing research and industry needs that may undergo policy adjustments.

## **Discussion**

This year, SMK Insan Tazakka has enrolled 1,112 students across various study programs. Each year, eleventh-grade students undertake the Industrial Work Practice (Prakerin) program coordinated by the Hubinmas SMK Insan Tazakka team, scheduled according to their work program. The initial phase of this year's Prakerin involves 60 students, with placements lasting 3 to 6 months at different business and industrial sites.

This research specifically focuses on Prakerin students placed at Kimonu Mart, PT Hagihara, PT Kinenta, and PT Banshu, longstanding partners of SMK Insan Tazakka. In 2023, 250 students from 12 classes participate in the Prakerin program, including majors like Accounting, Office Management 1 and 2, Network Computer Engineering 1-4, and Automotive Engineering 1-3. They have been assigned to these companies in two phases of deployment.

Before students begin their industrial work practice, they receive training aimed at instilling positive attitudes and behaviors. Teachers emphasize ethics and integrity, teaching students about discipline, responsibility, continuous learning, teamwork, adaptability, obedience to leadership, and openness to feedback.

The Link and Match program aims to align education with industry needs. This study focuses on several aspects: Understanding the Link and Match Program Concept: Investigating its goals, structure, key components, and how it enhances the quality of graduates. Examining Implementation Challenges: Identifying internal obstacles such as resource constraints and lack of staff support, as well as external challenges including governmental regulations (Adimsyah, Fauzi, & Rofiq, 2023; Rofiq & Khoirinnada, 2024). Analyzing the Implementation Management Process: Studying the steps educational institutions take to integrate these programs into their curriculum. Exploring Stakeholder Perceptions and Experiences: Gathering insights from lecturers, students, industry representatives, and graduates on their views regarding the program's effectiveness. Evaluating Graduate Quality: Assessing whether graduates possess the

skills required by the current job market (Anwar et al., 2023; Idris, Trisnamansyah, & Wasliman, 2022).

Recommendations for enhancing the implementation management of the Link and Match Program include emphasizing character education to support the success of the Prakerin program. Students who demonstrate strong ethics, integrity, and teamwork skills will be better equipped to meet the challenges of the workplace (Nasution, Dalimunte, Harahap, Dewi, & Karim, 2023; Sholihah, Fauzi, & Agustyarini, 2022).

Case studies focusing on individual universities can offer valuable insights into how the Link and Match Program is implemented and its impact assessed. Evaluating the program's effectiveness in enhancing graduate quality and relevance to the job market is crucial for understanding its overall success (Sholahuddin & Zakariyah, 2023; Suhadi & Zakariyah, 2021; Zakariyah, 2024).

## CONCLUSION

When conducting qualitative research, it is vital to utilize appropriate methods such as in-depth interviews, case studies, document analysis, and direct observation. Engaging diverse stakeholders is also crucial to obtain a comprehensive understanding of how the Link and Match Program is managed and its influence on graduate quality. Here are potential research themes focused on "Management of the Implementation of the Link and Match Program Curriculum to Enhance Graduate Quality": Numerous graduates face difficulties in securing jobs that match their academic backgrounds, highlighting a discrepancy between their qualifications and the evolving job market demands.

Challenges in Bridging Education and Industry: Insufficient involvement of industries in curriculum development and the learning process can lead to discrepancies between what colleges teach and what the industry demands. This study intends to explore how the Link and Match Program can address these challenges by actively involving industries in curriculum development and organizing internship programs. Evaluation of the Effectiveness of the Existing Link and Match Program: If the Link and Match Program has been implemented previously, this research aims to assess how successful it has been in improving graduate quality. The focus will be on evaluating the program's effectiveness in aligning graduates with industry needs and determining their success in finding suitable employment after graduation..

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