



Pre-employment Quality Analisis through the Concept of Link and Match for SMK Teachers

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Abstrak

Pemerintah telah melakukan revitalisasi pendidikan kejuruan secara besar-besaran yang disesuaikan dengan kebutuhan industri dan perkembangan teknologi. Pembelajaran dari pelaku industri dan praktisi industri sangat penting untuk difasilitasi, termasuk dengan meningkatkan bobot SKS dalam pembelajaran dari praktisi industri. Ada delapan aspek yang perlu dihadapi oleh dunia pendidikan vokasi Indonesia yang disebut Link and Match 8+i dengan industri. Praktik Kerja Industri merupakan kegiatan pendidikan, pelatihan, dan pembelajaran bagi siswa SMK (Sekolah Menengah Kejuruan) yang dilaksanakan di dunia usaha atau dunia industri yang terkait dengan kompetensi peserta didik sesuai bidang yang ditekuninya. Salah satunya adalah Magang atau Praktik Kerja di dunia kerja minimal 1 semester. Aspek ini bertujuan untuk mendorong kualitas lulusan SMK agar sesuai dengan kebutuhan industri.

Kata Kunci: pendidikan kejuruan, link and match 8+i, praktik kerja industri

Abstract

The government has carried out a large-scale revitalization of vocational education tailored to the needs of industry and technological developments. Learning from industry players and industry practitioners is very important to be facilitated, including by increasing the weight of credits in learning from industry practitioners. There are eight aspects that need to be faced by the Indonesian vocational education world called Link and Match 8+i with industry. Industrial Work Practice is an educational, training, and learning activity for SMK (Vocational High School) students carried out in the business world or related industrial world with the competence of students according to the field they are engaged in. One of them is an Internship or Work Practice in the world of work for at least 1 semester. This aspect aims to encourage the quality of vocational school graduates to be in line with industry needs.

Keywords: vocational education, link and match 8+i, industrial work practice

INTRODUCTION

Prakerin SMK is an effort by schools to improve the quality of SMK students so that they can produce graduates who are able to carry out jobs in accordance with their fields and enter the world of work that The competition is quite fierce. Some schools already require pre-employment programs for students within a certain period of time (Ardali, 2020; Rohman, 2020).

The implementation of this pre-employment program is based on the

Regulation of the Minister of Industry Number 3 of 2017 concerning Guidelines for The Development and Development of Competency-Based Vocational High Schools that Link and Match with Industries that contains a clause on Industrial Work Practices that reads, "Industrial Enterprises and /or Industrial Estate Companies facilitate Industrial Work Practices for students and Industrial Internships for teachers Productive Field of Study" (Putranto, 2017).

This is also supported by the Decree of the Minister of Education and Culture No.323/u/1997 Law Number 20 of 2003 concerning the National Education System which states, "Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have spiritual power, religion, self-control, personality, intelligence, noble character, and the necessary skills of himself, society, nation, and country" (Zagoto, Yarni & Dakhi, 2019).

By going directly in the field during industrial work practices and industrial classes, vocational graduates are not only equipped with hard skills that match the job desc. However, it is also equipped with soft skills that are very useful for careers.

Mentioned that in the implementation of vocational schools, they must be more focused and directed to programs in the direction and provide readiness for individuals to work. Vocational education directs students to work in industries with the skills they have according to their abilities. which he took in that vocational education. In this case, vocational or vocational education is an education that can prepare students to master one skill to plunge directly into the industrial world.

The implementation of this industrial work practice varies from company to company, in the sense that not in all companies students do work that is in accordance with the concentration of their major. Practicing in the field, students have not gained the trust to do the real work.

In this regard, since 2010 the Ministry of Education and Culture has implemented a program of aligning education with the industrial world. There are nine obstacles that are factors of misalignment of education with the industrial world that can be used as a solution for cooperation. The nine factors are written in the fishbone diagram from the Ministry of Education and Culture, including:

1. The ability of teachers in hard skills and soft skills.
2. The learning method is still traditional.
3. Lack of facilities and infrastructure, especially practical facilities and equipment that are still lacking is an obstacle

4. Curriculum discrepancies. It is stated that from the results of the survey conducted, formal education has not fully provided provisions for graduates to be able to work in accordance with the field of expertise. It is hoped that DUDI (Industrial World) can participate in the preparation of the curriculum so that the results are obtained according to what is needed.
5. Lack of DUDI info for education. So far, it seems that there is a gap between the world of education and the industrial world. In this case, the industrial world is expected to provide opportunities for teachers to practice industrial work in industry as learning materials and as information on job vacancies which is needed for their learners.
6. Lack of industrial work practice opportunities. The teaching system that is still focused on theory has resulted in a lack of learner knowledge of the real world of work. Industrial cooperation by providing opportunities for students to practice industrial work will be a balance between the theories they get in the world of education to be applied to industrial world.
7. Career guidance. Many job seekers are unaware of the career guidance services that have been provided by the Ministry of Manpower and the Department of Manpower. This condition is possible because there is still a lack of socialization about career guidance to job seekers.
8. Lack of entrepreneurship. The character of being more interested in finding a job than creating jobs is one of the factors in the emergence of a lot of unemployment.
9. Lack of soft skills from graduates. The low soft skills possessed by graduates are the cause of graduates not being able to face the challenges that exist in the world of work. The weaknesses of graduates in the field of soft skills include motivation, communication, hard work and self-confidence.

In vocational education, link and match means connecting the world of vocational education with the work industry. That way, there is relevance or continuity between vocational education practitioners and

industries that require manpower in accordance with expertise (Azman et al., 2020).

To face nine obstacles that are factors of misalignment of education with the industrial world, the Directorate General of Vocational Education, Ministry of Education, Culture, Research, and Technology has made efforts integrating vocational education and the world of work called Link and Match 8+i with industry (Ahmanda et al, 2022). So it is considered necessary to conduct research on the analysis of efforts to improve the quality of pre-employment through the concept of link and match 8 +i, so that later a recommendation for the pre-employment program will be obtained effective and in accordance with the needs of the industrial world (Akbar, 2022).

According to the concept of Soeprijanto (2010), that the implementation of Prakerin aims to : 1. Produce a workforce that has professional expertise with a level of knowledge, skills and work ethic in accordance with the demands of employment Competence is a repositioning of vocational education aimed at reorganizing a permeable vocational education and training system and flexible with the aim of changing the range of challenges that come in global competition and to advance vocational education.

One of the important elements in vocational education is the internship system. In 1993/1994, the Ministry of Education and Culture introduced the link and Match policy (Wardiman, 1998), this policy aims to unite or equalize education in schools and the world work. The link and match policy basically applies to all types and levels of education, and specifically for secondary vocational education, this policy is operationalized in the form of implementing education programs Dual System (Muslih, 2014).

If the link and match program runs well, the process when students carry out pre-employment activities will run well, because students are equipped with the skills needed by the business world in during the learning process at school.

The application of Industrial Work Practices (Prakerin) in SMK since the 1993 /1994 Academic Year is part and implementation of the link and match concept (Irwanto, 2021). The implementation of

Industrial Work Practices was also to answer the intensive criticism at that time that SMK graduates were not ready to enter the world of work and lacked practice (Ziliwu et al., 2022). In fact, the quality of the workforce needed is a workforce that has expertise and skills that are in line with technological developments and market changes. This means that the quality of the labor produced must be in sync with the needs of the business world and industry (Cahyanti et al, 2018).

In the technical guidelines for the implementation of PSG at SMK, it is stated that Industrial Work Practice is a productive skill practice carried out in industry or in companies in the form of activities to teach work production and services.

Industrial work practice is a learning, training, and educational activity carried out in the industrial world, which is still relevant to student competencies systematically in certain brackets.

The objectives of the pre-employment implementation are (a) the fulfillment of competencies according to the demands of the curriculum; (b) fulfillment of Competency Implementation into the world of work; (c) growth of work ethic/Work experience (Fajra et al., 2020):

The implementation of education and training with the PSG approach aims to: (a) produce a workforce that has professional skills; (b) improve and strengthen the link and match between vocational education and training institutions and the world of work; (c) improve the efficiency of providing education and training of professional quality workers; (d) recognize and reward work experience as part of education; (e) so that the education and training carried out in schools is the same as the demands of competencies that must be possessed in the world of work.

The link and match program is currently quite widely discussed in the world of education. This concept was initiated by the Minister of Education and Culture of the Republic of Indonesia in 1993-1998, Prof. Dr.-Ing.

Link literally means there is a link or interactive relationship and match means match. This means that link and match is the

existence of linkages and harmony with needs and demands (needs, demands).

The linkage and harmony program or known as link and match in the world of education was introduced by the minister of education and culture at that time, namely Prof. Dr. Ing. where the program refers to the linkage (link) and match between the world of education and the Industrial World Business World (DUDI) (Ziliwu et al., 2022)

Link and match information in the form of acceptance and suitability of educational world outputs, namely the competencies possessed by SMK graduates to the needs of the world of work. The view of links shows a process, which means that the educational process should be in accordance with the needs of development, so that the results match these needs, both in terms of quantity, quality, variety, qualifications and in terms of time (Ziliwu et al., 2022)

Vocational High Schools are needed as a forum for connecting link and match with their dual education systems. So that then SMK graduates will improve the mastery of quality skills or competencies and according to the needs of employment (relevance). So it can be concluded that placing the link and match policy as an interweaving of cooperative relations between SMK and DUDI is increasingly strategic in the context of the proximity of student learning activities to the business world and the industrial world.

It is a research scale used to measure attitudes and opinions. This scale is used to complete a questionnaire that requires respondents to show a degree of approval for a series of questions. Usually the questions used for research are called research variables and are specifically determined.

The name of the likert scale is taken from the name of its creator, Rensis Likert who is an expert in social psychology from the United States. The approval rate in question is a 1-5 option likert scale, with gradations of Strongly Agree (SS), Agree (S), Agree (S), Hesitate (RG), Disagree (TS), Strongly Disagree (STS).

This scale is one of the scales carried out to collect data in order to find out or measure data that is qualitative or quantitative in nature. This data is obtained to find out an

opinion, perception to a person towards a phenomenon that is happening or being studied.

This is in accordance with the statement uttered by Sugiyono, the likert scale is used to measure attitudes, opinions and perceptions towards individuals or groups related to social phenomena that is being the object of research. In addition to the form above, this scale can also be displayed in other forms according to what the researcher wants to obtain.

METHOD

This type of research is descriptive research with a quantitative approach. The analytical technique used in this study is categorical descriptive, to categorize the level of relevance of the 8+i Link and Match Concept in the aspect of pre-employment implementation. Data retrieval technique using questionnaires, question / statement items using likert-scale answers with 4 alternative answers, namely strongly agree, agree, disagree and disagree with scores of 4, 3, 2, and 1, respectively. The population in this study was 30 teachers of SMK Negeri 14 Medan. The sampling technique used is saturated sampling, that is, all populations are taken as research samples.

RESULTS AND DISCUSSION

Based on the results of the questionnaire distributed to 30 (thirty) respondents, after the data was processed using SPSS software, the following results were obtained:

Kurikulum Prakerin di sekolah di susun Setara dengan kebutuhan Dunia Kerja?
34 jawaban

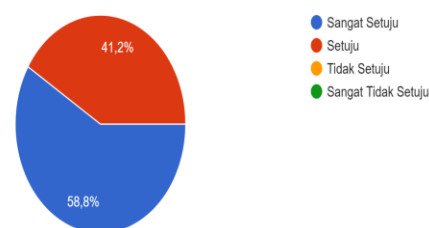


Figure 1. Prekerin Curriculum in Schools

From figure 1, 58.8% of respondents said they strongly agreed and 41.2% said they agreed that the pre-school curriculum was

structured as equivalent to the needs of the world of work.

Prakerin Memberikan pengalaman kerja langsung / real kepada peserta didik dalam rangka menanamkan iklim kerja yang berorientasi kepada mutu Proses dan hasil kerja?
 34 jawaban

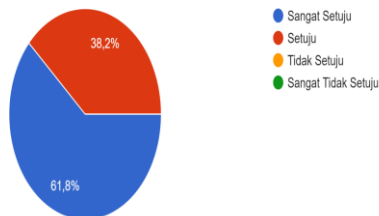


Figure 2. Prakerin Provides Work Experience
 In Figure 2 above, it can be seen that as many as 61.8% strongly agree that pre-employment provides direct / real work experience to students in order to instill a quality-oriented work climate process and results of work.

Menanamkan etos kerja yang tinggi bagi peserta didik sesuai tuntutan pasar Kerja ?
 34 jawaban

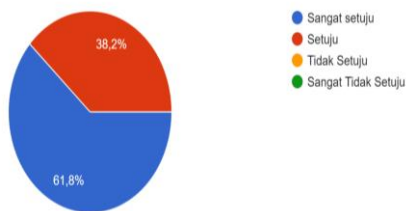


Figure 3. Instilling a Work Ethic
 In Figure 3 above, it can be seen that 61.8% strongly agree and 38.2 % agree that instilling a high Work Ethic for students according to the demands of the job market.

Peserta didik diarahkan Dan Diberi kesempatan untuk mengembangkan kepribadian berkarir yang sesuai tuntutan dunia kerja
 33 jawaban

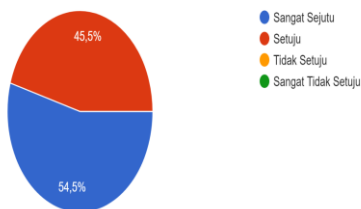


Figure 4. Career Personality Development
 In Figure 4 above, it can be seen that 54.5% strongly agree and 45.5% agree that students are directed and given the opportunity to develop a career personality that meets the demands of the world of work.

Adanya Hubungan kerja sama yang saling menguntungkan antara sekolah dengan Dunia kerja (DUDI)?
 33 jawaban

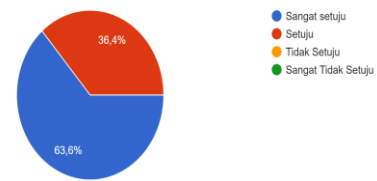


Figure 5. Mutually Beneficial Cooperative Relationship Between Schools and The World of Work

In Figure 5 above, it can be seen that 63.6% strongly agree and 36.4% agree that there is mutually beneficial cooperation between schools and the world of work (DUDI)

DUDI bertanggung Jawab Untuk memberikan pengajaran di sekolah sebagai Guru Tamu?
 34 jawaban

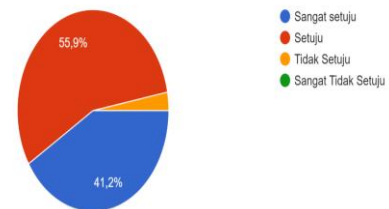


Figure 6. DUDI is Responsible For Providing Teaching As a Guest Teacher

From figure 6, 55.9% of respondents said they strongly agreed and 41.2% said they agreed that DUDI was responsible for providing instruction in schools as a guest teacher. However, there were respondents who disagreed, namely 2.9%

Prakerin dilakukan minimal 1 Semester ?
 34 jawaban

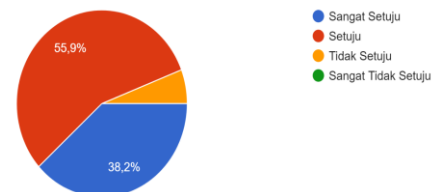


Figure 7. Pre-employment is carried out at least 1 Semester

From figure 7, 38.2% of respondents stated that they strongly agreed and 55.9% said they agreed that Prakerin was carried out for at least 1 semester. However, there were respondents who disagreed, namely 5.9%

Sertifikasi kompetensi Guru dan siswa Sesuai standar dan kebutuhan dunia kerja ?
 34 jawaban

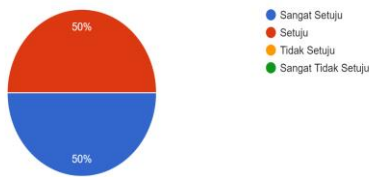


Figure 8. Teacher and Student Competency Certification

From figure 8, 50% of respondents stated that they strongly agreed and another 50% said they agreed if the certification of teacher and student competencies was in accordance with the standards and needs of the world of work.

The result of the 8th question also affects the respondent's answer to question number nine:

Secara Rutin Guru Mendapatkan Update Teknologi dan Pelatihan Dari Dunia kerja?
 34 jawaban

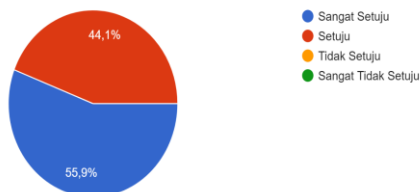


Figure 9. Teacher and student competency certification

From figure 9, it can be seen that as many as 55.9% of respondents stated that they strongly agree and another 44.1% said they agree if teachers get technology updates and training from the world of work regularly.

Guru Mengajarkan materi Pembelajaran Sesuai update yang ada di Dunia Kerja?
 34 jawaban

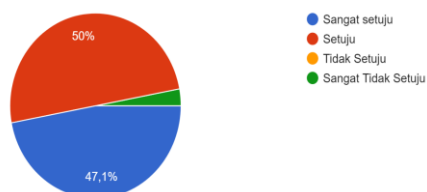


Figure 10. Teachers teach learning materials

From figure 10, 47.1% of respondents said they strongly agreed, and 50% of respondents said they agreed and 2.9% of respondents said they strongly disagreed that the teacher taught according to the material learning.

Sekolah Memiliki Program Teaching Factory / Teaching industry?
 34 jawaban

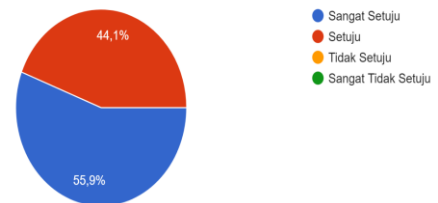


Figure 11. Teaching Factory Program

From figure 11, 55.9% of respondents said they strongly agreed and 44.1% of respondents agreed that teaching factory was held in the world of education.

Adanya Komitmen serapan Lulusan Antara sekolah dan Dunia Kerja (DUDI)
 34 jawaban

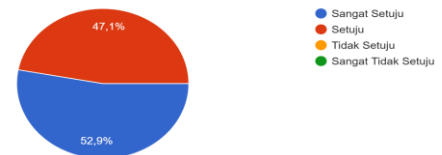


Figure 12. There is a Commitment To Graduate Absorption Between School And The World of Work (DUDI)

From figure 12, 52.9% of respondents said they strongly agreed and 47.1% of respondents said they agreed with the commitment to absorption of vocational school graduates.

CONCLUSION

The concept of Link and match as a model of vocational education policy and an assessment of the value system in the factors of situational needs of educational institutions, to be used as a guide in taking a policy, in the frame of a joint decision so that the educational goals aspired to can be implemented. Decisions in the form of policies (policy marking). The vocational education policy model in the form of link and match is the concept of linkage between the world of work and educational institutions. With the relationship between educational institutions and the world of work, cooperation will be established so that students can intern or do work in the company.

If this model can be run on an ongoing basis, Vocational Education can easily find out what expertise competencies are most needed by companies. Based on the results of the analysis of instruments distributed to teachers at SMK N 14 Medan using the likert scale

method, that the concept of Link and Match is highly approved by teachers to improve the Quality of Prakerin at SMK N 14 Medan.

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