

Curriculum Strategy Based on Business and Industry in Vocational High School

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Abstract

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Business and Industry curriculum is program which is the content adopted from industrial field. In line with the aimed of this study to turned up the teachers' view of industry- based curriculum, found the challenges and the strategies of the implementation business and industrial organization. curriculum in vocational school. interveiw. Then interview as the instrument of this study, showed that the curriculum placed the students to a real experiece. Industry and business culture, dicipline character and the level of infrastructure found by the teachers as the problem. the programs which support the curriculum, were carried out. guest teacher programs, guest instructors, professional placement (PKL), industrial visit, internships and so on, belongs to the strategies for the implementation of the curriculum based on business and industryThe "Business and Industry" curriculum, rooted in industrial content, aims to provide students with real-world experience in vocational schools. This study explores teachers' perspectives on this industry-based curriculum, identifying challenges and implementation strategies. Teachers highlighted several obstacles, including adapting to industry and business culture, developing disciplined character in students, and dealing with infrastructure limitations. To address these challenges and effectively implement the curriculum, various strategies have been proposed. These include guest teacher programs, inviting guest instructors, professional placement (PKL), industrial visits, and internships. These initiatives are designed to support the curriculum and offer students practical exposure to the business and industrial world. The research methodology primarily relied on interviews to gather data from teachers regarding their views and experiences with the curriculum.

Keywords: *industry based curriculum, challenges, strategies, Implementasi kurikulum berbasis industri, Pengembangan keterampilan industri*

INTRODUCTION

Vocational school is the educational institution which prepare the students to have specific skills and been ready to work. In line with the law No 20 of 2001 stated that the specific purpose of vocational school are: 1) prepare the students to be an individual which productive, independent, and has appropriate skills with the industrial competence need; 2) lay out the students soft skills, namely choosing the carier, preseverance in competence, easy going in adaption with the environemnt, and developing professional based on the passion; 3) put on the students with science, techonlogy and art in order that they are able to develop themselves in the future both independently and through higher education levels; and; 4) provide students with competencies in accordance with the selected program expertise. Then it is necessary to create a model course which give the students opportunities for a specific frame.

Curriculum is frame of learning goal which set and guide everything related to the learning experience. As the theoritical of taba model showed that curriculum is designed to specific teaching –learning units for the students by the users of the programme. Then both school and the teacher participate in providing programs that carry out the students to the real experience accordance with industrial. Meanwhile the curriculum of vocational school must be standarized to the business and industrial organization (DU/DI). Hence the idea of inviting the industries to take part in the development of the curriculum and in the Education Management at the schools was a great solution to help create cooperation between the schools and the businesses in developing many perfectly matched curriculums to support the needs (İşgöret al., 2009).

In this case SMK Muhammadiyah 2 Ajibarang is one of vocational school which get entitled COE school (Central Of Excelent). The program is the combination of industry, business, and work (IDUKA) as well as vocational school, will produce vocational education. While this vocational education program will support mastery of certain skills and produce graduates who are dynamic and have competitiveness both nationally and

globally. As Kesuma (2007) stated that the work world requires people who have professional abilities so that they can maintain their production in the middle of free market competition. Furthermore, SMK Muhammadiyah 2 Ajibarang prepare students to enter a particular mid-level job in accordance with the demands of the world of work, and provide skills to the students to develop themselves.

Based on the descriptive above, strategies will be positively related to the implementataion of curriculum standarization to the business and industrial organization. The strategy is a way to promote the development of the curriculum design. Whereas, definitely, the challenges is also part of the implementation curriculum. Therefore this study aimed to know the obstacle and the strategy in the implementing industry – based curriculum.

METHODOLOGY

Dealing with the aim of the study which was to know the defiance and the strategy of the implementation business and industrial organization (DU/DI) currriculum in vocational school. This study was conducted Vocational High School of Muhammadiyah 2 Ajibarang. Then the participant was 2 teachers in this study. The researcher used descriptive qualitative research method. According to Angrosino (2007:1) stated that qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of social and cultural setting in which such behavior occurs. Then the researcher used interview to collect the data about the defiance and the strategy of the implementation industry currriculum in vocational school. According to Scott and Morrison (2006) stated that interview is to seek in depth understanding about the experience of individuals and groups, commonly drawing from a small sample of people.

FINDING AND DISCUSSION

The researcher gained the data based on interview. The interview consists of three questions which explored the teachers' view of industry- based curriculum, the challenges and the strategies of the implementation business and industrial organization currriculum in vocational school. Then the interview script showed that the teachers are expertness in the practice of the

implementation business and industrial organization (DU/DI) curriculum in vocational school. Moreover the teachers also have plans to overcome the problems.

1. Teachers' view of industry based curriculum
A series of experiences organized by learners to achieve their goal. in accordance with the industry- based curriculum for vocational school, provide the students learning process related to business and industry field. From the interview showed teacher perception of curriculum industry means.

a. Teacher A

The researcher interviewed teacher A accordance with the goal of the study which to know the industry based curriculum is.

Interviewer said "What is your opinion about the industry based curriculum?"

Interviewee answered "The curriculum that industry needs for vocational school graduates, is in accordance with what industry needs. For example if the industry needs tomatoes, that means the school should prepare tomatoes, not apples. So that any habits that exist in the industry are adopted by schools, that is called as the industry-based curriculum.

b. Teacher B

The researcher hold up the same question to the second teacher related to the of industry- based curriculum means.

Interviewer said "What is your opinion about the industry based curriculum?"

Interviewee answered "Industrial-based curriculum, namely a curriculum in which learning activities are synchronized or married to DUDI so that there is compatibility between schools and industry as needed"

Based on the interview script above showed that both teachers comprehend to the curriculum standarization of industry. In fact, the implementation of the curriculum should follow what the industry needs. Hence the cooperation between industry and vocational schools is crucial in compiling competency and standardization of graduates (Murnomo, et al. : 2005).

2. The obstacle of implementation industry – based curriculum

Along with the implementation of curriculum

standarization of industry, the difficulties are expected to influence low quality of the curriculum development. As the study of Sermsuk, et al. (2013) described the qualities of the graduates in Thailand appeared to be irrelevant to the needs of industries. In line with the interview result showed the obstacles of implementing industry -based curriculum as followed:

a. Teacher A

The researcher interviewed the teacher A for a second time in order to find out the challenges in implementing curriculum standarization of business and industry organization.

Interviewer said "What are the challenges faced in the implementing of industry curriculum?"

Interviewee answered "In my point of view about the challenges in the implementation of industry curriculum based are: Work habits or culture in industry, which are sometimes very different from those in schools; In terms of facilities and infrastructure, maybe the industry is more up to date while the schools, sometimes the equipment and so on are still left behind or otherwise schools is earlier rather than factories. However, in my opinion one of the most important things is related to culture. If the culture is more powerful in the industry about being in school discipline was more to the culture that is not like in the industry."

b. Teacher B

The researcher asked the teacher B which to the obstacles of the implementing of curriculum based on business and industry organization.

Interviewer said "What are the challenges faced in the implementing of industry curriculum?"

Interviewee answered "The technology of industry has been more update rather than schools. This condition promote the school to take collaboration with the stakeholders in supporting and facilitating the learning process through prakerin and industry trip.

Based on the interview result, there are some stumblings of the implementation industry based curriculum that the researcher gained. The work habit or industry culture is different from school. Here, the industry culture oriented to the discipline and hard working. Then it calls for the educators to build the students' characters into

an integration individualism. On the other hand, the infrastructure of the industry sometimes is more up to date. It used to facilitate the students in performing their skill. Then the infrastructure needs has contribution in developing the learning process and students' ability.

3. The strategy for the implementation industry – based curriculum

Strategy become a method that covers of planning to achieve something. As Issac (2010) cited in Bayu and Mokhammad (2014) explained that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. Here, both teachers showed the strategies for the curriculum standarization to industry.

a. Teacher A

The researcher interviewed teacher A in order to know the strategy for the implementation curriculum based business and industrial organization.

Interviewer said “How is the strategy for implementing the industry – based curriculum?”

Interviewee answered “ The industry-based curriculum strategies not only for students but also for educators and primary rather than education, such as for the students : there are guest teacher programs, guest instructors, professional placement (PKL), industrial visit, internships and later it will lead to competency test expertise that carried out by the industry. Meanwhile the teacher also has internship teacher, there is training for teachers. Those are part of the strategies.”

“Well from it all related to the industrial curriculum. Then the school should harmonize the existing curriculum in the school required by the industry. So that later there can be a collaboration not only an MOU but has become a common need. This called as a marriage which the students are belongs together, the students belongs to school neither industry. So that the industry is also responsible for the graduates produced by the school.”

b. Teacher B

Then the researcher reverted the question to the

teacher B in order to find out the research question of industry – based curriculum strategies.

Interviewer said “How is the strategy for implementing the industry – based curriculum?”

Interviewee answered “The most necessary strategies for the curriculum is that school need to hold some industries to work with the school. It's like Prakerin (PKL) which is the implementation activity of students learning outcomes at school, industrial visit, production unit and then skills competency test.

Based on the the interview script above, there are several strategies conducted to carry out the industry based curriculum, they are: curriculum synchronization, guest teacher programs, guest instructors, professional placement (PKL), industrial visit, internships and competency test expertise/ certification. In addition, practical equipment assistance, school funding, industry scholarships, and graduate placement through MoU become the part of cooperation between SMK with DU / DI in the implementation of business and industrial organization curriculum (Ixtiarto & Sutrisno: 2016). Therefore the strategies for industry curriculum evolved not only the students but also the teachers and all of the parts in the school.

CONCLUSION

The purpose of this study was to find out the strategies toward the implementation of business and industrial organization curriculum. From the interview result, some conclusion can be drawn as follow:

Curriculum accordance to the business and industry, emphasize the learning to practicing rather than theories. To succeeded the program, vocational school should hold the industrial and business world into the learning program. Meanwhile, there are some exceptions that the teacher meet among the program, they were industry and business culture, dicipline character and the level of infrastructure for supporting the learning process. Strategies become a lock for solving it. Then the programs which support the curriculum, were carried out. guest teacher programs, guest instructors, professional placement (PKL), industrial visit, internships and so on, belongs to the strategies for the implementation of the curriculum based on

business and industry.

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