

Implementation of the IDUKA-based Curriculum in forming outstanding students at SMK Muhammadiyah 7 Gondanglegi

Chintya Ainun Nabilla

English Education Department, Maulana Malik Ibrahim Islamic State University of Malang
e-mail: chintyayaya123@gmail.com

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi kurikulum IDUKA dalam membentuk siswa berprestasi di SMK Muhammadiyah 7 Gondanglegi. Metode yang penulis gunakan untuk penelitian ini adalah metode deskriptif kualitatif. Pengelolaan kurikulum di SMK Muhammadiyah 7 Gondanglegi terstruktur dalam Pendidikan Sistem Ganda (PSG), dengan 60-70% penerapan pada praktek dan 30-40% pada teori. Kurikulum diselaraskan dengan kebutuhan industri, termasuk ruang kelas, ruang praktik, alat, bahan, dan budaya industri. Peran

IDUKA sebagai pusat SMK sangat penting dalam menghasilkan generasi yang berkualitas dan mampu bersaing di dunia kerja, mengikuti perkembangan teknologi yang ada.

ABSTRACT

The research aims to determine the implementation of the IDUKA curriculum in forming outstanding students at SMK Muhammadiyah 7 Gondanglegi. The method the author used for this research was the descriptive qualitative method. The curriculum management at SMK Muhammadiyah 7 Gondanglegi is structured in Dual System Education (PSG), with 60-70% of the application in practice and 30-40% in theory. The curriculum is synchronized with industry needs, including classrooms, practice rooms, tools, materials, and industry culture. IDUKA's role as a center for vocational schools is crucial in producing a generation that is qualified and able to compete in the world of work, following existing technological developments.

Introduction

The curriculum serves as a roadmap for implementing learning at all levels and kinds of education as well as a tool for accomplishing educational objectives. One crucial element in the field of education is the curriculum. The goals, subject matter, and instructional strategies employed in the teaching and learning process are established by the curriculum. It is believed that well-developed curricula will raise educational standards and produce graduates with the superior skills needed to satisfy societal and professional expectations.

Planning, implementing, evaluating, and developing curricula are all parts of the process of curriculum management. The creation of a curriculum that meets set educational standards and can adapt to the requirements of students is ensured by an



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effective curriculum management approach. As a result, curriculum management must be done in an organized and methodical way.

One of the vocational schools in Malang Regency dedicated to provide its pupils high-quality educational services is Muhammadiyah 7 Gondanglegi Vocational School. Effective and methodical curriculum administration is essential for fulfilling this goal. Muhammadiyah 7 Gondanglegi Vocational School's curriculum management must thus be planned as effectively as feasible. The administration of the curriculum at SMK Muhammadiyah 7 Gondanglegi, including the stages of the curriculum that are taught there, will be covered in greater detail in this article.

In this context, the most recent educational trends demonstrate that the unemployment rate, which is still quite high, is a concerning issue that develops with regard to the competitiveness of human resources. One might argue that a unit, kind, or degree of education is less relevant to the demands of society and the dynamics of national growth when it generates graduates who have a high unemployment rate.

Muhammadiyah 7 Gondanglegi Vocational School considers global requirements and technology advancements while integrating its curriculum. We refer to this curricular alignment as IDUKA. IDUKA is an initiative to match curriculum in school with business demands. The goal of this curriculum alignment is to provide exceptional graduates with the necessary skills to join the workforce and exceptional pupils.

Discussion

In the era of globalization and rapid industrial development, the need for qualified and ready-to-use workers is increasing. To ensure that Vocational High School (SMK) graduates have competencies that are relevant to the world of industry and the world of work, the Indonesian government has launched a curriculum synchronization program with the World of Industry and the World of Work (IDUKA). This program aims to synchronize education with industry needs and facilitate absorption in the world of work. An example is Muhammadiyah 7 Gondanglegi Vocational School, which is one of the vocational schools that implements an IDUKA-based curriculum.

The IDUKA-based curriculum is an educational curriculum alignment program organized by the government and adapted to the needs of industry and the world of work. As an effort to implement an effective and structured learning process, Muhammadiyah 7 Gondanglegi Vocational School is carrying out this curriculum alignment program by collaborating with several Industries and the World of Work (IDUKA). Through collaboration with several industries in the world of work, the goal to be achieved by SMK Muhammadiyah 7 Gondanglegi is to produce outstanding students who become quality vocational education graduates and are ready to enter the world of work. The Ministry of Education and Culture (2016) stated that there are at least eight programs related to vocational Education Collaboration with IDUKA, namely 1) Industrial work practices (Prakerin), 2) Industrial classes, 3) Training center/In-house training, 4) intern/teacher guests, 5) Research collaboration, 6) Student certification, 7) BKK recruitment, and 8) Production-Based Education Training (PBET) and Teaching Factory.

As the originator of vocational school graduates, IDUKA has structured management in carrying out its learning curriculum. The form of learning carried out between SMK and DUDI is called Dual System Education (PSG). The IDUKA party is a partner of vocational education (Maryanti and Apriana, 2019). In learning that is aligned with IDUKA, curriculum management starts from planning, implementing learning, and evaluating.

Curriculum planning at Muhammadiyah Vocational School 7 Gondanglegi is aligned between the ministry's curriculum and IDUKA culture. The World of Industry and the World of Work or abbreviated as IDUKA is an educational curriculum alignment program designed according to industry needs. The alignment and design of the curriculum is fully adapted to what is happening in the world of work, such as ready teaching staff, preparation of learning tools, learning objectives, achievement targets, and other supporting facilities.

In implementing learning that applies the IDUKA-based curriculum at Muhammadiyah 7 Gondanglegi Vocational School, the application of learning is 60-70% in practice and 30-40% in theory. In its operations, the curriculum is synchronized with industry, all components are aligned with industry needs, starting from classrooms and practice rooms, tools, materials, even the culture that exists in industry is also introduced in schools. This aims to make it easier for students to adapt when entering the world of work later. Muhammadiyah 7 Gondanglegi Vocational School also implements a curriculum that is synchronized with IDUKA which is complexly structured. Implementing an IDUKA-based curriculum involves various aspects, starting from scheduling, preparing space and facilities, to learning methods that suit industry needs.

Curriculum evaluation at Muhammadiyah 7 Gondanglegi Vocational School is translated into learning evaluation and curriculum evaluation. Learning evaluations are carried out by each subject teacher at the beginning or middle of the semester. Learning evaluation includes student competency achievement, attitude and character assessment, as well as teacher evaluation of learning performance. Each evaluation is more of a practical practice based on theory, because theoretical evaluation also needs to be carried out and the achievement of competencies related to practicum is also mandatory for students.

Meanwhile, in the implementation of the IDUKA-based curriculum evaluation, there is supervision or monitoring from a team of industrial partners in each department. A team of industry representatives carries out evaluations regarding practicums and there is a certification process for class XII. From the certification results, there are certificates issued by industry that differentiate between vocational and high school graduates. The form of evaluation for students is a theory exam in the middle of the semester and a practical exam at the end of the semester, plus a final practical exam focused on industry.

Vocational High Schools (SMK) must be able to adapt to developments in industrial needs. In this way, graduates can be absorbed by industry (SINDOnews.com, 2019). In this case, IDUKA's role as a vocational school center is very much needed in

producing a generation that is qualified and able to compete in the world of work, which of course follows existing technological developments. As a model for other schools, of course IDUKA plays a role in facilitating programs available in schools that are based on an MoU (Memorandum of Understanding). Increasing the effectiveness of services and networking with IDUKA will have an impact on the formation of branding for Vocational Education graduates so that it becomes a benchmark for quality and success in learning achievement as well as learning accountability (Director of partnerships and alignment at DUDI, 2020).

Conclusion and Suggestion

The Indonesian government has launched a curriculum synchronization program with the World of Industry and the World of Work (IDUKA) to ensure that Vocational High School (SMK) graduates have competencies relevant to the world of industry and work. SMK Muhammadiyah 7 Gondanglegi is one of the schools that implements an IDUKA-based curriculum, which is designed to align the educational curriculum with industry needs and facilitate absorption into the world of work. The program includes eight programs related to vocational education collaboration with IDUKA, such as Industrial work practices, Industrial classes, Training center/In-house training, Intern teachers/guest teachers, Research collaboration, Student certification, BKK recruitment, and Production-based education training (PBET) and Teaching Factory.

The curriculum management at SMK Muhammadiyah 7 Gondanglegi is structured in Dual System Education (PSG), with 60-70% of the application in practice and 30-40% in theory. The curriculum is synchronized with industry needs, including classrooms, practice rooms, tools, materials, and industry culture.

Curriculum evaluation at SMK Muhammadiyah 7 Gondanglegi is divided into learning evaluation and curriculum evaluation, with supervision or monitoring from the partner industry team in each department. IDUKA's role as a center for vocational schools is crucial in producing a generation that is qualified and able to compete in the world of work, following existing technological developments.

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