

# Revitalization of Vocational Education and Training in Link and Match Vocation with Business and Industrial World

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**Abstract:** Revitalization of Vocational Education and Training is carried out through efforts to improve Vocational Education and Training in a comprehensive, continuous, integrated, and coordinated manner. In that case, it is necessary to harmonize vocational education and training with the business world, industry, and the world of work carried out in: a). curriculum preparation and adjustment; b). preparation of Work Competency Standards; c). providing access to apprenticeships and industrial work practices; d). recognition of competency/professional certificates for graduates of Vocational Education and Training; e). job recruitment for graduates who meet the required qualifications; f). establishment of Vocational Education and Training institutions according to the needs of the business world, industry, and the world of work; g). placement of experienced and retired practitioners or industry experts as educators and instructors; and h). research and downstream activities with educational institutions. Through revitalization, the education system that prepares graduates for the world of work must be able to produce learning outcomes that are relevant to the needs of the world of work as part of efforts to increase competitiveness.

## 1 INTRODUCTION

Presidential Regulation (Perpres) Number 68 of 2022 concerning Revitalization of Vocational Education and Vocational Training comes into force on the date of its promulgation, namely April 27, 2022. This Presidential Decree simultaneously revokes Presidential Decree Number 68 of 1998 concerning Development of Job Training Courses and Institutions, which was issued on May 2, 1998 .

The revitalization of vocational education and vocational training is carried out to prepare a workforce that is competitive, skilled, qualified, and relevant to the demands of the growing world of work. The revitalization of vocational education and vocational training is projected to prepare an additional 58 million workers with 21st century skills in the next 15 years. The target is for Indonesia to become a country with the world's number seven economic power by 2030. (Revitalization of Vocational Education, Ministry of Education and Culture, 2016)

The implementation of this revitalization will be the joint responsibility of the stakeholders and therefore there is a need for a partnership pattern between Vocational Education and Vocational

Training institutions with the Business and Industrial World (DUDI) or related stakeholders. DUDI as the driving force of the economy is in dire need of a workforce with qualified and certified human resources

In fact, many higher education institutions are unable to produce quality human resources, which are hampered by the funding factor. When it comes to the issue of higher education autonomy, universities must be able to read future opportunities and be able to optimize strengths and minimize weaknesses and inefficiencies in all fields, be creative in finding other sources of funds outside of SPP, among others, by collaborating with outside parties, selling scientific services. , as well as business cooperation in the marketing activities of research-oriented science and technology products. Cooperation or partnership with the world of industry and education is one of the strategic issues in education services at this time, because the world of education like this very quickly changes human resources with a human character of burden into human assets. so that the community and vocational education institutions can provide hope and support in terms of reducing unemployment by forming human beings who are burdened with becoming human assets.

One of the criticisms by users of graduates of educational institutions or DUDI is that the competence of graduates produced by educational institutions is still far from the competency standards set by DUDI. Human Resources as a qualified and certified workforce is very difficult to obtain by most of the world of work or industry. The solution to bridge the mismatch or gap between the needs of professional human resources in the industrial world and the output of educational institutions requires a synergy of strengths between the world of education and training and DUDI. The role of developing human resources is a shared responsibility between the government, DUDI, the community, educational institutions and training institutions. In producing professional human resources, educational institutions must be encouraged by industry (DUDI) as well as to win the competition, industry must be driven by the world of education. The link and match program in the world of education and industry must be realized. Therefore, good, mutually beneficial and sustainable partnerships are needed between DUDI, educational institutions and training institutions.

In Presidential Decree No. 68 of 2022 it is stated that the revitalization of vocational education and vocational training is carried out with the aim of:

- a. improve access, quality, and relevance of the implementation of Vocational Education and Vocational Training in accordance with the needs of the labor market;
- b. encourage the development of specific advantages in each Vocational Education and Vocational Training institution according to regional potential and labor market needs;
- c. strengthen the synergy between the Central Government, Regional Governments, the business world, the industrial world, the world of work, and other stakeholders in improving the quality and competitiveness of Indonesian workforce human resources; equip human resources/labor with competence to work and/or entrepreneurship; and encourage the participation of the business world, industry, and the world of work in the context of implementing Vocational Education and Vocational Training.

Revitalization of Vocational Education and Vocational Training is carried out through efforts to improve Vocational Education and Vocational Training in a comprehensive, continuous, integrated, and coordinated manner. In that case, it is necessary to harmonize vocational education and vocational training with the business world, industry, and the world of work carried out in:

- a. curriculum preparation and adjustment;
- b. preparation of Work Competency Standards;
- c. providing access to apprenticeships and industrial work practices;
- d. recognition of competency/professional certificates for graduates of Vocational Education and Vocational Training;
- e. job recruitment for graduates who meet the required qualifications;
- f. establishment of Vocational Education and Vocational Training institutions according to the needs of the business world, industry, and the world of work;
- g. placement of experienced and retired practitioners or industry experts as educators and instructors; and
- h. research and downstream activities with educational institutions

Alignment of Vocational Education and Vocational Training is the responsibility of the minister who carries out government affairs in the field of education and the minister who organizes government affairs in the field of manpower. Alignment of Vocational Education and Vocational Training is carried out in collaboration with relevant ministries/institutions with KADIN and may involve employers' associations and professional/industry associations.

## 2 DEVELOPMENTS OF VOCATIONAL EDUCATION

The development of vocational education in the future certainly cannot be separated from the characteristics of the world of work and the workforce needed in the future era. From the point of view of vocational education, the fundamental question that needs to be answered is how relevant the learning outcomes produced by the world of education are with the characteristics of the workforce needed in the future. Various studies have formulated the learning outcomes needed for graduates to face future employment challenges. The Partnership for 21st Century Skills ([www.21centuryskills.org](http://www.21centuryskills.org); Wagiran, 2012) formulated the 21st century student outcomes and support system as shown in Figure 1.

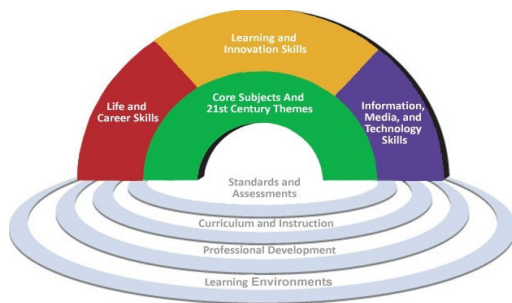


Figure 1. 21st Century Student Outcomes and Support System

The thoughts contained in Figure 1 show a holistic perspective on learning that is needed to realize graduates who have comprehensive competencies. These competencies include aspects of basic abilities (language, art, mathematics, economics, science, geography, history, and citizenship); learning and innovation skills (creativity and innovation, critical thinking, communication, and collaboration); ability to manage information, media, and information technology; and life and career skills. When viewed from the dimensions contained in the expected competencies, it is clear that character cultivation is a demand for graduates to be able to succeed in the future era.

Bernie & Charles (Djoko Suyanto, 2012) formulated 21st Century Essential Skills including: learning & Innovation, digital literacy, career & life, digital age literacy, inventive thinking, and high order thinking. Meanwhile, Kay as quoted by Zamroni (2009) formulated 5 new conditions or contexts in the life of the nation, each of which requires certain competencies and becomes the task of education to prepare citizens in the 21st century. The five conditions are: (1) conditions of global competition (need to global awareness and independence), (2) global cooperation conditions (needs global awareness, ability to cooperate, mastery of ICT), (3) information growth (needs technology literacy, critical thinking & problem solving), (4) work and career development (needs critical thinking & problem solving, innovation & improvement, and, flexible & adaptable), (5) service-based economic development, knowledge economy (requires information literacy, critical thinking and problem solving). Under these conditions, educational institutions must prepare students with the following abilities: (1) global awareness, (2) independent character, (3) the ability to cooperate globally, (4) the ability to master ICT, (5) technology literacy skills, (6) intellectual abilities that are emphasized on critical thinking and problem solving skills, (7) the

ability to innovate & perfect, and, (8) have flexible & adaptable knowledge and skills.

### 3 PARTNERSHIP MODEL

Educational institutions have a strategic function in providing competent workforce in the labor market. However, based on the facts above, there is still a gap between the needs of human resources in industry and the human resources produced by educational institutions. As a result, the supply-demand function between the world of education and the industrial world does not run smoothly. The flow of the multi-entry multi-job placement education process will be very difficult to achieve if the output of the education process in Indonesia has not been able to meet the competency standards required by the job market. Meanwhile, Rieger (2008) states that there are 4 main focus needs that encourage collaboration between educational institutions and industry which include:

1. Based on student needs.  
Focus on improving student competencies related to human resource needs in industry and for apprenticeship programs and work placements after graduation.
2. Based on program needs.  
Develop programs or collaborations to educate/print researchers or establish research centers together.
3. Based on research needs  
Based on the need for research to solve various cases that occur in the industrial environment and disseminate the results to the wider community.
4. Based on relationship needs  
Collaborating with various companies at all levels to obtain sponsorship funds to finance research activities.

In order that the link and match can be realized immediately, Suharto (2004) revealed that there are 6 models of partnership between educational institutions and industry based on the principle of equality and opportunity to be applied which include:

#### 1. Training models

Partnership activities that develop the capabilities of the participating institution's personnel, preceded by the qualification of personnel in fields relevant to the needs of the participating institutions or clients.

#### 2. Twinning model

Partnership activities that implement special programs approved by participating institutions to increase the efficiency and effectiveness of innovative programs, so that there is an increase and

acceleration of the impact of an activity. The mutual need between the two institutions is a factor that drives activities, so that symbiotic benefits are obtained between the allied parties.

#### 3. Research models

Partnership activities to conduct research by identifying research topics originating from developing problems and in line with the interests of partner institutions.

#### 4. Resource sharing

Partnership activities to achieve goals based on shared needs and using available resources in participating institutions.

#### 5. Community development model

Partnership activities that lead to mutual benefits to improve socio-economic conditions and support the community being served.

#### 6. Built -Operation and Transfer

Joint efforts in using the more advanced resources of the institution for production purposes and purposes, but later the profits will be shared by the participating institutions.

## 4 CONCLUSIONS

Vocational education and vocational training as part of the education system that prepares graduates for the world of work must be able to produce learning outcomes that are relevant to the needs of the world of work as part of efforts to increase competitiveness. For this reason, revitalization of vocational education and vocational training is needed with a synergistic partnership strategy with various actors, including the government, the business world, non-profit organizations, and the wider community. It is hoped that the revitalization will foster innovation and creativity as part of efforts to increase the nation's resilience, competitiveness, and progress.

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