

Study Implementation of Link and Match Teacher Expert from Dudika at Vocational Schools in Blitar Regency

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Abstract

Vocational High School is an educational institution whose role is to prepare students to become middle-level workers to build the nation's economic sector. In the implementation of education, Vocational High Schools have the authority to determine their own curriculum to be used based on Dudika's needs. As an effort to fulfill these needs, SMK cooperates with Dudika through the implementation of expert teachers. This research is a multi-case study that describes and compares the implementation of Link and Match Guru Expert from PT Medion Ardhika Bhakti at SMK Negeri I Kademangan and SMK Negeri | Udanawu. This study aims to describe the process of planning, implementation, preparation, form of MoU, evaluation and impact of the implementation of expert teachers. Data collection techniques were carried out through interviews, observations and field notes on the activities of expert teachers.

Keywords

expert teacher; education; link and match; economic sector



I. Introduction

The world of education and industry, business and the world of work are interrelated as one of the pillars of the economy in Indonesia. The world of education as a provider of energy is required to be able to meet the needs of skilled and competent personnel. Various efforts to maintain the relevance between education and industry are not only interpreted as the transfer of technology and special skills used by the industrial world to educational institutions. Both have a reciprocal relationship with the readiness of workers who have the ability to think, communicate, interact socially and work in groups.

The economic condition of the population is a condition that describes human life that has economic score (Shah et al, 2020). Economic growth is still an important goal in a country's economy, especially for developing countries like Indonesia (Magdalena and Suhatman, 2020). Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020).

The PSMK Directorate stated that Vocational High Schools are educational institutions whose role is to prepare students to become middle-level workers to build the nation's economic sector (Husein, 2019). This is in line with Presidential Instruction No. 9 of 2016 concerning Vocational Revitalization, it is hoped that the link between the world of education and DUDIKA in the form of a link and match can help raise the quality of vocational graduates. With the creation of good quality SMK, the high unemployment rate can be reduced to a minimum.

Government support to improve the quality of vocational graduates through the Directorate General of Higher Education Ministry of Education launched six vocational programs, namely (1) developing a work culture, (2) merit and special scholarships, (3) entrepreneurship, (4) innovative learning works, (5) competency certification and

(6) development of BLUD Vocational Schools (Kemendikbud, 2020). By 2020 the government is targeting BLUD pilots in 34 provinces, especially schools that have a good industrial culture and teaching factory. This link and match program will result in rapid industrial competitiveness and productivity.

Based on data from the Ministry of Industry in 2019, the government targets as many as 2,600 Vocational High Schools and 750 industries to be involved in the link and match program. In addition, the Ministry of Industry facilitates infrastructure development through SKKNI, LSP and Competency Certification, as well as the construction of an innovation center and industrial 4.0 HR development. With the availability of competent human resources, it will boost the competitiveness of the national industry, especially for those who master digital technology according to their needs so that they can spur the industrial sector to be more competitive in the global arena. As a benefit for companies that play an active role in the development of vocational education, the government provides a fiscal deductible tax incentive scheme in the form of reducing gross income by 200% of the costs incurred by the company.

In addition to the support from the government, the success of the implementation of Link and Match is strongly influenced by conditions in schools. Curriculum development and competencies taught must be in accordance with the competencies required by DUDIKA. Vocational High Schools (SMK) as vocational education providers provide real experience to students about the industrial world, business world and the world of work, so with such a learning strategy, it is hoped that SMK graduates will have the specific skills required by DUDIKA. So that when they finish their education they are ready to enter the world of work.

The survey results from the Central Bureau of Statistics of Blitar Regency show the Open Unemployment Rate of 3.38% in 2018 and decreased to 3.05% in 2019 but increased in 2020 to 3.82%. Based on the survey results, there are 50% of TPT graduates from SMK. From these data, SMK as a contributor to a fairly high unemployment rate is inversely proportional to the objectives of the education program provided by SMK.

SMK as a link and match bridge has a strategic program to provide middle-level workers. SMK as part of the national education system has made a paradigm shift, namely (1) supply driven to demand riven, (2) from academic oriented to job occupation oriented and (3) from school based program to dual based program. With this paradigm shift, it is hoped that SMK will have an outcome that meets DUDIKA's needs and expectations. However, currently there are still many outcomes from SMK that have not been absorbed by the world of work.

The low absorption of the world of work today is not only a result of the unavailability of employment opportunities but also because of the low competence of graduation. Many job vacancies are not filled because the competency requirements are not met. Among SMK graduates who work, it is not in accordance with the field of competence they have. Many of the SMK graduates work not in accordance with the majors such as shopkeepers, SPGs, security guards and so on (Husein, 2019).

The link and match concept is said to be ideal if there is a reciprocal relationship between the power supplier, namely SMK and the user, namely DUDIKA. With the reciprocal relationship, Vocational Schools can develop a curriculum according to their needs. To fulfill these competencies, ideally, three components are needed, which conclude that SMK as a supplier of ready-to-use personnel, DUDIKA as service users, and the government as policy and rule makers.

Based on these three components, the determinants of the success of the link and match program implementation, SMK as the spearhead of implementation is required to

have intelligence and creativity from the Principal as institutional policy makers and teachers as facilitators of learning implementation. Vocational schools are required to conduct research to DUDIKA with the aim of finding out the competency requirements needed by DUDIKA. In addition, SMK must be able to predict and anticipate the competencies needed in the next five to 10 years. The cooperation between SMK and Industry must have a strategy through the formation of cooperation programs, work mechanisms, and analysis of factors that affect the cooperation of both parties.

Cooperation between schools and industry can be carried out through Industrial Work Practices (Prakerin), On the Job Training (OJT) teachers, expert teachers, Production Units, practical equipment assistance and scholarships from industry, as well as distribution and placement of graduates. According to Ixtiarto and Sutrisno (2016) the implementation of the partnership between SMK and DUDIKA is carried out through an MoU, the collaboration includes curriculum synchronization, expert teachers, industrial visits, Industrial Work Practices (Prakerin), teacher OJT, Expertise Competency Test (UKK), certification, equipment assistance practice, school funding, industry scholarships, and graduate placements.

One form of cooperation between SMK and DUDIKA is to bring in expert teachers. The activity of inviting expert teachers from industry is as a form of learning innovation, that learning and gaining knowledge is not only from teachers in schools but also bringing teachers from industry as a learning effort in accordance with industrial developments and needs expert teachers brought in from DUDIKA provide training and learning experiences that are carried out in the business or industrial world that are relevant to the competencies (ability) of students according to their fields.

As one of the learning resources used, expert teachers are experts who are competent in their fields, especially in learning in Vocational High Schools. Expert teachers are meant to mean outsiders (not teachers at school) giving lessons to students according to their expertise and skills. These outsiders are expected to have special skills such as mechanical engineering or automotive repair experts relevant to automotive mechanics.

Learning by utilizing an Expert Teacher can be done in two ways, namely the person (the resource person) is asked to provide an explanation of automotive mechanics in theory and practice in front of the class and in school workshops or workshops, and both students make a visit to the speaker's place resources work under the supervision and guidance of teachers. So students can go to the place of the expert teacher, and vice versa expert teachers are invited to the school, this method is called a resource visitor (Sudjana 2004:88).

In its implementation, it is carried out with certain procedures, for students who aim to provide experience and knowledge in the workplace, both in the business world and in the industrial world in the form of having basic skills according to the field they are involved in or having received provisions from school to have basic knowledge that will be applied in the business world or the industrial world. Students and teachers are given a learning experience with guest teachers in accordance with the areas of competence they are pursuing. This expert teacher program is one of the educational programs that seeks to shape future generations to get to know industrial culture, carry out work disciplines as well as get to know the manufacturing industry.

Those who take part in the activities of expert teachers are expected to have analytical and engineering skills that are creative, innovative, and independent, have high personality and scientific integrity and have the motivation to keep up with technological and scientific developments. This expert teacher is useful for students and teachers in

schools to find out the development of the industry that continues to grow and is adapted to the needs of the community.

The existence of an Expert Teacher from DUDIKA for SMK is a reciprocal relationship that is mutually beneficial for both parties. Expert teachers are a form of industrial CSR (Corporate Social Responsibility) in the field of education. With the existence of an expert teacher, the company will be more flexible in choosing the workforce to be absorbed. In addition, expert teachers have a close relationship with the sustainable development of DUDIKA, which is a form of dedication from DUDIKA in doing every its activities must base decisions that do not only have an economic impact (profits or dividends), but must also consider the social and environmental impacts of each decision resulting from these decisions, both short-term and long-term effects.

Not all Vocational High Schools have a form of expert teacher program collaboration. This program is implemented based on a mutually agreed MoU and SMK has a major program that suits DUDIKA's needs. Based on this, the research on the Link And Match Auru Expert Implementation Study from DUDIKA at SMK in Blitar Regency there are two SMKs that collaborate with the same company, the SMK in question is SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu have cooperation on the expert teacher program with PT Medion Adhika Bhakti.

II. Research Method

This study uses a qualitative research approach because the problems related to humans are fundamentally dependent on observation. The type of research used is a case study research with multi-case selection, namely concluding the similarities and differences in the processes and results of SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu in collaboration with PT Medion Ardhika Bhakti. The presence of the researcher as the main data collector who is directly involved with the research subjects. The locations chosen in this study were SMK Negeri 1 Kademangan, SMK Negeri 1 Udanawu and PT Medion Ardhika Bhakti. Sources of data were obtained from the results of interviews, observations, documentation and data recording from field notes on the implementation of expert teacher activities.

III. Results and Discussion

The implementation of the expert teacher program from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu can be implemented if the three institutions can meet the requirements as listed in table 1. Requirements for the implementation of the expert teacher program.

Table 1. Conditions for the Implementation of the Expert Teacher Program

No	Conditions for organizing the expert teacher program	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu
1	Vocational High School conducts screening of interests, talents, study plans and careers of students	V	V
2	Vocational High Schools develop competency and expertise programs based on Dudika's needs	V	

3	SMK already have accreditation issued by BAN-SM	V	V
4	SMKs have collaborated with Dudika by showing the existence of a Memorandum of Understanding (MoU)	V	V
5	Vocational High School and Dudika jointly provide educational services including curriculum preparation, preparing participants and recruitment facilities for prospective workers, student internships, teacher OJT, and skill competency tests	V	V
6	SMK and Dudika give each other feedback on the competence of graduates who have worked for Dudika		V

Based on table 1 above, it can be seen that SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu meet 5 out of 6 requirements to implement the expert teacher program. Table 6 above shows that the two SMKs meet 5 of the 6 requirements proposed by PT Medion Ardhika Bhakti. The following is a description of the requirements met by the two SMKs:

1. Vocational High Schools screen students' interests, talents, study plans and careers. Each institution has a different way of screening interests and talents. SMK Negeri 1 Kademangan conducts a tracer study of alumni through a google form distributed by the BKK, the results of which will then be forwarded to the Department. Meanwhile, SMK Negeri 1 Udanawu conducts a screening of students who are interested in participating in the program from PT Medion Ardhika Bhakti.
2. Vocational High Schools develop competency and expertise programs based on Dudika's needs. SMK Negeri 1 Kademangan organizes competency education for Poultry Agribusiness skills, while SMK Negeri 1 Udanawu does not have a major in livestock expertise competence.
3. SMK already has accreditation issued by BAN-SM. SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu have A accreditation for schools and all skill competency programs.
4. SMK has collaborated with Dudika by showing the existence of a Memorandum of Understanding (MoU). SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu have collaborated with PT Medion Ardhika Bhakti and held an MoU for this collaboration.
5. SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu in collaboration with PT Medion Ardhika Bhakti jointly provide educational services including the preparation of a curriculum for the competence of Poultry Agribusiness expertise, preparing participants and recruitment facilities for prospective workers, student internships, OJT teachers, and competency test for Poultry Agribusiness expertise.
6. SMK Negeri 1 Udanawu and PT Medion Ardhika Bhakti give each other feedback on the competence of graduates who have worked. This is done to determine the competence of alumni, given that SMK Negeri 1 Udanawu does not have the competence of Poultry Agribusiness expertise.

Preparation for the implementation of expert teachers from PT Medion Ardhika Bhakti in each vocational school has a different technical preparation for implementation

Table 2. Table of preparation for planning expert teachers at SMK in collaboration with PT Medion Ardhika Bhakti is presented below.

Table 2. Table of preparation for planning expert teachers at SMK in collaboration with PT Medion Ardhika Bhakti

No	Description	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu	PT Medion Ardhika Bhakti
1	Basic planning	Alumni search results	Screening student interests	Application letter from SMK
2	Basic follow-up for passing	Graduation evaluation	-	CSA
3	Needs Analysis	Based on the evaluation of graduation	Screening of students' interests	-
4	Work Program Planning	<ul style="list-style-type: none"> ➤ Work program ➤ MoU renewal ➤ Application for MoU with Dudika ➤ Request for Expert Teacher Needs to Dudika 	Work program and planning	Board of Managers
5	Implementation	Teacher Expert from PT Medion Ardhika Bhakti	Teacher Expert from PT Medion Ardhika	Bhakti Teacher Expert from PT Medion Ardhika Bhakti for SMK
6	Teacher Evaluation Expert	Sharing with students	Sharing with students	Generale's Satisfaction Questionnaire

Based on table 2 above, it can be seen the differences in the planning procedures of each SMK and PT Medion Ardhika Bhakti. The differences in planning procedures can be concluded as follows:

- a. The basis for planning expert teachers from SMK Negeri 1 Kademangan comes from the results of an alumni search while from SMK Negeri 1 Udanawu comes from screening the interests of class XII students and PT Medion Ardhika Bhakti based on a letter of application from the SMK.
- b. The follow-up to the basic planning of the Kademangan Vocational School is the evaluation of student graduation, while PT Medion Ardhika Bhakti follows up on the application letter from the SMK through CSA.
- c. Analysis of the needs of expert teachers at SMK Negeri 1 Kademangan is based on the evaluation of graduation, while at SMK Negeri 1 Udanawu it is based on the results of the screening of student interests.
- d. Planning the work program owned by SMK Negeri 1 Kademangan includes the work program for organizing expert teachers, updating the MoU, requesting the need for expert teachers to PT Medion Ardika Bhakti while SMK Negeri 1 Udanawu planning for organizing expert teachers is accommodated by the BKK and stated in the BKK work plan. PT Medion Ardhika Bhakti plans expert teachers through the Board of Managers who will be forwarded to the District Manager.

- e. The implementation of expert teachers from PT Medion Ardhika Bhakti is adjusted to the schedule and materials that have been mutually agreed upon.
- f. Evaluation of the implementation of expert teachers at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu was carried out through a sharing dialogue between teachers, expert teachers and students. PT Medion Ardhika Bhakti conducted an evaluation of the implementation of expert teachers through the Studium Generale questionnaire given to students and teachers in SMK.

In practice, there are differences in the preparation steps for the implementation of expert teachers at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu, which can be seen in table 3 below:

Waka Public Relations
 Waka Waka Curriculum
 Waka Sarpras
 Student Representative

Table 3. Differences in the implementation steps of expert teachers

No	Implementation Flow	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu
1	Planning	Kakomli	Student Representative
2	Implementation	BKK	BKK
		Deputy Head of Public Relations	Deputy Head of Public Relations
		Deputy Head of Curriculum	Deputy Head of Curriculum
		Deputy head of infrastructure	
		Student Representative	
3	Field Administrators Homeroom	Homeroom Students	Homeroom Students
4	Permissions	Head Master	Head Master
5	Dudika	PT Medion Ardhika Bhakti	PT Medion Ardhika Bhakti

Table 3 shows the differences in the implementation flow of expert teachers from the two SMKs. The difference in planning at SMK Negeri 1 Kademangan was planned by the ATUg Kakomli while at SMK Negeri 1 Udanawu it came from the Deputy Head of Student Affairs. This difference occurs because SMK Negeri 1 Kademangan has competence in the expertise of Poultry Agribusiness, while SMK Negeri 1 Udanawu does not have the competence.

In addition, the two SMKs have an agreement or MoU with PT Medion Ardhika Bhakti. The form of the MoU from the two institutions can be shown in table 4 below.

Table 4. Forms of MoU from SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu with PT Medion Ardhika Bhakti

No	Cooperation	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu
1	Goals	Improve mutually beneficial relationships between the two parties in terms of: ✓ Implementation of CSR programs	Cooperation between SMK Negeri 1 Udanawu and PT Medion Ardhika Bhakti

		✓ Recruitment ✓ Distribution of labor	
2	Scope	Recruitment ➤ Manpower distribution ➤ Preparation of a list of graduates ➤ CSR Programs (PKL, Internships, Studium Generale, Education and Training)	➤ Coordination and collaboration ➤ Prepare participants and recruitment facilities for prospective workers ➤ Prepare list of graduates ➤ Make selection ➤ Recruitment for graduates
3	Duties and responsibilities	➤ Providing participants and facilities for generale activities (expert teachers) ➤ Provide a list of graduates and prepare facilities for company introductions in schools ➤ Implementing street vendors ➤ Carry out skill competency test for ATUg majors involving PT Medion Ardhika Bhakti	
4	Time period	2 years since it was signed, i.e. October 26, 2020 s.d. October 25, 2022	2 years since signed April 2, 2019
5	Changes to the MoU	Mutual agreement	
6	Expiration of the MoU	➤ According to the date of the agreement ➤ Mutual agreement ➤ There is a breach of contract	
7	Disputes	Resolved by mutual agreement	

Table 4 shows the differences between PT Medion Ardhika Bhakti's MoU form and SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu. The MoU of PT Medion Ardhika Bhakti with SMK Negeri 1 Kademangan is detailed and shows cooperation in testing competency skills in the Poultry Agribusiness department. Meanwhile, at SMK Negeri 1 Udanawu, the cooperation is limited to coordination and cooperation in preparing participants and recruitment facilities for prospective workers, preparing a list of graduates and conducting recruitment selections for graduates.

Based on the mutually agreed MoU, the implementation of expert teachers from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu can be seen in table 5 below:

Table 5. Implementation of Expert Teacher from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu

No	Implementation	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu
1	Goal	ATUg . Students	Interested students
2	Time	Semester 1 Beginning of the Academic Year around October	As needed

3	Materials	<ul style="list-style-type: none"> ➤ Digitalized Recruitment ➤ Livestock 4.0 ➤ The art of treating chickens ➤ Quick way to use disinfectant ➤ The right steps for vaccination 	Information on how to make a CV and face the interviewer
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Table 5 shows the differences in the implementation of expert teachers from PT Medion Ardhika Bhakti. SMK Negeri 1 Kademangan has a target, namely students with competency skills in Poultry Agribusiness and is carried out routinely in October with digitalized recruitment materials, livestock 4.0, the art of treating chickens, how to quickly use disinfectants, the right steps for vaccination. SMK Negeri 1 Udanawu has a target of students who are interested in working at PT Medion Ardhika Bhakti with the implementation time adjusted to the needs. The material provided in the implementation of expert teachers is on how to make a CV and deal with interviewers.

After the implementation of the expert teacher activities from PT Medion Ardhika Bhakti, an evaluation was carried out as presented in the table below:

Table 6. Evaluation of the implementation of expert teachers from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu

No	Evaluasi	SMK Negeri 1 Kademangan	SMK Negeri 1 Udanawu	PT Medion Ardhika Bhakti
1	Shape	Sharing	Sharing	Studium Generale Evaluation Questionnaire
2	Goals	Teachers, expert teachers and students	Teachers, expert teachers, and students	All participants
3	Time	After the material session is over	After the material session is over	After the material session is over
4	Administration	Unwritten	Unwritten	Documented
5	Follow-up	Considerations for the next work program	Considerations for the next work program	<ul style="list-style-type: none"> ➤ Employee appraisal materials, ➤ Material ➤ Cooperation with SMK

Table 6 shows the form of evaluation of the implementation of expert teachers in vocational schools and companies. There are similar forms of evaluation from SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu in the form of sharing experiences and implementing activities, evaluations are carried out unwritten, the evaluation targets are teachers, expert teachers and students. The evaluation implementation time is after the material session from the expert teacher is finished. The results of the evaluation are taken into consideration for the next work program.

PT Medion Ardhika Bhakti showed a form of evaluation in the form of a studium generale evaluation questionnaire which was carried out after the material session was finished with the target of all participants taking part in the implementation of expert

teachers. The follow-up to the evaluation from PT Medion Ardhika Bhakti was employee assessment materials, materials and collaboration with SMK.

The implementation of expert teachers from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu has several supporting and inhibiting factors as table 7 below.

Table 7. Supporting and Inhibiting Factors for the implementation of expert teachers from PT Medion Ardhika Bhakti

No	Name of Institution	Supporting Factors	Inhibiting Factors
1	SMK Negeri 1 Kademangan	<ul style="list-style-type: none"> ➤ Principal policy ➤ Interest and enthusiasm of students ➤ Form CSR and prepare prospective workers 	The difficulty of adjusting the schedule of activities between SMK Negeri 1 Kademangan and PT Medion Ardhika Bhakti
2	SMK Negeri 1 Udanawu	<ul style="list-style-type: none"> ➤ Interest and enthusiasm of students ➤ School policy ➤ The real form of the company's CSR program. 	The difficulty of adjusting the schedule of activities between SMK Negeri 1 Udanawu and PT Medion Ardhika Bhakti
3	PT Medion Ardhika Bhakti	The real form of the company's CSR program	The difficulty of adjusting the schedule of activities between PT Medion Ardhika Bhakti and SMK

The impact of implementing expert teachers from PT Medion Ardhika Bhakti can be seen from table 8 below:

Table 8. The impact of implementing expert teachers from PT Medion Ardhika Bhakti

No	Name of Institution	Positive impact	Negative impact
1.	SMK Negeri 1 Kademangan	<ul style="list-style-type: none"> ➤ Many alumni of SMK Negeri 1 Kademangan are absorbed in PT Medion Ardhika Bhakti ➤ SMK easily adapts to company needs ➤ Improving cooperation between SMK and companies ➤ Vocational High Schools get books and magazines regularly from the company ➤ Vocational High Schools can take regular zoom classes held by the company 	Lack of time in the implementation of expert teachers so that the material provided is still general and not deep.
2.	SMK Negeri 1 Udanawu	<ul style="list-style-type: none"> ➤ Many alumni of SMK Negeri 1 Udanawu are accepted at PT Medion Ardhika Bhakti ➤ Vocational High Schools are easy to adapt to company needs ➤ Increase cooperation between SMK and PT Medion Ardhika Bhakti 	Lack of time in the implementation of expert teachers so that the material provided is still general and not deep.

3. PT Medion Ardhika Bhakti	<ul style="list-style-type: none"> ➤ Improved knowledge and the latest updates related to the industry ➤ Prepare students to adapt in the world of work ➤ Increase cooperation between companies and SMK
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IV. Conclusion

The implementation of expert teachers from PT Medion Ardhika Bhakti at SMK Negeri 1 Kademangan and SMK Negeri 1 Udanawu had a positive impact. The impacts include: many SMK alumni are recruited by PT Medion Ardhika Bhakti, Vocational Schools can easily adapt to the development of the industrial world, increase collaboration between Vocational Schools and companies, Vocational High Schools get books and magazines regularly from companies, Vocational Schools can take zoom classes regularly held by the company, increasing knowledge and being updated according to developments, preparing students to be able to adapt to the world of work and increasing cooperation between SMK and companies. Seeing the positive impact obtained from the implementation of expert teachers, the implementation of link and match should be carried out by all schools providing vocational education.

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