

Implementation of Competency-Based Curriculum with Link and Match Approach in Job Training Programs

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INTRODUCTION

The job training program is one of the efforts or solutions to create productive and competitive human resources, besides that job training is one solution to reduce unemployment during the COVID-19 pandemic (Aditya et al., 2015). On the other hand, he stated that this job training program is an activity to effectively improve job skill competencies in order to face the demographic bonus in Indonesia (Maryati, 2015) and at the same time help overcome the increase in unemployment during the COVID-19 pandemic (Noviyanti et al., 2020). The problem of unemployment in Indonesia is not only caused by the Covid-19 pandemic, but also because the competence of job seekers does not match the needs of the job market. This condition can be analyzed as a matter of the relevance of the material being studied with the work competencies required by the business world and industry. Competency-based job training is a training process carried out to achieve work competencies in accordance with work competency standards set by the Indonesian government. The need for a competent workforce is stimulated by external factors, demands for competitiveness and technological advances as well as changes in the dynamics of the business and industrial world. Therefore, training programs aimed at developing competency-based training require a competency-based curriculum and syllabus structure.

The problem of relevance between education and job training with employment or the gap (mismatch) is an old problem that has not been completely resolved. This gap or discrepancy indicates the inefficient and effective management of the training program (Jubaedah, 2016). There is a mismatch of educational institutions in preparing the competence of graduates who have qualifications that are not in accordance with the reality of the demands of the industrial world which is advancing very rapidly (Disas, 2018). Thus, this condition requires an implementation strategy for job training managers to prepare human resources in accordance with the demands of competency needs in the business and industrial world.

One of the main strategic components to overcome the problem of the relevance of the training program to the needs of work competencies is the preparation of a competency-based job training curriculum with a link and match approach. The curriculum is considered very ideal and highly reliable as an alternative solution to bridge the gap in the relevance of job training programs to the business world and industry, creating linkages between suppliers of their workforce and their users (supply driven) (Muslih, 2014). Thus, the competency-based job training curriculum with a link and match approach implies that the curriculum prepared by the job training management agency is currently oriented towards developing the competencies of trainees that are appropriate or commensurate with the competency needs of the workforce needed by the business world and industry, (Wonggo, 2017). In addition, professional work competencies must also be in accordance with the Indonesian National Work Competency Standards. The Government of the Republic of Indonesia stipulates the Regulation of the Minister of Manpower and Transmigration, Number 8 of 2014 concerning Guidelines for the Implementation of Competency-Based Training (Kemennakertrans, 2014). Efforts to achieve work competency standards, the training curriculum has a central and very strategic position in a training process (Bolli et al., 2018). The curriculum designed to pay attention to link and match can be understood that there is a link and match between job training management institutions and progress in work organizations, so that they are effective in achieving the goal, namely reducing unemployment because the competence of job training graduates is ready to work according to the needs of the business world and industry (Cahyanti et al., 2018). The job training curriculum with a link and match approach prepares graduate competencies in accordance with industry demand or needs, overcoming unemployment (Awasthi & Shrivastav, 2017), (Disas, 2018) and (Olazaran et al., 2019)

Based on the explanation above, this book chapter presents the form of competency-based job training curriculum implementation activities with a link and match approach in order to achieve professional work competencies according to the needs of industrial human resources produced by job training graduates (U. P. T Rahargo & Jannah, 2020). The presentation is focused on the meaning of the curriculum as an activity, namely all activities of the instructor and the trainees in the learning process using certain learning methods and techniques and facilitated with training materials, tools and infrastructure, so as to effectively achieve the training objectives. There are a variety of effective innovative learning to achieve the competence of training graduates (Dn et al., n.d.), (Malan et al., 2016).

METHOD

The research method uses a qualitative phenomenological approach, Creswell (2017) because it aims to describe and analyze the implementation of a competency-based job training curriculum with a link and match model, which emphasizes the nature according to the reality that occurs, namely the implementation of a competency-based job training curriculum in collaboration with the business world and industry to create a link and match between the industrial business world with education and training.

Data collection techniques are interviews, observations and documentation studies. In-depth and structured interview techniques are addressed to key informants, namely job training managers and instructors. The non-participatory observation technique with focused observation guide instrument was carried out to observe learning interactions, both on the job training and off the job training. Documentation technique to examine documents related to curriculum books, learning planning tools, learning resources and learning evaluation instruments and assessment guidelines.

The validity of this research data uses a credibility test by extending the data collection period, aiming to obtain data carefully and thoroughly in an integrated manner. In addition, it uses triangulation of methods and sources. Method triangulation is data collection that is carried out simultaneously between interviews and documentation (written documents and photos of activities) (Creswell, 2017). The purpose of method triangulation is to consistently obtain the correctness of data from two or more research methods, while triangulation of sources of information is obtained from the training management team in the program division, training instructors, the HRD of the business world and industry. The flow of data analysis follows an interactive model with an inductive method (Milles, 1983) (M & Milles, 1983)

The process of data analysis in this study was carried out through four stages, namely: The first stage, data collection, using various methods simultaneously between in-depth interviews and documents. The second stage, data reduction (data reduction), namely, a form of analysis that sharpens, selects, focuses, discards, and organizes data in a way, so that final conclusions can be drawn and verified. The third stage, the presentation of data (data display) in the form of narrative text, brief descriptions, charts, relationships between categories, flowcharts from interviews, while the presentation of data from observations made a checklist table. The presentation of the data is carried out after coding the results of the interviews to make it easier for the reader to understand the data presented. The fourth stage, drawing conclusions and verification, is carried out after obtaining valid and consistent evidence regarding the implementation of a competency-based training curriculum with a link and match approach.

DISCUSSION

Competency-Based Job Training Program Curriculum with Link and Match Approach

BBPLK (Great Center for the Development of Job Training) in Central Java, Indonesia is a government agency within the organizational structure of the Ministry of Manpower, with a vision of "Being an Excellent, Dignified and Recognized Job Training Institute in the Industrial World". Based on this vision, the mission is formulated "Creating a Competent Workforce and Having a High Work Ethic through Job Training, Certification, and Partnerships". BBPLK positions the business world and industry as partners in managing job training programs. This training partnership places the business world and industry as training implementers from the planning process, namely establishing training programs, recruiting training participants and training instructors to implementing learning and post-training in preparing a competent workforce.

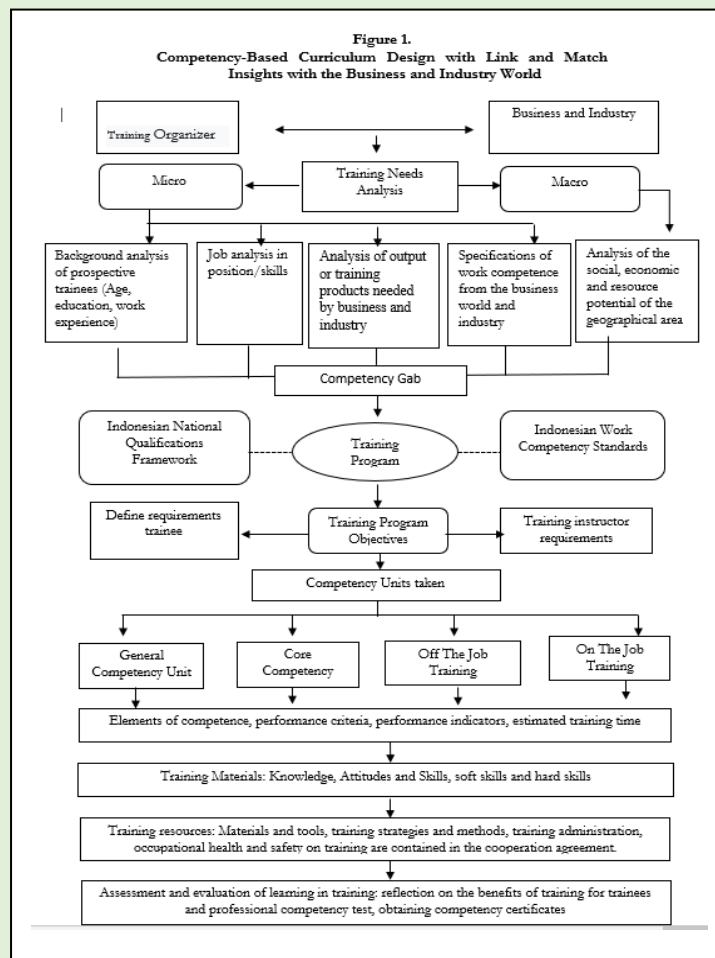
The training program organized in collaboration with the business world and industry during the COVID-19 pandemic in 2021 consists of 6 training programs including: a) A beginner entrepreneur training program in collaboration with the Creative Economy Association, namely IKRA (Sharia Creative Industry) and the Human Relations Development (HRD) association.) which manages and develops the capacity of youth; b) The batik and contemporary batik training program is partnered with Batik Pasha Semarang; c) Spinning Operator training program; d) Hotel E-commerce,

e) Pran Office, f) Kitchen Production in collaboration with the Indonesian Hotel General Manager (IHGM) organization ties.

The compilers of the BBPLK training program in Central Java in collaboration with the world and industry identify and analyze competency standards and formulate competency units. Each competency unit is identified comprehensively, so that general competency units, core competency units, selected competency units can be formulated, and determine on the job training and off the job training activities. The curriculum preparation procedure in this step pays attention to the provisions on competency-based training planning (Kemennakertrans, 2014).

Each competency unit is broken down into several elements of competence, accompanied by performance criteria that have been determined based on the Indonesian National Performance Competency Standards (SKKNI). For each performance criterion, several performance indicators are formulated which include aspects of knowledge, skills and attitudes. The work indicator formulation contains measurable operational verbs and training materials can be arranged. The formulation of these performance indicators is used as a benchmark for developing training learning resource materials, both aspects of knowledge, attitudes and skills, and determining the estimated hours of training. The allocation of hours for knowledge and practice is made proportionally. Minimum practice time meets application needs (trying), practice is still with guidance and independent practice. Estimated duration of time per day 8 hours of training, 1 hour of training @ 45 minutes. The longest duration of training in cooperation with business and industry is 320 hours of training or 40 days. For On the Job Training (OJT) activities, it is planned for training participants who will have more time to practice real performance in the company/workplace with the guidance of instructors/workers in order to gain work experience according to the training materials taken when practicing at the training site.

The procedure for compiling a competency-based job training curriculum with a link and match approach can be seen in Figure 1 below.



Berdasarkan sajian hasil penelitian tersebut dapat dimaknai bahwa desain kurikulum pelatihan kerja pendekatan *link and match* pada BBPLK Semarang dilaksanakan melalui kerjasama dengan pihak dunia usaha dan industri tertuang dalam perjanjian kerja bersama dengan mengacu pada teori

klasik dikembangkan oleh Ralph Tyler yang mencakup 4 kompeten yakni menetapkan tujuan pelatihan, memilih materi pelatihan yang sesuai dengan indikator kerja mencapai tujuan pelatihan, menetapkan strategi dan metode pelatihan untuk mencapai tujuan pelatihan, evaluasi pelatihan untuk mengetahui tingkat ketercapaian tujuan (Abdurrokhim & Hemilia, 2019). Manfaat kurikulum berbasis kompetensi pendekatan link and match, bagi peserta pelatihan adalah transfer keterampilan *soft skills* dan *hard skills* yang lebih cepat karena berinteraksi langsung dengan tempat bekerja yang nyata dan mendapat pengalaman berlatih secara riil (Morocco et al., 2012; Ningga & Suminar, 2019). Pembelajaran pelatihan untuk meningkatkan kualifikasi sumber daya manusia abad 21 dituntut ada keseimbangan antara *soft skills* dan *hard skills*. Dengan demikian kurikulum pelatihan ini diharapkan mampu menghasilkan tenaga kerja terampil yang sesuai dengan kebutuhan dunia usaha dan industri, mengurangi pengangguran, meningkatkan produktivitas tenaga kerja.

Implementation of Competency Based Job Training Curriculum Link and Match Approach

Implementation of the curriculum in the implementation of training learning is carried out using two approach methods, namely: (a) training in training institutions or off the job training with assessments at training institutions; and (b) on-the-job training with on-the-job assessments. These two methods of training approach complement each other to increase the effectiveness of training learning to achieve graduate competence. The results of the research on the application of on the job training and off the job training in the link and match approach were effectively carried out by SMK with DUDI as a form of partnership between the two institutions to improve the competence of graduates according to the needs of DUDI (Bambang & Budi, 2016; Prasetyo et al., 2020). The on-the-job training method focuses more on increasing productivity quickly, while the off-the-job training method tends to focus on long-term development and education (Siregar, 2018).

Implementation of competency-based training learning must have: (a) qualified trainers; and (b) training facilities and facilities that meet the standards. Competency-based training focuses on mastering and increasing competence which includes knowledge of skills and attitudes that have been adjusted to the competency standards set so that the training will be more structured and directed (Udhik Pandu Tunggal Rahargo & Jannah, 2020). Therefore, the appointment of trainers takes into account the requirements for formal education qualifications and experience in accordance with the unit of competence, technical competence in managing learning during training such as determining appropriate learning techniques to achieve performance indicators by using learning media, lighting arrangements, safe and comfortable. Trainers of training programs in the 21st century are required to have the ability to manage information and understand complex issues that occur in the workplace and to be skilled at using digital media tools skillfully (Morocco et al., 2012).

The initial step taken by the trainer in implementing the training curriculum is to develop a lesson plan. During the COVID-19 pandemic, job training was carried out using a blended learning system. Blended learning is a learning model that combines face-to-face (direct) learning with online-based learning (e-learning) (Lalima & Lata Dangwal, 2017). Training materials aimed at achieving the knowledge aspect for training participants are carried out online or virtual by providing a learning management system (LMS), while training materials aimed at achieving aspects of attitudes and skills are held face-to-face meetings. Blended learning provides flexibility in time and place of learning, so that the learning process can be done anywhere. But on the other hand, the blended learning learning process requires the trainer to be able to present learning using the right media so that the learning process experienced by the trainees can be effective.

Learning activities start from preliminary activities to provide motivation to training participants (Alsaadat, 2019). In detail, preliminary activities include: introductions, checking attendance lists, conveying occupational safety and health procedures at the training venue, greeting participants and ice breaking, conveying the topic/title of the training, conveying the objectives and results of the training, duration of training (schedule), steps training (road map) and apperception. Preliminary activities in this study aim to increase the learning motivation of the trainees and build learning commitment among the trainees. In addition, it aims to prepare training participants as individuals or groups who have an influence on behavior change in creating a conducive climate in carrying out tasks during the learning process. In summary, this introduction aims to increase trainee participation (Agrawal S., Maurya A.K., Shrivastava K., Kumar S., Pant M.C., 2011)

The implementation of the training curriculum in the core activity is learning managed by the trainer. The trainer elaborates the training material using the right method according to the competency objectives to be achieved. The training method with learning is centered on the trainee, develops creativity, creates fun and challenging conditions, is contextual, provides a diverse training experience through learning and doing. Learn according to your learning style, both visually, auditory and kinesthetically (movement). Learning based on the initial ability or knowledge capital possessed by each training participant. During the presentation process, the trainer gave participants the

opportunity to ask questions and solve problems based on their own learning experiences (Agrawal S., Maurya A.K., Shrivastava K., Kumar S., Pant M.C., 2011; Balson, 1969).

The learning activity was ended by the trainer by concluding the material presented together with the training participants. This conclusion skill is one aspect of critical thinking skills, because it uses the human mind based on its understanding or knowledge to achieve new understanding or knowledge. Critical thinking is the ability to collect, interpret, and evaluate information accurately and efficiently (Budiarti et al., 2016).

In the closing part of the lesson, the trainer gives the training participants the opportunity to reflect on the benefits of the training material. This is done by the trainer because the trainer is also responsible for the availability of materials that are in accordance with the learning needs of the trainees. The results of the reflection of the training participants are very useful for the training manager to provide feedback openly. Therefore, the results of the reflections from these training participants can be used as input for the development of training materials for the next training period.

Based on the results of interviews and observations, the task of the trainer in implementing the training curriculum is very complex, not only guiding and training participants, but also administering training materials. The trainer identifies theoretical training materials and practical training materials according to the training materials, makes a list of training material needs, submits training material needs, verifies training materials according to training needs, prepares theoretical and practical training materials according to training needs, verifies, distributes, documents usage data training materials according to procedures, making reports on the use of training materials, monitoring and supervising and submitting reports on the use of training materials to managers according to procedures.

Implementation of a competency-based job training curriculum with a link and match approach, the last of which is a competency-based training evaluation activity. Competency-based training evaluation consists of: (a) monitoring; and (b) reporting. This monitoring aims to determine the progress of the training participants' abilities in achieving competency standards carried out during the learning process. Monitoring is a routine process to measure, collect data, process, record and communicate all information as a reference for making program management decisions. While the evaluation activity is an assessment process related to the effectiveness of the process. Evaluation is carried out at the end of the training period and requires a suitable method in carrying out the evaluation process. Training evaluation includes providing feedback to the training manager regarding the suitability of the implementation of training learning with training planning, both related to instructors, materials, systems and methods, training facilities and infrastructure. The results of this evaluation provide information that is used to determine the follow-up to the training program (U. P. T Rahargo & Jannah, 2020; Susilawati & Dudung, 2016).

CONCLUSION

The competency-based job training curriculum with a link and match approach was formulated by both parties between the training management institution and the work institution very strategically to improve work competencies according to work needs. Based on these graduate competencies, competency units are determined, namely general competencies, core competencies, elective competencies, determining off the job training and on the job training activities. Each competency unit consists of several elements of competence, performance criteria, performance indicators and determines the training material for knowledge, attitude and skills aspects according to the specifications for work needs in industrial organizations, soft skills and hard skills. Estimated training time of dominant proportion for skill aspect.

Implementation of the job training curriculum with a link and match approach is centered on training participants with blended learning, off the job training and on the job training activities. The application of the curriculum in learning begins with the trainer preparing a lesson plan to develop training materials, methods and learning techniques appropriately. The learning process consists of preliminary activities, core activities, and closing activities. Preliminary activities aim to increase learning motivation and build commitment to achieving training objectives. The core activities are more practical than theoretical in order to have competent soft skills and hard skills. The closing activity by drawing conclusions together aims to train critical thinking. Reflection activities from training participants are useful as feedback on the training materials.

During the implementation of the curriculum, monitoring is carried out, which aims to determine the progress of the training participants' abilities in achieving competency standards carried out during the learning process. The training evaluation aims to measure the competency attainment of the trainees, carried out both at training institutions and at work institutions and ends with a competency test, to determine the ability of professional competency standards according to the needs of today's business and industry.

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