

Relevancy of TVET Curriculum and Industry Work Standard in Indonesia and Malaysia

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ABSTRACT

Research purposes: (1) Describe curriculum development in TVET institutions currently being carried out, (2) Evaluate industry involvement in the development of vocational education curriculum, and (3) Investigate the level of relevance of TVET Institution curricula to industry work standards

This research uses case study research. The research target was curriculum development and curriculum relevance to the competencies needed by the industry so that the SMK and Industry respondents are those that are by the vocational competency expertise. Vocational College in Malaysia was selected according to their field of expertise and affordable to researchers. The selection of VC as a research target was pursued by several VC that has advantages in the learning process, the products, and the quality of their graduates. Industrial work standards were obtained from supervisors or workers in the industry. Industry selection was an industry that has cooperation with VHS in various activities including curriculum development. Data were collected through interviews, documentation, research studies on developing industry-based curriculum, and survey questionnaires. The research instruments used were: interview questions list, documentation data checklist, and questionnaires. Data were analyzed with qualitative and quantitative descriptive analysis. The level of relevance uses the percentage of compatibility between the contents of the curriculum with industry work competency standards.

The result of the research : (1) Curriculum development at SMK in Indonesia is carried out through coordination and consultation with stakeholders and institutions related to the business/industry sector for areas of expertise. The curriculum structure of VHS is regulated in the Regulation of the Directorate General of Primary and Secondary Education Number: 07 / D.D5 / KK / 2018 dated: June 7, 2018, concerning the Structure of the VHS Curriculum. The curriculum at VC in Malaysia was developed based on input from industry in collaboration with national TVET management institutions. The curriculum content of TVET in Malaysia based on recognized occupational/industry standards; contain 60% - 70% practical component; emphasize psychomotor skills; include industrial exposure (Level 1–2, MQF); include industrial training component (Level 3–5, MQF); and include TVET project(s), (2) Industry involvement in curriculum development at SMK is limited to developing collaborative fieldwork practices and implementing competency examinations. Industry involvement in VC Malaysia starts from curriculum preparation, curriculum implementation, certification, and apprenticeship, and (3) The competency relevance between those taught in schools and those required by industry in Indonesia is an average of 58.8%.

Kata Kunci: *curriculum, relevancy, standard, industry*