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ENHANCING VOCATIONAL STUDENTS' WORK READINESS THROUGH CURRICULUM MANAGEMENT AT SMK RADEN UMAR SAID KUDUS

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen kurikulum dalam meningkatkan kesiapan kerja siswa di SMK Raden Umar Said Kudus. Permasalahan utama yang diangkat adalah tingginya tingkat pengangguran lulusan SMK yang belum sepenuhnya siap kerja. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi manajemen kurikulum dilakukan secara menyeluruh meliputi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Sekolah secara aktif menyelaraskan kurikulum dengan kebutuhan industri melalui pendekatan berbasis proyek (*Project-Based Learning*), *Teaching Factory*, dan kemitraan dengan Dunia Usaha dan Dunia Industri (DUDI). Kurikulum disusun secara tematik, integratif, dan responsif terhadap perkembangan teknologi dan kebutuhan industri kreatif. Evaluasi dilakukan secara berkala baik oleh pihak sekolah maupun mitra industri untuk memastikan ketercapaian kompetensi siswa. Simpulan dari penelitian ini adalah bahwa manajemen kurikulum yang adaptif dan berbasis industri mampu meningkatkan kesiapan kerja siswa secara signifikan serta menjembatani kesenjangan antara dunia pendidikan dan dunia kerja.

Kata Kunci : Manajemen Kurikulum, Pendidikan Vokasi, Kesiapan Kerja

ABSTRACT

This study aims to describe the implementation of curriculum management to improve students' work readiness at SMK Raden Umar Said Kudus. The main problem addressed is the high unemployment rate among vocational school graduates who are not yet fully work-ready. This research uses a qualitative approach with data collection techniques including interviews, observation, and documentation. The results show that the implementation of curriculum management encompasses planning, organizing, implementation, and evaluation stages. The school actively aligns its curriculum with industry needs through

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Project-Based Learning, Teaching Factory models, and partnerships with the Business and Industrial World (DUDI). The curriculum is designed thematically, integratively, and responsively to technological developments and the demands of the creative industry. Regular evaluations are conducted by both the school and industrial partners to ensure the achievement of student competencies. The conclusion of this study is that adaptive and industry-based curriculum management significantly enhances students' work readiness and bridges the gap between education and employment sectors.

***Keywords**: Curriculum Management, Vocational Education, Work Readiness.*

INTRODUCTION

The number of unemployed people in Indonesia decreased in February 2024 to 7.2 million people from the previous year which almost touched 7.9 million people. However, based on the highest education completed by the labor force, the highest number of unemployed people came from high school with a percentage of 55.36% of the total number of unemployed people in Indonesia.[1]

The government has made efforts to enact Presidential Regulation (Perpres) No. 68 of 2022 concerning the Revitalization of Vocational Education and Vocational Training. Specifically, for the Ministry of Manpower (Kemnaker), Perpres No. 68 of 2022 mandates the ministry to regulate and develop the Labor Market Information System (SKKNI); establish the Indonesian National Work Competency Standards; organize and supervise vocational training; and serve as a member of the National Coordination Team for the Revitalization of Vocational Education and Vocational Training.[2]

The efforts made by the government above through several policies taken have not been maximized in overcoming the unemployment rate, especially for SMK graduates. The Open Unemployment Rate (TPT) of SMK graduates is still the highest compared to other education level graduates, at 8.62% and in second place is the TPT of SMA graduates at 6.73%. The Open Unemployment Rate (TPT) is an indicator to measure the labor force that is not absorbed by the labor market and illustrates the underutilization of the labor supply.[3] One of the factors

[1] Badan Statistik Pusat, "Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan 1986 - 2024," 2024, https://www.bps.go.id/id/statistics-table/1/OTcyIzE=/pengangguran-terbuka-menurut-pendidikan-tertinggi-yang-ditamatkan-1986---2023.html.
[2] Luthvi Febryka Nola, "Upaya Mengatasi Tingginya Pengangguran Lulusan SMK," *Isu Sepekan Bidang Kesra Komisi IX Juni IV* , 2024, https://berkas.dpr.go.id/pusaka/files/isu_sepekan/Isu Sepekan---IV-PUSLIT-Juni-2024-209.pdf.
[3] Badan Statistik Pusat, "Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan 1986 - 2024."

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affecting the high unemployment rate for SMK graduates is because SMK graduates do not fully have good work readiness. As a result, many SMK graduates have difficulty absorbing the world of work.[4]

The results of research conducted by Rahmat Ramadhan and Farah Aulia (2024) show data that the level of work readiness in vocational students is at a moderate level with a percentage of 49.2%. These results indicate that most vocational students are not too ready to enter the world of work after graduating from school [5]. Research conducted on Class XII Vocational Students in Makassar City, also resulted in low student work readiness with the average level of student work readiness scores in the low category (33%).[6]

SMK graduates are required to actualize their skills into relevant competencies according to their skills. A study of the world of work showed that some graduates believe they have the personal skills and attributes employers are looking for such as work readiness, communication skills and teamwork. However, the opposite was found that many employers said some graduates lacked the work readiness to achieve long-term success. With work readiness individuals tend to be more able to maximize affective skills, utilize emotional and social attributes and combine job-specific cognitive skills to maximize individual work abilities.[7]

Curriculum management is the main determinant of school activities in an effort to improve the quality of education.[8] A well-managed curriculum greatly determines the success and quality of an educational institution in carrying out learning activities.[9] Sensitivity to the conditions of rolling times and future opportunities is the main capital to make paradigm changes in responding to the challenges of the times so that it is not left behind by the pace of changing times.

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[4] Muhamad Sunandar, Muhammad Luthfie, dan Ali Alamsyah Kusumadinata, "Kesiapan Kerja Siswa SMK Kusuma Wardhana Dalam Menghadapi Dunia Kerja," *Jurnal Intelek Insan Cendekia* 01, no. 05 (2024): 1649, https://jicnusantara.com/index.php/jiic/article/view/721.

[5] Rahmat Ramadhan dan Farah Aulia, "Hubungan antara Efikasi Diri dengan Kesiapan Kerja pada Siswa Sekolah Menengah Kejuruan," *Arzusin* 04, no. 01 (2024): 168, https://ejournal.yasin-alsys.org/arzusin/article/view/2295/1833.

[6] Nurul Adinda Jafri, Sri Hayati, dan Sitti Syawaliyah Gismin, "Gambaran Kesiapan Kerja pada Siswa SMK Kelas XII di Kota Makassar," *Jurnal Psikologi Karakter* 04, no. 01 (2024): 306.

[7] Muhammad Eko Agung Nugroho et al., "Peta Konsep Kesiapan Kerja Siswa SMK," *KUNKUN: Journal of Multidisciplinary Research* 1, no. 1 (2024): 51, https://ejournal.mediakunkun.com/index.php/kunkun/article/view/45.

[8] Elsa Sabrina, M. Giatman, dan Ernaawati, "Development of Curriculum Management in The World of Education," *Fair Value: Jurnal Ilmiah Akuntansi dan Keuangan* 04, no. 10 (2022): 4694, https://doi.org/10.32670/fairvalue.v4i10.1741.

[9] Hilma Rofi Mahfudzhah dan Emmanuel Eyo, "Implementation of Curriculum Management at Private Madrasah Education Institutions," *Jurnal Pendidikan Nusantara.* 02, no. 01 (2023): 69, https://doi.org/10.55080/jpn.v2i1.112.

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Curriculum management has a crucial role in responding to and meeting the demands of the Business World Industry and the World of Work (IDUKA), especially in shaping the work readiness of SMK students.[10] A well-managed curriculum must be able to accommodate industry developments, integrate skills needed by the world of work, and provide applicable learning experiences for students.

Dynamic curriculum management can revitalize SMK graduates by adjusting learning materials according to the needs of the World of Business and Industry (DUDI).[11] Through the integration of industry-based curriculum, close cooperation with companies, and implementation of practice-based learning, this school is able to ensure that graduates have competencies in accordance with industry standards. As a result, the employment rate reaches 100% in the work specializations offered, reflecting the alignment between vocational education and the demands of the world of work.

Good management or management of industrial work practices can improve the competencies possessed by vocational student.[12] Good management of industrial work practices (PKL) can improve the competencies of vocational students by providing work experience that is relevant and in accordance with the needs of the Business World and the Industrial World (DUDI). Effective management includes selecting the right internship site, mentoring from experts, and continuous evaluation to ensure the development of students' skills. In addition to honing technical competencies, structured internships also shape soft skills such as discipline, communication, and teamwork, so that students are better prepared to compete in the world of work after graduation.

SMK Raden Umar Said Kudus is one of the leading vocational schools in Kudus that focuses on the creative industry, including Visual Communication Design (DKV), Animation, and Software and Game Development (PPLG). These competencies are very relevant to the demands of Industry 4.0, where digital innovation and creative technology are the main factors in the world of work. With this advantage, SMK Raden Umar Said Kudus strives to produce graduates

[10] Wawan Hermawan, Paojan Zam'an, dan Reny Jabar, "Implementasi Manajemen Kurikulum dalam Memenuhi Kebutuhan IDUKA (Industri Dunia Usaha dan Dunia Kerja)," *Journal of Education Research* , 2024, 253, https://jer.or.id/index.php/jer/article/download/769/447.

[11] Heldiana, Susi Yusrianti, dan Yuliza, "Manajemen Kurikulum Vokasional Terhadap Entrepreneur Siswa Smks Ulumuddin Lhokseumawe," *Hijri: Jurnal Manajemen Pendidikan dan Keislaman* 12, no. 02 (2023): 246, https://doi.org/10.30821/hijri.v12i2.16915.

[12] Indra Prasetia, "Management of Industrial Work Practices and Competency Development of Vocational High School Graduates," *International Journal of Social Science and Human Research* 06, no. 11 (2023): 7050, https://doi.org/10.47191/ijsshr/v6-i11-65.

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who are ready to face global competition in the creative industry and digital technology sectors.

As part of the strategy to improve students' work readiness, the school actively establishes partnerships and aligns with the World of Business and Industry (DUDI). This collaboration aims to ensure that the skills taught at the school match the needs of the industry, so that graduates have high competitiveness in the world of work. In addition, SMK Raden Umar Said Kudus implements a digital and project-based curriculum, which enables students to develop practical skills in line with the challenges of the Industry 4.0 era.

Different from previous studies that highlighted the importance of curriculum management and industrial work practices in general, this study focuses on the concrete implementation of curriculum management at SMK Raden Umar Said Kudus in improving students' work readiness. Management implementation includes planning, organizing, implementing, and evaluating or supervising. In the face of increasingly digitized industrial changes, a curriculum management strategy is needed that is not only in line with the needs of the World of Business and Industry (DUDI), but also able to accommodate technology-based skills, automation, and creative industries.

Based on the data above, the author chose to raise the research title 'Enhancing Vocational Students' Work Readiness Through Curriculum Management at SMK Raden Umar Said Kudus' as a study material.

RESEARCH METHOD

This research includes naturalistic inquiry research because it is carried out in a natural setting.[13] Researchers explore the natural conditions of the research field and there is no intervention from the researcher. The approach used in this research is a qualitative approach. Qualitative research is research that focuses on interpreting phenomena or events.[14] Researchers collect data by coming directly to SMK Raden Umar Said Kudus, and observing the situation of the phenomena found related to curriculum management intensively. The objects and phenomena found were described by the researcher in narrative-descriptive writing.

The research was conducted at SMK Raden Umar Said (RUS) Kudus, with the consideration that this school has excellence and is a role model for vocational schools in the field of creative industries. This research uses data obtained from various sources related to the implementation of curriculum management in improving student work readiness. Primary data is obtained from direct

[13] Anan Sutisna, *Penelitian Kualitatif Bidang Pendidikan* (Jakarta Timur: UNJ Press, 2020), 87.
[14] Anan Sutisna, 28.

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observation at the research location and semi-structured interviews from several parties related to the research topic. Meanwhile, secondary data is obtained from documentation including documents owned by the school. The research subjects are all residents of SMK Raden Umar Said Kudus who are involved in the curriculum managerial process. Informants in this study are the implementers of curriculum management in schools consisting of the Principal, Deputy Head of Curriculum, and Head of Expertise Competencies, as well as students as the target of curriculum management implementation. Data collection techniques are done through semi-structured interviews, observation, and documentation.

Data validity testing is carried out from the aspects of credibility test, transferability test, dependability test, and certainty test. The research analysis stage is carried out by reviewing all forms of data from the research components, such as interview results, observation results, research-related data, and documentation. There are three activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

The curriculum applied at SMK Raden Umar Said was initially no different from the curriculum applied in general vocational schools. As stated by the head of the Animation competency, Mr. Rico, in the establishment of the Animation department in 2013 at SMK Raden Umar Said there were many significant changes. That year became the starting point for this vocational school in Gebog District to become one of the leading schools, especially in the field of creative industries.

The establishment of the animation department which is now the flagship mascot of SMK Raden Umar Said is motivated by the Djarum Foundation which provides CSR (Corporate Social Responsibility) funds through educational development programs. The curriculum used after the education devotion program by Djarum Foundation is adjusted to the needs of the industry.

Currently, SMK Raden Umar Said uses the Merdeka Curriculum which in its development is adjusted to the conditions of students and industrial developments. According to information submitted by the Principal, Mr. Agam, at the end of the 2024-2025 learning year, the preparation of the National Curriculum will be planned to adjust the regulations set by the government. Curriculum adjustments are made when there are changes in government regulations and at the same time when there are changes in the industrial world. This is so that students who study at this school when they graduate have the appropriate educational standards set by the government and industry standards

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where they will later work. It can be said that students of SMK Raden Umar Said have been directed to have work readiness since the beginning of their learning at this school.

The curriculum is one component that has a vital role in the education system. In the curriculum, not only the objectives to be achieved are formulated, but also the learning experiences that students must have.[15] Curriculum management plays an important role in improving the quality of teaching and learning interactions and supporting the vision and mission of educational institutions.[16]

In the context of SMK Raden Umar Said, which has a vision "To become an international standard vocational education institution by instilling industry-standard student competencies that have superior soft skills and hard skills with Pancasila character", schools pay attention to aspects of curriculum management in order to achieve this vision. Implementation of curriculum management is a strategic process that includes planning, organizing, implementing, and evaluating to ensure effective implementation of the curriculum in educational units. In the context of vocational education, curriculum implementation is not only required to keep up with technological developments, but must also be able to adjust the needs of the Business World and the Industrial World (DUDI).[17]

Curriculum management at SMK Raden Umar Said Kudus shows a systematic and responsive form of implementation to the challenges of current job competition. The process of planning, organizing, implementing, and evaluating the curriculum as a whole is designed to bridge the gap between the world of education and industry needs. The educational curriculum is designed based on the needs of society and the times, thus encouraging global competitiveness in students.[18]

This approach is relevant to curriculum management theory which emphasizes the synergy between educational goals, community needs, and the demands of the world of work. Curriculum management must be able to adapt to technological developments, meet the needs of the labor market, and ensure that graduates have skills that are relevant to industry demands. The crucial role in

[15] Rasidi, *Manajemen Kurkulum* (Malang: Literasi Nusantara, 2023), 49.
[16] Sofiatus Sobriyah, "Konsep Fundamental Manajemen Kurikulum dalam Meningkatkan Kualitas Program Pendidikan," *Jurnal Ilmu Pendidikan* 02, no. 01 (2024): 115, https://doi.org/10.62383/hardik.v2i1.1016.
[17] Wawan Hermawan, Paojan Zam'an, dan Reny Jabar, "Implementasi Manajemen Kurikulum dalam Memenuhi Kebutuhan IDUKA (Industri Dunia Usaha dan Dunia Kerja)," 249.
[18] Yuliza, "Education Planning Curriculum Based on Technology: Impact Evaluation," *Development: Studies in Educational Management and Leadership* 01, no. 01 (2022): 68, https://doi.org/10.47766/development.v1i1.642.

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responding to and meeting the demands of the industrial world, the business world, and the world of work lies in curriculum management that is carried out in an adaptive and directed manner.[19] Industry-based curriculum that is responsive to industry changes, increases the competitiveness of graduates in the job market and prepares them for changes in the evolving world of works.[20]

Planning

SMK Raden Umar Said uses a curriculum according to government regulations. As stated by the Principal that in the 2024-2025 academic year the legal curriculum used in this vocational school is the Merdeka Curriculum, which is developed in accordance with the school's vision and mission.

The government gives autonomy to educational institutions or schools to manage the curriculum independently by prioritizing the needs and achievement of goals in the vision and mission of educational institutions or schools, which does not mean ignoring the national policies that have been formulated [21]. Before the beginning of the school year, schools must make documents and attachments related to curriculum operations that will be implemented for one year called the Education Unit Curriculum (KSP).

According to the school principal, Mr. Agam, the first thing that is done in the curriculum planning stage is the identification of competency needs in the industrial world. Unlike the previous internally-oriented approach, the school now seeks information from the industry before developing the curriculum. First, the vocational team makes a direct visit to the industry to identify the skills needed. Then, it is followed up with a meeting attended by the school and industry partners to discuss what skill sets are needed.

Curriculum planning at SMK Raden Umar Said has shown strategic innovation through curriculum development that starts from the needs of the World of Business and Industry (DUDI). Unlike the conventional top-down approach, the approach applied is bottom-up, where the school makes direct visits to the industry to identify the skill sets needed.

In the traditional approach, the formulation of curriculum policies and programs is generally dominated by central authorities through top-down mechanisms. In contrast, the modern approach emphasizes the bottom-up model

[19] Wawan Hermawan, Paojan Zam'an, dan Reny Jabar, "Implementasi Manajemen Kurikulum dalam Memenuhi Kebutuhan IDUKA (Industri Dunia Usaha dan Dunia Kerja)," 263.
[20] Ardhana Januar Mahardhani et al., "A New Approach to Curriculum Development: The Relevance of the Higher Education Curriculum to Industry Needs," *International Journal of Educational Research Excellence (IJERE)* 02, no. 02 (2023): 502, https://doi.org/10.55299/ijere.v2i2.620.
[21] Rusman, *Manajemen Kurikulum* (Jakarta: Rajawali Pers, 2012), 3.

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by involving the active participation of teachers, students, and staked holders in the curriculum decision-making process. In the context of this research.[22] DUDI is included in the category of stakeholders in the world of education, especially in vocational education.

This shows that curriculum planning is no longer merely administrative, but transformative. Close collaboration with industry, starting from curriculum preparation, teacher and student internship programs, to industry standard-based assessments, illustrates a new paradigm in vocational education that emphasizes the suitability of learning to the needs of the world of work.

Based on the discussion at the meeting with industry partners, vocational teachers at SMK RUS developed a vocational learning concept based on industry input in the form of a matrix. This matrix brings together various concepts from several subject matters into one particular theme or topic, resulting in integration between aspects of knowledge, skills and values. This allows students to be actively involved in discovering scientific concepts and principles as a whole. There is a close connection between the material taught by general subject teachers and vocational teachers, so that the learning contents become interconnected and reinforce each other.

When planning the curriculum, it is important to consider students' experiences when participating in classroom learning and students' experiences in daily life. Learning becomes more meaningful and touching when it is relevant and connected to students' daily life experiences.[23] This is done by SMK Raden Umar Said which uses a thematic approach in planning the curriculum.

The preparation of learning documents such as ATP and teaching modules is done by vocational teachers, then aligned with general subjects through a thematic approach. This shows that planning is designed to bridge employment needs and learning outcomes. With relevant planning, students gain an early understanding of the industry's work structure and the skills required, thus improving their readiness to enter the world of work.

In addition, planning also includes strengthening hard skills through vocational learning, Teaching Factory (TEFA), and field work practice (PKL). To strengthen soft skills, the school designs school culture habituation programs such as 7S (Smile, Greeting, Greeting, Polite, Polite, Spirit, and Patience), customer service habituation, and religious activities such as *tadarus* and *dhuha* prayers.

Planning also pays attention to updating facilities and infrastructure. Input from industry regarding hardware and software used in the world of work

[22] Muh. Ibnu Sholeh et al., *Manajemen Kurikulum* (Padang: Gita Lentera, 2024), 8.
[23] Dinn Wahyudin, *Manajemen Kurikulum* (Bandung: Remaja Rosdakarya, 2014), 83.

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becomes a reference for the procurement of practical equipment. This reinforces the principle that industry is the main focus in the preparation and implementation of the curriculum at SMK Raden Umar Said.

By providing modern and industry-appropriate facilities, management plays a role in ensuring students have a practical and comprehensive learning experience. Proper maintenance and continuous improvement of laboratories, practice rooms and information technology contribute to a conducive and adaptive learning environment. These efforts directly support the development of students' skills to be ready to compete in the world of work.[24]

Curriculum planning should be based on a clear concept of what makes life better, the characteristics of present and future society, and basic human needs. Curriculum planning should be done within a comprehensive framework that considers and coordinates the essential elements of effective teaching and learning. Curriculum planning should be both reactive and proactive. Education should meet the needs of students and help them live a good life.[25]

Organizing

SMK Raden Umar Said organizes the curriculum by differentiating each department or expertise program. Between the DKV, Animation, and PPLG skill programs have different curriculum structures, especially in the vocational subject groups.

In organizing the curriculum, SMK Raden Umar Said adapts to each skill program. The curriculum structure in each skill program has special subjects, namely the basics of expertise and concentration of expertise. The organization of several curriculum components is arranged and arranged adaptively according to the conditions of schools that have practicum schedules and special programs such as PKL.

The adaptive curriculum makes adjustments by changing or adjusting certain parts of the curriculum, including components such as teaching and learning activities, so as to enable students to follow learning designed based on relevant needs and conditions.[26] The adaptive curriculum model in vocational

[24] Dikson Silitonga, "Manajemen Sarana Dan Prasarana Pendidikan Di Sekolah Menengah Kejuruan (SMK) Negeri 3 Jakarta Pusat," *Jurnal Lentera Bisnis* 13, no. 03 (2024): 1976, https://plj.ac.id/ojs/index.php/jrlab/article/download/1250/857/5016.

[25] Syafruddin Nurdin, Muhammad Kosim, dan Tabrani, "Perencanaan Kurikulum Dan Pembelajaran," *Journal on Education* 06, no. 01 (2023): 5557, https://jurnal.uinsu.ac.id/index.php/attazakki/article/download/13546/5966.

[26] Shokhif Mas'ud Wahyudi, "Manajemen Kurikulum Adaptif Dalam Meningkatkan Efektifitas Pembelajaran," *MAGERE: Indonesia Journal of Education Management* 03, no. 01 (2021): 112, https://doi.org/10.52627/ijeam.v3i1.125.

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education improves the quality of learning and prepares graduates for global competition and entrepreneurship, thereby reducing unemployment.[27]

Learning activities use the Project-Based Learning (PjBL) model for vocational subjects. While general subjects and local content still use the hour pattern per week, with each lesson hour is 45 minutes. The student learning load for one week is 48 hours of lessons with a division of 9 hours on Monday to Thursday, and 6 hours on Friday and Saturday. P5 is held every Saturday, in the form of a daily block each week.

The implementation of a block system in vocational learning is an effective strategy so that students can focus on vocational projects without being disturbed by changes in linear lesson hours. The placement of general teachers specifically in one department also strengthens the integration of general and vocational materials thematically. This indicates an effort to remove barriers between subjects and strengthen the integrated curriculum approach. The integrated curriculum design reflects a clear division of roles among relevant parties in designing and implementing the curriculum, so that core vocational subjects can be systematically synergized to support deep learning and provide space for students to actively contribute in the classroom and in the community.[28]

Students work on projects accompanied by facilitators who have been determined by the school. The learning space pattern uses classrooms for general subjects and local content, and practical learning is carried out in the Practice Room or Laboratory provided by each department. The division of schedules is arranged with a block system made by Waka. Curriculum. The use of the Practical Room or Laboratory is also made a separate schedule following the block system schedule that has been made by each Head of the Expertise Concentration. Organizing the curriculum with this block system schedule allows students to focus on completing projects without being distracted by daily subject changes. Normative or general teacher scheduling is also arranged so as not to cross majors. Each general subject teacher is focused on teaching in one particular department, resulting in better integration and customization of materials.

For Teaching Factory (TEFA) learning is collaborated with PjBL according to the block schedule for vocational subjects. In TEFA, in addition to teachers from the school who act as facilitators, students are also accompanied by

[27] M. Syaom Barliana et al., "Vocational Education: The New Development and Change in the Adaptive Curriculum of Learning Model," *Innovation of Vocational Technology Education* 16, no. 02 (2020): 169, https://doi.org/10.17509/invotec.v16i2.28479.

[28] Karla A. Boluk, "Integrated Curriculum Design: An Empowering and Engaging Pedagogical Approach Preparing 21st Graduates," *SCHOLE: A Journal of Leisure Studies and Recreation Education* 38, no. 02 (2022): 225, https://doi.org/10.1080/1937156X.2022.2099326.

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industrial practitioners as permanent mentors who already have at least 10 years of experience in their respective fields of expertise.

The school organizes cooperation with industries in the form of MoUs, because vocational schools cannot run alone without involving DUDI, in the context of SMK RUS, namely the creative industry. Cooperation with industry helps vocational schools update educational programs to keep up with technological developments and develop common goods with industry. Cooperation between schools and the industrial world is crucial given the rapid development of technology in the industrial sector. Without this cooperation, schools are at risk of being left behind, because it is not possible for schools to independently provide all equipment in accordance with industry needs in learning activities.[29]

Actuating

The learning model used at SMK RUS carries a collaborative thematic approach between vocational and general subjects, which is implemented through the Project Based Learning method. The learning that is developed is characterized by being product-based and implemented with industry. The implementation of the curriculum using the Project-Based Learning (PBL) model is also collaborated with Teaching Factory (TEFA) learning. The implementation of this model aims to improve students' work readiness through project-based learning that is relevant to industry needs.

This process begins in grade X, where students are introduced to the entire vocational division. In grade XI, students have joined their chosen division including pre-production, production and post-production divisions. During grade XI and XII students focus and pursue their respective divisions.

Apart from being involved in TEFA learning, the industry has involvement in other educational processes. SMK Raden Umar Said Kudus cooperates with local and overseas industries. The cooperation is not only in the distribution of PKL, but also in the form of curriculum synchronization, mentoring from the industry, and employment.

The implementation of the Teaching Factory-based curriculum and Project-Based Learning shows the school's commitment in presenting a workplace-oriented educational process. Collaboration between DKV, Animation, and PPLG skill programs in one production cycle shows integrated, contextual, and cross-disciplinary learning. The concept of Workplace Oriented Learning

[29] Much Rojaki, Happy Fitria, dan Alfroki Martha, "Manajemen Kerja Sama Sekolah Menengah Kejuruan dengan Dunia Usaha dan Dunia Industri," *Jurnal Pendidikan Tambusai* 05, no. 03 (2021): 6341.

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(WOL) which emphasizes the integration of theoretical learning with practical experience in the workplace is needed to support work readiness.[30]

Project-based learning and integrated inquiry in simulated environments improve students' readiness and transition to the industrial world [31]. PjBL is an effective learning method in preparing students for the 21st century work environment, improving teamwork, project management, communication skills, interpersonal skills, and problem solving.[32]

Teaching Factory (TEFA) is designed as a solution to overcome the gap between theory and real practice in the industrial world. Through direct integration of the production process into the school curriculum, TEFA provides an authentic learning experience for students while equipping them with skills that are appropriate and needed by the industry.[33]

Learning does not stop at technical aspects, but also trains students through internal recruitment simulations, division of divisions as in the industry, as well as group project-based final assignments. These activities equip students with real work experience and create a learning environment that resembles the industrial world, thus significantly improving students' work readiness.

The product-based learning policy and external client involvement create authentic learning that is both marketable and evaluative. This model is in line with the principles of experiential learning and the 21st-century skills approach.

Experiential learning activities in business education include simulations, role plays, and real case studies, which aim to develop 21st century competencies, such as communication, collaboration, problem solving, and critical thinking.[34]

[30] Leli Halimah et al., "Curriculum Development Based on Workplace-Oriented Learning to Improve The Competence of Prospective Early Childhood Education Teachers," *Vidya Karya* 39, no. 01 (2024): 89, http://dx.doi.org/10.20527/jvk.v39i1.19190.
[31] Tom A. Eppes et al., "Engineering Curriculum in Support of Industry 4.0," *International Journal of Online and Biomedical Engineering (iJOE)* 17, no. 01 (2021): 14, https://doi.org/10.3991/ijoe.v17i01.17937.
[32] Sanam, Sulaeman Deni Ramdani, dan Triyo Susanto, "Preparing Students Of SMKN 7 Kota Serang For 21st Century Work Environment Through PJBL," *Jurnal PTK dan Pendidikan* 09, no. 02 (2023): 150–51, https://doi.org/10.18592/ptk.v9i2.11554.
[33] Beni Harbes et al., "Implementasi Model Pembelajaran Teaching Factory(TEFA) di SMK Negeri 1 Batipuh," *Paramacitra: Jurnal Pengabdian Masyarakat* 02, no. 01 (2024): 15, https://journal.ininnawaparaedu.com/paramacitra/article/view/132/107.
[34] Bibiana Irukaku Noeleen Obi, Titus Iloduba Eze &, dan Nkiruka Felicia Chibuzo, "Experiential Learning Activities In Business Education For Developing 21st Century Competencies," *Journal of Education for Business*, 2021, 39, https://doi.org/10.1080/08832323.2021.1884521.

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Experiential learning in vocational education can effectively improve students' critical thinking skills and engage them in active learning activities.[35]

Furthermore, the involvement of industry mentors with long professional experience in their fields in the implementation of TEFA emphasizes that this school does not only partner symbolically, but makes industry part of the learning ecosystem. This demonstrates a form of authentic partnership that is essential for building real work readiness.

TEFA activities improve critical thinking and problem-solving skills, foster creativity, innovation, and entrepreneurship in students.[36] TEFA model learning improves students' work readiness and entrepreneurial potential by integrating the school curriculum with industry and the world of work.[37]

The implementation of PKL begins with a job search simulation by students. Schools ask industry partners (DUDI) to provide information on PKL vacancies along with the requirements and descriptions of the divisions needed. This information is then summarized by BKK to be given to students as a form of PKL vacancy information. Then, students make an application letter and submit it to the DUDI. The DUDI is given the freedom from the school to conduct competency tests or interviews in accordance with the flow of employee recruitment selection. This is intended to provide a real picture to students in job recruitment.

Hard skill development can be done through field work practice (PKL) activities organized by schools in collaboration with the industrial world or the world of work. Through PKL, students are trained to face real situations in the work environment, so that they can understand the real demands and work culture. This activity is also a means for students to develop, strengthen, and test their potential, and can be used as a reference in determining career choices after graduating from school.[38]

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[35] Stephanus Fajar Pamungkas, Indah Widiastuti, dan Suharno, "21st Century Learning: Experiential Learning to Enhance Critical Thinking in Vocational Education," *Universal Journal of Educational Research* 08, no. 04 (2020): 1355, https://doi.org/10.13189/ujer.2020.080427.

[36] Susilowati et al., " Quick Analysis of The Applied Teaching Factory in The Indeendent Learning Curriculum Towards the Readliness of Enterpreneurship," *Jurnal Penelitian Pendidikan IPA* 10, no. 11 (2024): 9091, https://doi.org/10.29303/jppipa.v10i11.9256.

[37] Sugianto dan Casmudi, "Teaching Factory Dalam Menghasilkan Lulusan Siap Bekerja Dan Berwirausaha," *Jurnal Pendidikan Ekonomi (JURKAMI)* 07, no. 01 (2022): 174, https://doi.org/10.31932/jpe.v7i1.1573.

[38] Abdi Sakti Walenta et al., "Analisis Soft Skill Dan Hard Skill Siswa Dalam Mendukung Kebutuhan Industri 4.0 Di SMKN 2 Yogyakarta," *Journal on Education* 06, no. 01 (2023): 3490, https://jonedu.org/index.php/joe/article/download/3418/2866/.

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Cooperation between schools and industry in preparing students for the world of work is a form of innovation in technology and vocational education in Indonesia, which requires the active role of both parties in formulating directions, encouraging implementation, and driving the development of technology and vocational education.[39]

Evaluation and Monitoring

The operational curriculum at SMK Raden Umar Said Kudus is evaluated periodically every four years. This evaluation includes a review of the school's vision, mission and goals, as well as its skill programs. It is important to regularly monitor and evaluate curriculum implementation in schools, plan, and systematically collect and process information to make decisions regarding learning objectives and implementation.[40]

As part of the implementation of curriculum management for student work readiness, evaluation of teacher performance as curriculum implementers is carried out thoroughly by the principal through supervision activities. This supervision covers two main aspects, namely academic supervision and clinical supervision, which are routinely scheduled every mid-semester.

Evaluations conducted by school principals through academic and clinical supervision show that supervision is not merely administrative, but also aims to improve the quality of the learning process in a sustainable manner. Effective academic supervision by school principals significantly improves teaching quality and student learning outcomes.[41] Then, clinical supervision in schools effectively improves teachers' skills, enabling them to manage learning and align it with learning objectives.[42]

In addition to internal supervision conducted by school principals, evaluation of teachers' vocational aspects also involves the world of work as industry partners. The world of work provides assistance in the form of periodic evaluations, with a focus on increasing teachers' understanding of industry

[39] Fadya Safitri Rahman et al., "Kolaborasi Sekolah dan Industri: Menyiapkan Siswa Untuk Dunia Kerja," *Jurnal Bintang Pendidikan Indonesia* 02, no. 03 (2024): 160, https://doi.org/10.55606/jubpi.v2i3.3076.

[40] Marlina dan Ratna Mardiana, "Implementation Of Curriculum Monitoring and Evaluation in Schools," *Indonesian Journal Education (IJE)* 02, no. 02 (2023): 46, https://doi.org/10.56495/ije.v2i2.529.

[41] Eka Julianda et al., "Academic Supervision by School Principals: Enhancing Junior High School Teachers' Professional Competence," *Journal of Educational Management and Learning* 02, no. 01 (2024): 5, https://doi.org/10.60084/jeml.v2i1.170.

[42] Darmawati, "Supervision of School Principal Clinicals In Junior High School," *JPGI (Jurnal Penelitian Guru Indonesia)* 06, no. 02 (2021): 398, https://doi.org/10.29210/021062JPGI0005.

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dynamics, operational standards in the world of work, and how these standards can be integrated in classroom learning.

Evaluation of learning programs is also carried out both in schools and in the world of work partners. The purpose of evaluating learning programs that take place at school is to obtain data and information about the effectiveness of learning implementation.

Furthermore, the evaluation of learning programs that take place in the world of work partners aims to obtain data and information about the implementation of learning by teachers and students in the context of internships or field work practices (PKL). This evaluation is also a means to assess the extent of involvement of the world of work in supporting the learning process that is relevant to industry needs.

Evaluation of the vocational aspects of teachers and students involving the world of work as industrial partners, if discrepancies are found, follow-up is carried out as an effort to improve the quality of vocational education. This shows that evaluation not only measures educational outputs, but also ensures the relevance and quality of learning products to workplace standards. Stake-holders from industry are involved in the development of capability frameworks to reflect industry expectations for graduates and standardize assessment criteria for work-integrated learning.[43]

Collaborative agreements between schools and companies, regular dialogue, joint planning and follow-up of student placements in companies, and exchange of experiences and competencies can contribute to vocational relevance and student motivation and learning outcomes.[44] Collaboration between schools and industry in developing and evaluating student competencies indicates synchronization of technical standards between education and the world of work.

CONCLUSION

The implementation of curriculum management at SMK Raden Umar Said Kudus reflects a strategic and responsive approach to vocational education aligned with the demands of the workforce in the era of Industry 4.0. Managerial practices involving industry-based curriculum planning, thematic and integrative curriculum organization, project-based learning (PjBL) and Teaching Factory

[43] Denise Jackson et al., "Using an Industry-Aligned Capabilities Framework To Effectively Assess Student Performance In Non-Accredited Work-Integrated Learning Contexts," *Teaching in Higher Education* 28, no. 04 (2020): 16.
[44] Hilde Hiim, "How Can Collaboration between Schools and Workplaces Contribute to Relevant Vocational Education?," *Vocations and Learning* 16 (2022): 1, https://doi.org/10.1007/s12186-022-09300-z.

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implementation, and industry-partnered evaluation processes demonstrate that curriculum can serve as a strategic instrument to bridge the gap between education and employment. The findings confirm that students' work readiness is not solely a result of mastering hard skills, but rather the product of a synergy between adaptive curriculum management and authentic industry collaboration. Thus, the research objective to explore how curriculum management contributes to improving students' work readiness has been addressed through structured and collaborative managerial practices.

Scientific development in educational management, particularly vocational curriculum management, should continue to focus on integrating the dynamics of industry with transformative pedagogical approaches. Future research may explore the effectiveness of similar curriculum management models across various skill areas or industries, and conduct longitudinal evaluations of the long-term impact of industry-based curricula on alumni career success. Furthermore, a new conceptual framework is needed one that incorporates agile management principles into vocational curriculum design to better respond to rapid technological change and the evolving global labor market.

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