
LINKED AND MATCH: INTERMEDIARY COURSE LEARNING AND INDUSTRY NEEDS**Oleh****Ahmad Kurniawan¹⁾, Elly Malihah²⁾, Rini Andari³⁾****^{1,2,3}Program Studi Magister Pariwisata, Sekolah Pascasarjana, Universitas Pendidikan Indonesia****Jln. Dr. Setiabudi No. 229, Bandung****E-mail: ¹ahmadkurniawan015@upi.edu, ²ellymalihah@upi.edu, ³riniandari@upi.edu****Abstract**

The problem of output in learning courses is often a barrier for students to get good jobs, as if it is not in accordance with the knowledge they have received from their teaching staff for the needs of the industry where they work. It is also included in the study of tourism science which in the end after students receive their education, of course they will become practitioners in it. Due to the lack of understanding in applying existing knowledge, it has an impact on decreasing the quality of performance. Of course, this is found from the data which shows that some of the tourism sub-sciences studied, such as in the dish supervision course, lack correlation with the needs of the restaurant and hospitality industry. The reason is because the teacher who provides the knowledge does not have the skills and abilities to teach according to the conditions in the field. Seeing from these problems, it is necessary to have a teaching and learning model that can be said to be linked and match in the world of tourism universities. Through a descriptive qualitative research method with an SLR (systematic literature review) approach in order to be able to elaborate on the problem in accordance with the purpose of this research, namely to find the phenomenon of linked and match meeting points between course learning and industrial needs.

Keywords: Linked and Match; Teaching and Learning Models; Industry; SLR.**PENDAHULUAN**

The problem of the gap between subject learning and industrial needs is often a problem that always arises in the world of education until now. Moreover, this problem does not yet have a meeting point that can be solved. The gap related to the teaching and learning process towards what is desired with the industry has not been fully met. This discrepancy reflects that the curriculum achievements that have been made are less linear with the ability of an educator to provide knowledge to their students. In fact, many educators or lecturers do not have the skills and expertise in the field of learning that they convey. Because they do not have work experience that is in accordance with the knowledge of industrial developments. In the current development of the industrial world, including the advancement of the

tourism industry in the field of food and beverage restaurants. Creating an increasing need for food and beverages that continue to experience additions and creations of changes in form. This also triggers the need for human resources who can manage a food and beverage restaurant, both at the level of starred and non-starred restaurants. This significant change requires special skills for educators who teach in tertiary institutions at the vocational level, especially in food and beverage learning in restaurants so that they can be taught to students in accordance with the required depth of learning.

Previous research also stated that services in the hotel and restaurant industry must of course have experience of learning and working in the field of providing food and beverages in a professional manner, so that

experts are needed according to their educational background (Soekresno, 2020). Philopirul (2017) also stated that to fulfill knowledge and learning that can be transferred to students, it must be balanced with the knowledge needs in the industry. In Azhar's research (2019), explaining the learning process in courses for industrial needs must also pay attention to the ability of each student to digest a knowledge, so that teaching staff need to be extra creative in seeing the psychological development of their students in understanding a given lesson. Therefore, a lecturer or educator who teaches knowledge in a course needs to fulfill several elements of effective teaching including being able to explain the material widely by linking the goals or outputs in the course, being able to carry out the curriculum achievements that have been made by the college. high by linking updated knowledge of needs in the industry.

In achieving a good learning, including in the subject of supervision of dishes, many studies are related to restaurant operations, company finances, star restaurant services, table set ups, and so on. Of course all of this can be taught by a teacher and can be applied directly by students. However, there is still a lack of teaching staff who meet the aspects of educational qualifications according to regulations, but have previous experience working in the field of star-rated restaurants, they still do not qualify as a reliable lecturer. Therefore, in order to fulfill the learning aspects that can be accepted by students in order to avoid further mismatches, of course it is necessary to slightly change the learning and teaching models and patterns that are in accordance with industry needs, so that the link and match terminology can be implemented optimally.

Due to the absence of empirical studies or previous research that discusses similar to this research. Making this research interesting in itself with previous research. This is because previous studies have discussed a lot related to

educational expertise in vocational high schools and discussed link and match rules in the vocational world. However, there is no research that discusses linked and match as an intermediary for learning and teaching courses and industrial needs. By focusing on case studies on the subject of supervision of dishes to the needs of the restaurant industry. The objectives of the research include 1) to find out the problems that occur linked and match in the cuisine supervision course to industrial needs, 2) to find alternative solutions related to the phenomenon of learning and teaching in the cuisine supervision course, 3) to review the lessons learned. given to students for their understanding in the dish supervision courses used in the restaurant industry.

LITERATURE REVIEW

Linked and Match Concept

Linked and match is the first policy initiated by the Ministry of National Education which was introduced by Prof. Dr. Ing. Wardiman Djoyonegoro in 1989-1998. At that time he served as Minister of Education and Culture. Link and match is a form of providing education through a teaching and learning process that is oriented to the needs of the world of work that involves students or vocational students to put into practice the knowledge gained at the time of education that has been studied in courses with relevance to the world of work. This is in order to equip skills and increase learning experiences, so that when they graduate from school or college they are ready to enter the job market. The target of the link and match program was also explained by Soesilowati (2019) that at the secondary school or vocational education level, it is a study that must be directed directly at work needs, both in industry and building new businesses. Of course, this must be supported by an alignment between the learning that will be obtained and the portion of knowledge in the workforce.

Link and Match Principle

According to Tilaar in Listiana's research (2012), the steps that can be taken to implement the link and match principle are as follows:

1. Development of Educational Curriculum

The educational curriculum must be prepared taking into account the progress of science and technology that is developing in the community, meaning that educational institutions are required to get closer to the industrial world in order to develop a curriculum that is tailored to the needs of the community.

2. Improvement of Facilities and Infrastructure

Adequate facilities and infrastructure are needed to support the implementation of research in the industrial sector and other practices, so that efforts to increase the relevance of educational programs to the needs of the community can be realized so that implementing link and match policies will be easier.

3. Improving the Quality of Teaching Staff

Teaching staff must be able to compete with the workforce in the world of work. In addition, there is a need for flexibility of teaching staff who can be assigned to work in the industrial sector at any time and on the other hand, industrial workers are given the opportunity to serve in the world of education for a certain period of time.

4. Improvement of Education Program

The intended program is a program that addresses the needs of the community with the aim of creating relevance between educational programs and community needs. With the relevance of the education program, it is hoped that the link and match policy can be implemented properly.

Link and Match Scheme

To create quality learning and teaching, it is necessary to implement a link and match between the knowledge gained from courses at universities and industry. In this case, the suitability of learning in the cuisine supervision

course with the restaurant industry. This is of course carried out gradually and continuously in the form of research or research collaborations as well as student internships in the hotel or restaurant industry. There are several interrelated parties to realize this link and match program, including universities, industry, and the government.

Form of Link and Match Program

The effectiveness of cooperation in fulfilling the link and match concept according to Yulianto and Sutrisno (2014) can be carried out in terms of industrial work practices, competency tests, on the job training of educators in industry, practical equipment assistance and scholarships from industry, production units, and distribution and graduate placement. Then Ixtiarto and Sutrisno (2016) concluded that the implementation of partnerships between universities and industry can be carried out through an MoU (memorandum of understanding), with the limits of cooperation that include curriculum synchronization, industrial visits, guest teachers, internships, teacher OJT, certification of appropriate educators. in the subjects taught to work placements for alumni.

Industrial Functions for Course Learning

According to Pardjono (2011) summarizes several functions of the industry that have been functioning for its relation to the learning process of courses and their implementation to industry, including:

1. As a Student Practice Place

Industry can be used as a place for students to practice directly in the equipment and machines used by industry, so that students can be depicted directly by seeing the actual conditions in the field. Guided by a restaurant manager, he provides direct material to students learning courses with industrial needs.

2. As a Place for Internships

Apprentice in some terms is often known as apprentice. Lee (2016) states that: "A job, in a skilled occupation, that requires substantial and sustained training, leading to the

achievement of an apprenticeship standard and the development of transferable skills to progress careers". The apprenticeship system (apprentice) is a system that is quite effective in educating and preparing students to deepen and master skills that are more complicated than higher education taught during the course learning.

3. As a Place to Learn Industrial Management and Insights into the World of Work

So far, universities have used industry as a place to learn about production management and organization. In addition to making direct observations to the workplace, students can also learn about management and industrial organization, so that they have insight and knowledge about the business world. In addition, it can also broaden students' insight into the world of entrepreneurship.

Educational Objectives in the Food Supervision Course.

To produce graduates who have competence in supervising businesses in the food and beverage serving section.

Study Material

Food and beverage service operation, operation and production, health and nutrition, psychology of service, cross-culture, product and commodities, service communication, entrepreneurship, technology, art.

Competence

1. Develop a noble personality and the spirit of nationalism.
2. Apply the values of attitude and professional ethics.
3. Knowledge and ability in the field of hospitality such as: food and beverage preparation, hotel management and professional English in its development and application.
4. The attitude and behavior of a professional tourism person; Have a high work ethic and discipline.
5. Insight and sharpness of vision on the development of science and technology, especially in the field of hotels and

restaurants; such as information technology and computerization that support various activities in the hotel and restaurant industry.

6. Ability to think critically and do problem solving.
7. Ability to communicate and adapt.
8. Sensitivity to economic, business and social aspects.
9. Development of character, spirituality and leadership.

Course Achievement

Achievements in the dish supervision course are expected to have adequate knowledge about culinary, food and beverage presentation, hotel front office operations and hotel housekeeping and the like. These graduates are expected to be able to play a role in product development through various innovative thoughts and attractive packaging so that they can improve the operational performance of hotels, restaurants and the like. Specifically, the outcomes of this course include:

1. As a business operational manager in the food and beverage sector (restaurants, bars, catering, hotels) especially in the service sector (service standards, service methods, service flow, and service systems).
2. As an operational manager of beverage production (selection of raw materials, selection of recipes, selection of methods, selection of tools and technology, calculation of costs, and services).
3. Product analyst, stylist, and mixologist in the beverage sector.
4. Entrepreneurs in the food and beverage sector.

Scope of the Food Supervision Course

1. Restaurant cost control
2. Restaurant operations
3. Bartender management
4. Menu design
5. Restaurant business
6. Table manners
7. Restaurant financial arrangements

RESEARCH METHODS

This study uses a descriptive qualitative research method, with a case study and SLR (systematic literature review) approach. A case study is a descriptive analytical research in which the research focuses on a particular case that is carefully observed. This analysis was carried out on the factors studied. In this study, the case studied was related to linked and match in the teaching of cuisine supervision courses to the needs of the hotel and restaurant industry. SLR is used to fulfill the literature obtained from various reading sources, both from journals, popular articles, the latest magazines and so on. This approach is used in order to expand the elaboration in this research. To be able to find out the case study, the researcher also used an in-depth interview approach to alumni directly from students who studied the culinary supervision course and had worked in various star hotels, so that they could answer the purpose of this research.

RESULTS AND DISCUSSION

Based on the results of the study, the implementation of the link and match program was achieved through the teaching and learning process in the course supervision of cuisine without a relationship with industry. Learning has been attempted to refer to 70% practice, 30% theory, but it is still not optimal. This is marked by several problems that arise. However, students admit that they have not received much benefit. Armed with a lot of knowledge about cooking to enter the world of work. In addition to pursuing learning in courses, it is also necessary to strive for learning that involves industry, including:

1. Curriculum Synchronization

The process of synchronizing the curriculum with existing needs in the industry requires a lot of involvement from the hotel and restaurant industry to discuss the program to be implemented. However, so far it has not been optimal. This is because the teaching staff is still less competent in its implementation in

accordance with the demands of the industry and Ministerial Regulation no. 61 year 2014.

2. PKL (Field Work Practice)

PKL is a collaborative program that involves industry by providing students with experience to practice directly in DU/DI for a certain period. So far, the street vendors that have been carried out have been in accordance with the directions in implementing the curriculum in the courses. But in reality, it is still not optimal. This is marked by various obstacles that arise during implementation. However, street vendors are considered to have provided various valuable experiences and of course benefits for students.

3. Industrial Visit

Industrial visits are an agenda that needs to be carried out with the aim that students can be brought to the industry in accordance with the learning of subjects given by educators. Based on the research results, students consider industrial visits to be less effective and not optimal. This is because, the experience and benefits obtained are not in line with expectations.

4. Expertise Competency Test

The skill competency test is the integration and actuality of the mastery of the competency of the subjects that have been mastered through practical exams organized by the Professional Certification Institute with reference to the competency standards that exist in the restaurant industry. Through this test, students claim to have gained different experiences and very valuable benefits.

The results of in-depth interviews that have been carried out have shown that there are many discrepancies between the courses in the supervision of dishes and the needs in the field at the hotel restaurant. As in the course, it is always forced to continue to apply the principle of table manner when working. However, in reality, when you have become a staff in a hotel restaurant, table manners are not always used at work. On the contrary, guests need to use the table manner. Then learning related to

restaurant financial management is not taught in managing a detailed and good cost structure, so it is necessary to re-learn from the beginning from a supervisor. Then when learning courses, professionalism should always be taught in response to all jobs in the restaurant world or industry that is engaged in the hospitality sector.

The reason is because the teaching staff who teach do not understand more in the real world of restaurants. A teacher should at least have worked in the restaurant industry for at least two years, so that the knowledge provided can be in accordance with the needs that the industry applies. The problem is that they only use hospitality theories which are not used at all in practice. Coupled with the learning of menu design, it must be taught related to creating good and attractive menu designs, this is actually learning related to menus that are usually used in restaurants. Based on the data obtained previously, it is necessary to have a learning pattern in the courses given by teaching staff who have at least one year of experience in the restaurant industry and have a certification of food preparation competence, so that mismatches in the learning process do not recur. Then the achievements of the course curriculum are made in accordance with the condition of the student's ability to go directly to the industrial world.

CONCLUSION

The link and match program has been launched since 1989, however, based on statistical data showing the high unemployment rate, high unfilled job vacancies, and low quality of workers, as well as the results of the analysis of the National National Education data analysis, it shows that there is a mismatch in education and needs. labor market expertise is still high, especially for highly educated workers. The mismatch between education and work results in lower income levels, lower job satisfaction, and high worker turnover rates, which in turn affect worker productivity

(Holzer, 2013). As is the case in the dish supervision course where the content in learning is less profitable for the alumni of the students.

Evidenced by the lack of knowledge related to restaurant management, restaurant finances and poor operational planning. However, currently equipped with various kinds of qualified facilities for student practicums in real restaurants, so, a solution that can be applied properly must of course bring in educators or lecturers who have experience working in the hospitality industry, especially in the restaurant sector. So the learning that is taught is in accordance with the needs of the restaurant industry used. Knowledge that can be applied can also be applied in fulfilling good restaurant entrepreneurs. In addition, there must be a field study that goes directly to learning in a real hotel restaurant. By being taught by staff, supervisors, restaurant managers who work in the hospitality industry.

This research needs to be studied extensively with various kinds of scholarship and critiqued courses, so that the limitations of researchers in elaborating this research need to be further developed. Suggestions for further researchers to be able to criticize various courses in universities related to the portion of student admissions in classes that take part in learning courses with the need for a portion in the industry.

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