

**STRATEGY FOR DESIGNING CURRICULUM FOR ELEMENTARY,
SECONDARY, VOCATIONAL AND HIGHER EDUCATION UNITS THAT ARE IN
HARMONY WITH THE WORLD OF WORK, THE WORLD OF BUSINESS AND
THE WORLD OF INDUSTRY (DUDI)**

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ABSTRACT

Curriculum is a core component in the education system that determines the direction and quality of student learning outcomes. In the era of the industrial revolution 4.0 and society 5.0, the relevance of the curriculum to the world of work, business, and industry (DUDI) is becoming increasingly important. This study aims to design a curriculum strategy for basic, secondary, vocational, and higher education units that are adaptive and responsive to the needs of DUDI. The research approach uses a descriptive qualitative method through literature studies, interviews, and document analysis. The results of the study indicate the need for integration between hard skills and soft skills, strengthening links and matches with DUDI, and adjusting the curriculum structure based on learning outcomes and future competencies. Recommendations are presented in the form of a curriculum design model based on DUDI with a collaborative and participatory approach between the world of education and industry.

Keywords: Curriculum, Basic, Secondary, Vocational Education, Higher Education, DUDI, Curriculum Design

I. Introduction

Global transformation and digitalization have changed the landscape of the world of work, demanding that graduates of education are not only academically competent but also professionally and socially competent. This challenge requires educational units from elementary to higher education to design a curriculum that is relevant and contextual to the needs of the world of work, business, and industry (DUDI).

Basic education forms the foundation of literacy, numeracy, and character; secondary education strengthens knowledge and applied skills; vocational education emphasizes technical expertise; while higher education plays a role in developing innovation,

research, and professional leadership. However, the mismatch between graduates and DUDI needs is still a significant problem in Indonesia (Kemendikbudristek, 2022).

The purpose of this study is to formulate a strategic approach in designing an educational unit curriculum that is adaptive to DUDI needs, both at the elementary, secondary, vocational, and higher levels.

Theoretical Review

According to Wiggins & McTighe (2011), the curriculum must be designed based on the expected learning outcomes (learning achievements). KBK emphasizes critical thinking skills,

collaboration, creativity, and communication.

Piaget and Vygotsky emphasize that learning is an active process of building knowledge. The curriculum must allow students to construct understanding through contextual direct experience.

According to Holland (1997), the relevance between the curriculum and DUDI can be achieved through a functional curriculum approach that develops skills according to the work sector and through collaboration between schools and industry.

Collaboration between government, higher education, and industry in curriculum design results in innovation in the education system that is relevant to the knowledge-based economy.

The curriculum must be adaptive and dynamic to changes in technology and global trends, including the integration of digital literacy, entrepreneurship, and sustainability.

II. Research Method

This type of research is descriptive qualitative. Data sources were obtained through:

- 1. Literature study:** review of national curriculum documents, education regulations, and DUDI policies.
- 2. Interviews:** conducted with curriculum designers, teachers, lecturers, and industry players (n=12).
- 3. Document analysis:** evaluation of curriculum structure in elementary, junior high, vocational high schools, and universities in Indonesia.

- 4. Data analysis techniques** were carried out using the Miles and Huberman (1994) model: data reduction, data presentation, and drawing conclusions.

III. Results and Discussion

1. Elementary Education Curriculum: Strengthening the Foundation of Generic Competencies

The curriculum at the elementary level needs to prioritize character building, basic literacy, numeracy, and exploration of children's potential interests. Project-based learning models are starting to be implemented to connect learning with social reality.

Example: integration of simple household economics themes to develop financial literacy from an early age.

2. Secondary Education Curriculum: Emphasis on Academic Readiness and Life Skills

The middle level needs to insert elements of life skills, critical thinking, and introduction to the world of work through internship programs or field studies. The Merdeka Belajar Curriculum provides space for this.

Example: social studies subjects are linked to employment issues and changes in economic structure.

3. Vocational Education Curriculum: Link and Match with Industry

The vocational high school curriculum must be prepared together with partner industries. The teaching factory scheme and dual system model are effective solutions. The proportion of practice must be more dominant (minimum 60%) and based on SKKNI (Indonesian National Work Competency Standards).

Example: SMK Tata Gaga collaborates with local hotels in designing materials and competency tests.

4. Higher Education Curriculum: Shifting to Outcome-Based Education (OBE)

Higher education needs to design a curriculum with an OBE approach that ensures graduates have global work competencies. Integration of entrepreneurship courses, industrial internships, and capstone projects is very important.

Example: the Informatics Engineering study program requires students to develop a startup based on digital solutions as part of their final assignment.

5. General Principles of DUDI-Based Curriculum Design

- a. Analysis of job market needs and future trends
- b. Active involvement of industry players in curriculum development
- c. Periodic curriculum evaluation by involving alumni and graduate users
- d. Adjustment of the structure and content of the curriculum to the

industrial revolution 4.0 and society 5.0

IV. Conclusion

Curriculum design that is in line with DUDI must be based on the principles of flexibility, adaptability, and relevance. Each level of education has unique characteristics and roles that complement each other. Collaboration between educational institutions, government, and industry players is key to producing competent, productive, and innovative graduates.

The government needs to strengthen regulations and incentives for collaboration between educational curriculum and industry, while educational institutions must be open to innovation in curriculum design based on the real needs of the labor market.

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