

**RELEVANCE OF EDUCATIONAL CURRICULUM TO THE NEEDS OF  
THE WORLD OF WORK, THE WORLD OF BUSINESS, AND THE WORLD  
OF INDUSTRY (DUDI)  
[EMPIRICAL STUDY IN HIGHER EDUCATION]**

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**ABSTRACT**

The transformation of higher education demands a curriculum that is adaptive to the dynamics of the world of work, the business world, and the industrial world (DUDI). This study aims to analyze the relevance of the higher education curriculum to the demands of work competencies in DUDI. The method used is a quantitative descriptive study with a survey approach to 150 alumni from three universities in Indonesia who have worked in various industrial sectors. The results of the study showed that only 62% of respondents felt that the curriculum they studied was relevant to their current jobs, while 38% considered that the curriculum still needed improvement in terms of strengthening soft skills, digital literacy, and practical experience. This finding strengthens the urgency of curriculum reform based on industry needs and strengthening cooperation with DUDI. The implications of this study provide direction for curriculum development based on outcomes and real needs of the labor market.

**Keywords:** Curriculum, World of Work, Business World, Industrial World, Relevance of Education, Higher Education

**I. INTRODUCTION**

The curriculum is the main foundation in the education process to produce competent graduates. In the era of technological disruption and the digital economy, the gap between higher education graduates and the needs of the workforce is a major challenge for the national education system. Based on the World Economic Forum report (2023), 40% of the skills needed in the workforce have changed in the last five years. Meanwhile, the curriculum in most higher education institutions is still dominated by a theoretical approach and does not touch on the practical aspects needed by industry.

This has an impact on the increasing number of educated unemployed in Indonesia. Data from the Central Statistics Agency (BPS, 2024) shows

that around 12% of open unemployment comes from college graduates. This figure reflects the mismatch between educational output and job market needs. Therefore, this study was conducted to explore in depth how the curriculum applied in higher education is or is not able to answer the real needs of DUDI, as well as to provide strategic recommendations for the development of an industrial competency-based curriculum.

**Theoretical Review**

According to Sudrajat (2022), competency-based curriculum is a learning approach that emphasizes the achievement of real skills (hard skills and soft skills) needed in work life. This approach encourages more applicable,

collaborative, and contextual learning with the real world.

This theory emphasizes the importance of the match between the field of study, graduate competencies, and the type of work obtained (Allen & van der Velden, 2011). This mismatch can cause labor market inefficiencies and reduce productivity.

The triple helix model proposes collaboration between universities, government, and industry as a synergistic strategy in developing education that is relevant to industry needs (Etzkowitz & Leydesdorff, 2000). The MBKM program initiated by the Ministry of Education, Culture, Research and Technology provides opportunities for students to study off-campus and interact directly with the world of work. This program is a concrete manifestation of curriculum integration with DUDI needs (Kemendikbudristek, 2021).

## **II. Research Method**

### **1. Research Design**

This study uses a descriptive quantitative approach with a survey method. The main focus is alumni perceptions of the suitability of the curriculum to the work competencies they currently need.

### **2. Population and Sample**

The research population was alumni from three universities in Indonesia who graduated between 2018–2022. The sample size was 150 respondents selected purposively, representing various fields of work (education, creative

industry, information technology, and manufacturing).

### **3. Research Instrument**

The instrument used was a closed questionnaire with a Likert scale of 1–5, consisting of four main indicators: (1) relevance of lecture material, (2) mastery of technology, (3) practical experience (internship/practicum), and (4) development of soft skills.

### **4. Data Analysis Technique**

The data was analyzed using descriptive statistics, including percentages, average scores, and presentation of trend graphs. Inferential analysis used simple regression to see the effect of practical experience on work readiness.

## **III. Results and Discussion**

### **1. Curriculum Relevance Level**

62% of respondents stated that the lecture material was quite relevant to their work. However, 24% felt that most of the material was less applicable and too theoretical, while 14% stated that it was not relevant at all, especially in the fields of technology and the creative industry.

### **2. Need for Soft Skills and Hard Skills**

Most respondents stated that soft skills such as communication, problem solving, and teamwork had not been sufficiently honed in the curriculum. In fact, these skills are very much needed in the world of work. On the other hand, mastery of technology such as

industrial software has not been taught intensively.

### **3. Role of Internships and MBKM Programs**

Alumni who participated in internship programs through the MBKM scheme showed a higher level of work readiness (average score of 4.3) than those who did not (average score of 3.6). These results support the importance of direct contextual learning in DUDI.

### **4. Collaboration between Universities and Industry**

Most alumni felt that the universities where they studied did not yet have strong partnerships with industry. Lack of field practice and industry-based projects weakens graduates' readiness to enter the workforce.

## **IV. Conclusion**

This study shows that the higher education curriculum in Indonesia still has gaps in responding to the needs of DUDI. Although some curricula have begun to adopt a competency-based approach, many important aspects such as soft skills, industrial technology, and practical work experience are not yet optimal. Therefore, a more dynamic, collaborative, and integrated curriculum transformation with the world of work is needed through

strengthening the MBKM program, industrial cooperation, and periodic curriculum evaluation based on labor market data.

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