

ANALYSIS OF LINK AND MATCH POLICY IMPLEMENTATION ON HUMAN RESOURCE DEVELOPMENT IN NON-FORMAL EDUCATION

Irfan Ardi^{1*}, Joni Rahmat Pramudia², Viena Rusmiati Hasanah³

^{1,2,3} Universitas Pendidikan Indonesia

Email : irfanardi211@upi.edu¹, jonirp@upi.edu², viena@upi.edu³

Abstract

Article Info

Received: 06/05/2023

Revised: 23/05/2023

Accepted: 30/05/2023

Human resource development aims to increase their abilities so that they can be used in the industrial world and help them do their jobs through the education process. Human resource development is a systematic and planned activity aimed at developing employees to improve the skills and competencies needed according to work demands, both now and in the future. The lack of human resources will result in an increase in the number of unemployed in Indonesia, because one of the factors for the increase in unemployment is caused by a decrease in the quality of human resources, making it difficult to get a job due to a lack of expertise in work needs. In facing the world of work and industry, the government provides answers related to current problems with the Link and match policy. This link and match policy creates graduates with expertise and skills in working in accordance with industry standards and the world of work and this policy can be applied to non-formal education such as courses and training institutions or other similar units.

Keywords: Human resource development, Link and Match, Nonformal Education

1. INTRODUCTION

In today's modern era, the development of technology and science is so developed that the resources possessed by every human being must also develop in order to keep up with the times and be able to compete in the global world. Each individual has different creativity, competence and expertise. Competence, creativity and expertise must be developed to be optimal with human resource development. In a company or industry, human resource development is considered an important activity so that the company and employees can work together in a balanced manner according to the interests of the company or industry (Miftahuddin, Arif Rahman & Asep Iwan Setiawan, 2016).

Human resource development aims to increase the ability to be used in the industrial world and assist them in doing work through the education process. The educational process can be carried out, such as training, community empowerment and vocational programs. One of the educational institutions that strives to develop human resources is higher education with vocational programs. Vocational programs are educational activities aimed at preparing personnel or graduates who have expertise and skills in their fields so that they have work readiness, and are vocational education such as vocational high schools and universities that have vocational or diploma programs (Sukoco *et al*, 2019). Basically, every college graduate is required to have the abilities needed in the industrial world at this time, because if the human resources owned are not developed it is feared that the community will be left behind by global competition.

Many issues have developed related to human resources in Indonesia, some of which have been explained by the Minister of Manpower Muhammad Hanif Dhakiri on the official website of the Ministry of Finance. He explained that there are three main issues of Indonesian labor, namely quality, quantity and distribution. These three are issues that must have attention by various parties. The quality of Indonesian education can still be said to be not optimal due to the large number of unemployed people and the decline in employment standards for college graduates at the level of education. The second issue is related to the



quantity of the high number of universities in Indonesia that cannot guarantee its graduates. With the advancement of technology and industry at this time requires appropriate education and training so that the skills possessed can match the needs of the industry. The third issue is related to its distribution, Indonesia's human resources must be ready to compete in the world of work, we can know that the competition in the world of work at this time is very tight because we are not only competing domestically but global competition that we cannot deny. Therefore, the government must make policies related to the employment system in order to balance between job demand and job supply in the world of work. Human resource development is a systematic and planned activity aimed at developing employees to improve the skills and competencies needed according to work demands, both now and in the future (Krismiyati, 2017).

The lack of human resources owned will result in an increase in the number of unemployed in Indonesia, because one of the factors in increasing the number of unemployed is caused by a decrease in the quality of human resources, making it difficult to get a job due to a lack of expertise in work needs. Based on the Central Bureau of Statistics on its official website in February 2021, the Open Unemployment Rate was 6.26 percent, and decreased to 0.81 percent compared to the data in August 2020. This is because the government responds to problems regarding unemployment in Indonesia by making policies to develop human resources owned by the community so that they can compete in the world of work or industry at this time. Based on data from the central statistics agency, the working population amounted to 131.06 million people, then increased by 2.61 million people from August 2020. In the employment sector that provides accommodation and eating and drinking, there was an increase in percentage of 0.34 percent. Meanwhile, the transportation and warehousing sector experienced a decrease in employment of 0.30 percent.

In developing human resources, one of the most important roles is the policy holder or government. Because the policies made by the government can help people to improve their abilities. Basically, every policy made by the government aims to prosper the people, policies made by the government are not focused on the community outside of school but there are also policies within schools and universities such as the creation of a *link and match* program which aims to make graduates from vocational-based courses and training institutions can be absorbed in the industrial world. *Link and match* basically means the relationship and equivalence with the demand and needs between the world of education and the world of work and industry (Husein, M.T, 2019).

The link and match policy can be implemented not only in non-formal education but can be applied to non-formal education such as courses and training institutions, community learning activity centers, vocational training centers, and other similar units. In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System section 4 and 5 article 26 which contains: "(4) Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and majelis taklim, as well as similar education units. (5) Courses and training are organized for people who need provision of knowledge, skills, life skills, and attitudes to develop themselves, develop a profession, work, independent business, and/or continue their education to a higher level.

Policies made by the government in order to improve human resource development are not only limited to the abilities that people must have for work readiness but policies are made related to the education system so that every graduate produced can be of high quality. An example of a policy made to improve the quality of education in Indonesia is a policy related to character education. Character education is interpreted by the ability of students to decide good and bad while practicing that goodness in their daily lives (Omeri Nopan, 2015). It is expected that every graduate of education in Indonesia has a character in accordance with the foundation of the Indonesian state, namely Pancasila, it cannot be denied that with advances in technology and information it is easier for foreign values to enter Indonesia which are opposite to the values in Pancasila. If allowed to continue, it will damage the morals and morals of the younger generation, especially students in carrying out educational activities.

Based on the explanation above, the *Link and match* policy is a solution to face the world of work and business for the community. The community can face the world of work and business by developing human resources in themselves. Human resource development is not only carried out to improve the expertise and skills possessed by the community but to improve the values possessed in each individual, the character values that must be possessed by every Indonesian community are values that are in accordance with the ideology of the Indonesian nation, namely Indonesia. Because the researcher wants to focus on 2 research study focuses including 1) How is the implementation of the link and match policy on human resource development in non-formal education, and 2) What are the supporting and inhibiting factors for the implementation of *link and match* in non-formal education.

2. METHOD

The research used in this research is literature study research. According to Mestika Zed (2008:3) Literature study is a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials. This type of research is used by researchers to obtain data and information by examining written sources such as online journals, e-books, and physical books that are relevant to the title under study. This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in the discussion of research results.

The data collection technique used in this research library research is in the form of library data that has been selected, searched and analyzed. Considering the data used by researchers from written works in the form of online journals, e-books, and physical books, in this data collection the researchers traced, then read and recorded the results needed to obtain information related to *link and match* in non-formal education. The results of these various literature reviews will be used to analyze and answer the 2 focuses of study that have been determined by researchers including: 1) How is the implementation of the link and match policy on human resource development in non-formal education?, and 2) What are the supporting and inhibiting factors for the implementation of *link and match* in non-formal education?.

3. RESULTS AND DISCUSSION

Implementation of *Link and Match* Policy in Human Resource Development in NonFormal Education

Humans have the potential to improve develop their human resources. Basically, humanresource development is lifelong so there is no human limit to do this. The government as a policy holder is obliged to meet the needs of the community including to develop its human resources, because the development of human resources carried out by the community will increase work productivity in accordance with research conducted by Yohan Dwi Putra and A.Sobandi (2019) found that human resource development carried out can increase employee work productivity and obtain optimal work results. It is hoped that the development of humanresources will help the community improve their human resources so that they can have readiness in the world of work and industry and we cannot deny that with the current situationwith technological and industrial advances and the development of globalization, competitionhas become tougher, we are not only competing with our own nation but with other nations with the entry of foreign workers into Indonesia and with technological advances that make human labor has been reduced which is replaced by machines because human resource development must continue to be carried out so that the human resources owned by our societycontinue to develop according to the times.

It is hoped that the *link and match* policy can help students who take part in training orempowerment activities that aim to improve competencies that are useful in the world of workand industry. Institutions that provide facilities in preparing people who are ready in the worldof work and industry such as courses and training institutions, vocational training centers, PKBM, course institutions, and the like are non-formal education that functions to help peoplemeet their needs. *Link and match* plays a role in connecting the world

of education with the world of work and industry, with the creation of curriculum and materials taught to students in accordance with the human resources needed by the world of work. With this *link and match* policy, it creates graduates with expertise and skills in working in accordance with industry standards and the world of work. (Cahyanti Septiana Dewi, 2018)

In courses and training institutions, the implementation of *link and match* is based on experience (*Experiential Learning*) by conducting on the job training in the business world and the industrial world. In the sense of how to interpret an experience so that it can become learning. *Experiential learning* is a learning process, a process of change that uses experience as a medium of learning or learning. Through *experiential learning*, the culture of industry or the business world will color the aspects of hard skills and soft skills. The hard skill aspect is related to technical competence and the soft skill aspect will be related to the value system and attitude. The Institute of Courses and Training is one of the institutions functioning as a balancing and supporting medium for the formal pathway in order to prepare human resources in facing the business world and the industrial world. However, in the facts in the field, the learning system at the course institution is still found to be skill-oriented (expertise) only. So that graduates of courses and training institutions are not ready to enter the world of work, both to work in the business world and the industrial world, let alone for independent work / entrepreneurship. It is even more ironic that in reality there are still many course institutions that do not involve elements of the business world and the industrial world in the implementation of their learning system. If the elements of the business world and the industrial world are not included in the activities at the courses and training institutions, the *link and match* at the institution is not properly implemented, which is the purpose of the courses and training institutions which initially to improve the welfare of the community and reduce unemployment will not be achieved (Sujanto, Alex, 2016).

Link and match in courses and training institutions aims to create quality learning for students so that the competencies possessed by students are in accordance with the business world and industry, according to research conducted by Wikanah Does Ichwani Tri (2015) found that the characteristics of quality learning in Magistra Utama course and training institutions in Semarang City, namely collaborating with the business world and the industrial world in designing learning curriculum, multimedia, using media, internet in learning, using effective teaching methods and strategies, and providing services to students with a *mastery learning* system. The quality teaching and learning process at Magistra Utama course and training institution in Semarang City is carried out by preparing a teaching and learning activity plan, preparing teaching tools, bringing in experts in learning in teaching and learning activities, inviting students to go directly to the business world and the industrial world, and supervising and monitoring instructors in the teaching and learning process. The development of quality-based learning at the Magistra Utama course and training institution in Semarang City is carried out by developing class settings according to learning needs, seeking information on course materials and compiling learning tools in various activities according to the needs of the business world and the industrial world in collaboration with the business world and the industrial world, and equalizing learning outcomes by forming learner competencies according to levels in the Indonesian National Qualifications Framework.

The implementation of *link and match* in courses and training institutions cannot stand alone because of the need for cooperation between training institutions and courses with business and industry. Basically, the *link and match* policy aims to explore competencies in accordance with the world of work and industry in the future and it is hoped that the education paradigm will no longer be oriented towards *supply minded* but will become *more demand minded* or market needs (Esas Eka Prihatin, 2018). Because it must be carefully considered what is needed by the world of work so that there is no mismatch between the qualifications of course and training institutions and the needs of the business world and industry, because of the need for cooperation between training institutions and courses with the world of work and business in order to create a *link and match*.

Courses and training institutions must always continue to exist in the community, so the need for partnership cooperation must be carried out, among others: **1) Cooperation in preparing the curriculum**, managers or courses should in determining a curriculum based on the business world and the industrial world involve directly with the recipients of graduates by discussing together in a forum group discussion (FGD), so that the curriculum made by training institutions and courses is in accordance with the needs of the business world and the industrial world so that later students when graduating in training activities and courses can be accepted by the business world and the industrial world. **2) Cooperation in teaching students**, courses and training institutions are better if they directly involve the business world and industry in teaching activities to be directly involved with students in courses and training institutions, especially in the personnel or *recruitment* section of the company, so that the company is easier to make selections and students can also be recommended to participate in the selection by the teacher. **3) Cooperation in on the job training**, courses and training institutions not only provide knowledge and skills but also provide direct experience in the world of business and industry through the on the job training method or we are often familiar with the term internship, using the on the job training method or internships for students aims to help improve good performance in their work and students will be able to adapt and develop potential for the benefit of the organization. **4) Cooperation in the placement of graduates of courses and training institutions in the business world and the industrial world**, courses and training institutions need to collaborate so that their students can be accepted in the business world and industry, by participating in the community of employers and professional organizations, in order to make it easier for courses and training institutions to communicate with the business world and the industrial world in making decisions in recruiting employees, thereby providing convenience in the placement of graduates of courses and training institutions to the business world and industry (Sujanto, Alex, 2016).

Link and match aims to create the best graduates who are ready to face the industrial business world and can reduce unemployment and it is hoped that people who have participated in training activities or courses will not only become employees in a company but can open jobs for many people, with the *link and match* policy can be a human resource development. Human resource development is inseparable from educational issues in terms of planning, errors related to identifying from the educational aspect will have a long-term impact and the effects can reach across generations because building an education system is like building a national character whose process must be carefully planned and planned. One indicator in determining whether education can be said to be good if education can improve people's welfare through an increase in their income. It is expected that it is not only able to increase income for individuals but can improve the economy (Sebayang, Asnita Frida, 2007).

In terms of implementing *link and match*, it requires a change in thinking from all education implementers, in this case implementers at course and training institutions and instructor staff regarding the world of business and industry. *Link and match* emphasizes that graduates have competitive attitudes and insights, such as mastery, achievement motivation, work ethic, competitiveness, money beliefs, and attitudes to saving. *Link and match* must be understood in relation to the development and progress that occurs, change is an eternity that we cannot deny that in this life there will always be a change. Education must prepare 1) critical thinking skills. (2) development of creative thinking skills. (3) development of innovative thinking skills. *Link and match* is not only a continuity between the world of education and the world of business and industry, but *link and match* means what life needs must be needed by the world of work (Komar, Oong, 2017).

Supporting and inhibiting factors for the implementation of link and match in non-formal education

The *link and match* policy is basically based on human resource development, someone who has low human resources is at risk of becoming someone who is not productive and in his life does not get welfare. With the development of human resources such as *link and match*, which focuses on vocational schools, it is hoped that everyone will have readiness to work according to the standards of the world of work and

industry, and will improve their standard of living and make productive people. Of the many benefits of this *link and match* policy, this policy still has obstacles in its implementation, namely it is not uncommon for there to be a mismatch between the competencies between the world of work and the industrial world and the education sector, the industry is also unable to know what skills and competencies are needed in the future (Ivan Putranto, 2017). In the process of implementing *links and matches* in non-formal education, it is not as easy as we think, it is because the conditions in the field are different, therefore it is necessary to analyze the supporting and inhibiting factors possessed by a training institution and course. This aims to find solutions in solving the problems faced by an institution so that the implementation of *links and matches* can run optimally and the results are in accordance with the predetermined objectives.

The implementation of links and matches at courses and training institutions in implementation has different results, this is because each course and training institution has supporting and inhibiting factors that are not always the same as others. The implementation of activities at courses and training institutions has influencing factors as explained by Selly Aprilia & Yatim Riyanto (2021) in their research found that at the Modes Muria Sidoarjo course and training institution, there are two indicators of supporting factors in the implementation of this course and training institution, namely strengths / strengths and opportunities, namely the completeness of facilities and infrastructure adapted to the times and technological developments at this time, programs at institutions are always adapted to the needs of business and industry, and there are course instructors who are competent in their fields in implementing learning activities so that learning citizens in participating in course or course training activities have high motivation. Inhibiting factors in this course activity there are two indicators, namely weaknesses / shortcomings and threats / challenges, namely the building area owned is inadequate, making the learning process hampered, in terms of financing expenses with income not comparable tends to be more expenses and funds spent not only from costs obtained from the government but costs incurred independently to cover existing shortcomings, and the manager must always know the latest information related to developments, especially in terms of programs organized by the government or about things that are useful for the activities of courses and training institutions in order to be better in the future.

In implementing *link and match* at course and training institutions, it is not something easy, because related to the conditions of course and training institutions that make whether *link and match* is easy to implement or not, these conditions are not an obstacle or burden but a challenge to find solutions for *link and match* policies to run well. Therefore, it is necessary to analyze how the supporting and inhibiting factors experienced by each course and training institution, Eneng Halimah Ariyandi, Asep Saepudin and Oong Komar (2017) based on the results of the research conducted, obtained data related to driving factors (strengths and opportunities) and inhibiting factors (weaknesses and threats) contained in the graphic design computer course of the *IKMA course and training institution*, including strengths consisting of a variety of course programs and in accordance with current needs based on the world of business and industry, and having a strategic course location. Then, the opportunities consist of cooperation between the course and training institute with various other parties, both private and government, progress in the field of science and technology and Majalaya can be said to be a strategic place in the labor market because it is an industrial area. Meanwhile, weaknesses consist of the lack of human resources, especially instructors, and the location of the course and training institute near the Citarum river. Furthermore, threats consist of competition with similar course and training institutions, and the location of the course and training institution is prone to flooding. The advantages obtained from strengths and opportunities are the large number of people who take part in course activities at *IKMA courses and training institutions* and graduates can open their own businesses and collaborate with various parties and the absorption of graduates is getting higher. Furthermore, the solution in overcoming existing weaknesses and opportunities is to establish cooperation or partnerships with the private sector or the government in terms of instructors, such as guest instructors and auxiliary instructors in learning activities at courses and training institutions and to avoid flooding,

building facilities must be updated and improved. Furthermore, related to weaknesses and threats, the results obtained, namely with many course institutions causing competition between institutions to be higher, and if the cost of courses tends to be expensive, it will make less interest in taking courses, and if high rainfall will cause the course place to be submerged due to flooding and there is no innovation or new things will reduce public interest in doing course activities.

The implementation of *link and match* in non-formal education is not only applied in course institutions but in vocational training centers *link and match* must be there, because the purpose of vocational training centers with courses and training institutions is basically the same, namely to increase community competence in facing the world of work so that their welfare increases. In fact, it is not only courses and training institutions that have inhibiting factors in implementing *link and match* due to the conditions experienced by these institutions, work training centers also have inhibiting supporting factors in accordance with research conducted by Pramusiska Gumilar (2016) found that in the work training center in Magelang Regency, the supporting factors in the work training center which are used as strengths include funding for the work training center from the *state budget* and the village in the Magelang Regency area can make submissions related to the implementation of training in their village and with sufficient funding, facilities such as infrastructure used in training activities at the work training center in Magelang Regency can be said to be good. Meanwhile, the inhibiting factor in the implementation of *link and match* at the Vocational Training Center of Magelang District is that the Vocational Training Center of Magelang District does not guarantee the distribution / placement of work to the training students, this is due to limited office management and also collided with the Vocational Training Center office whose status has changed to a Technical Implementation Unit. Often, the Vocational Training Center is even less competitive with Job Training Institutions because Job Training Institutions cooperate with many parties and can channel the workforce of their trainees.

4. CONCLUSION

The implementation of *link and match* in courses and training institutions cannot stand alone because of the need for cooperation between training institutions and courses with business and industry. Basically, the *link and match* policy aims to explore competencies in accordance with the world of work and industry in the future and it is hoped that the education paradigm is no longer *supply-oriented* but becomes *more demand minded* or market needs. *Link and match* must be understood in relation to the development and progress that occurs, change is an eternity that we cannot deny that in this life there will always be a change. Education must prepare 1) critical thinking skills; 2) development of creative thinking skills; 3) development of innovative thinking skills. *Link and match* is not only a continuity between the world of education and the world of business and industry, but *link and match* means what life needs must be needed by the world of work.

REFERENCE

- [1] Aprilia, Selly,. & Yatim Riyanto. Penyelenggaraan Keterampilan Kursus Menjahit Berbasis Kewirausahaan dalam Meningkatkan Pendapatan Warga Belajar di Lembaga kursus dan pelatihan Modes Muria Sidoarjo. *J+PLUS UNESA*, 10(1), 8-17
- [2] Cahyanti, S. D., Indriayu, M., & Sudarno. (2018). Implementasi Program Link and Match dengan Dunia Usaha dan Dunia Industri pada Lulusan Pemasaran SMK Negeri 1 Surakarta. *Pendidikan Bisnis Dan Ekonomi*, 4(1), 23–26. <https://jurnal.fkip.uns.ac.id/index.php/ptn/article/view/12143>
- [3] Husein, M. T. (2019). Link and Match Pendidikan Sekolah Kejuruan. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 15(2), 39–47.
- [4] Komar, Oong. (2017). Model Magang Berbasis Link And Match. *Seminar Nasional Pendidikan Nonformal Fkip Universitas Bengkulu*, 1(1), 69–75.



- [5] Krismiyati, K. (2017). Pengembangan Sumber Daya Manusia dalam Meningkatkan Kualitas Pendidikan di SD Negeri Inpres Angkasa Biak. *Jurnal Office*, 3(1), 43.
- [6] Miftahuddin, Rahman, A., & Setiawan, A. I. (2019). Strategi manajemen sumber daya manusia dalam meningkatkan kinerja karyawan. *Jurnal Manajemen Dakwah*, 3(April), 1–16.
- [7] Omeri, N. (2005). Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 464–468.
- [8] Gumilar, A. Taufiq, and T. (2016), "Eran Balai Latihan Kerja (Blk) Kabupaten Magelang dalam Meningkatkan Kualitas Sumber Daya Manusia (SUMBER DAYA MANUSIA). *Journal of Politic and Government Studies*, 5(4), 11-20.
- [9] Putra, Y. D., & Sobandi, A. (2019). Pengembangan sumber daya manusia sebagai faktor yang mempengaruhi produktivitas kerja. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 127. <https://doi.org/10.17509/jpm.v4i1.14963>
- [10] (2005). Membangun Link And Match Pendidikan Indonesia. *MIMBAR: Jurnal Sosial dan Pembangunan*, 21(4), 537-556.
- [11] Sujanto, Alex. (2016). Pengembangan Kemitraan Lembaga Kursus dan Pelatihan (LEMBAGA KURSUS DAN PELATIHAN) dengan Dunia Usaha dan Dunia Industri (DUDI) untuk Penjaminan Mutu LEMBAGA KURSUS DAN PELATIHAN. *INFOKAM*, 59-65.
- [12] Sukoco, J. B., Kurniawati, N. I., Werdani, R. E. (2019). Pemahaman Pendidikan Vokasi. *Jurnal Pengabdian Vokasi*, 01(01), 23–26