Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi
Jalan Jenderal Sudirman, Senayan, Jakarta Pusat 10270
https://bima.kemdikbud.go.id

PROTEKSI ISI LAPORAN AKHIR PENELITIAN TESIS MAGISTER

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Tesis Magister: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

Implementasi Kurikulum Merdeka dalam Menumbuhkan Minat Berwirausaha Siswa SMK

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Manajemen pendidikan	Green Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN	Pengembangan Kurikulum

Skema Penelitian	Strata (Dasar/Terapan/ Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Tesis Magister	Riset Dasar	35.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
BAMBANG SUDARSONO 0626018503 Ketua Pengusul Universitas Ahmad Dahlan	Dosen	Pendidikan Vokasional Teknologi Otomotif	1. Memastikan penelitian sesuai perencanaan. 2. Melakukan komunikasi dengan pihak-pihak terkait 3. Memastikan tesis mahasiswa sesuai standar kualitas yang ditentukan 4. Memonitor hasil capaian penelitian mahasiswa. 5. Memastikan ketercapaian luaran wajib dan tambahan 6. Membimbing mahasiswa dalam menyelesaikan penelitian, laporan kemajuan, laporan akhir dan menyusun artikel	6748529
IMAM ROSYIDIN 2207046016 Mahasiswa Bimbingan Universitas Ahmad Dahlan	Mahasiswa	Manajemen Pendidikan	1. Melakukan analisis kebutuha. 2. . Melakukan studi literatur untuk memperkuat teori permasalahan penelitian 3. Menyusun model 4. Melakukan uji validasi 5 Menyusun artikel publikasi atau luaran. 6. Menyusun laporan kemajuan dan laporan akhir. 7. Mengisi logbook penelitian dan mendokumentasi kegiatan	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Nasional Terindeks SINTA 1-4	Accepted/Published	International Journal on Education Management and Innovation (IJEMI)

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp29.750.000,00

Tahun 1 Total Rp29.750.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Sewa Peralatan	Peralatan penelitian	Sewa printer 1 unit	Unit	1	150.000	150.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya Publikasi Sinta 4	Paket	1	750.000	750.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Uang Harian Rapat di luar kantor Penyusunan Luaran Wajib (Rapat diluar kantor halfday koordinasi analisis data (2 peneliti, 2 pembantu peneliti) selama 4 kali	OH	16	90.000	1.440.000
Pengumpulan Data	Uang Harian	Uang Harian Rapat di luar kantor halfday FGD Analisis Kebutuhan (25 peserta) selama 1 kali	OH	25	90.000	2.250.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya Translate dan proofreading	Paket	1	500.000	500.000
Pengumpulan Data	Honorarium narasumber	Narasumber Validasi Model MKBI dan perangkat (1 ahli kurikulum dan pembelajaran, 1 praktisi industri) selama 1 jam	OJ	2	650.000	1.300.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Uang Harian Rapat di luar kantor halfday Penyusunan Laporan Akhir (2 peneliti, 2 pembantu peneliti) selama 4 kali	OH	16	90.000	1.440.000
Pengumpulan Data	Honorarium narasumber	Narasumber FGD kegiatan perancangan model MKBI dan perangkatnya dari pakar pendidikan (1 orang), industri (1 orang) selama 1 jam	OJ	2	650.000	1.300.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Makan dan Kudapan Rapat di luar kantor Penyusunan Luaran Wajib (2 peneliti, 2	OH	16	50.000	800.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
		pembantu peneliti) selama 4 kali				
Analisis Data	Uang Harian	Rapat diluar kantor halfday koordinasi analisis data (2 peneliti, 2 pembantu peneliti) selama 3 kali	OH	12	90.000	1.080.000
Pengumpulan Data	Transport	Transport darat FGD Analisis Kebutuhan 10 SMK dan 6 industri (2 peneliti)	OK (kali)	32	200.000	6.400.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Makan dan Kudapan Rapat di luar kantor halfday Penyusunan Laporan Akhir (2 peneliti, 2 pembantu peneliti) selama 6 kali	OH	16	50.000	800.000
Analisis Data	Transport Lokal	Transport lokal koordinasi analisis data analisis kebutuhan (2 peneliti, 2 pembantu peneliti) selama 3 kali	OK (kali)	12	150.000	1.800.000
Bahan	ATK	Kertas HVS Untuk Kegiatan Penelitian	Paket	4	54.500	218.000
Bahan	ATK	Bolpoin dan note book Untuk Kegiatan FGD Analisis Kebutuhan (25 peserta, 2 peneliti)	Paket	27	16.000	432.000
Pengumpulan Data	Biaya konsumsi	Makan dan kudapan Rapat di luar kantor persiapan FGD Perancangan Model MKBI dan perangkatya (4 peserta) selama 4 kali	OH	16	50.000	800.000
Analisis Data	Biaya konsumsi rapat	Rapat diluar kantor halfday koordinasi analisis data (2 peneliti, 2 pembantu peneliti) selama 3 kali	OH	12	50.000	600.000
Pengumpulan Data	Biaya konsumsi	Makan dan Kudapan pelaksanaan FGD Perancangan Model dan Perangkatnya (25 peserta) selama 1 kali	OH	25	50.000	1.250.000
Pengumpulan Data	Uang Harian	Uang Harian Rapat di luar kantor persiapan FGD Perancangan Model MKBI dan perangkatya (4 peserta) selama 4 kali	OH	16	90.000	1.440.000
Pengumpulan Data	Transport	Transport darat pelaksanaan FGD Perancangan Desain Model MKBI dan perangkatnya dari Yogyakarta ke Bantul (25 peserta)	OK (kali)	25	200.000	5.000.000

***. KEMAJUAN PENELITIAN**

A. RINGKASAN

[Urgensi Penelitian. Tahun 2023, tingkat pengangguran tamatan Sekolah Menengah Kejuruan

(SMK) masih merupakan yang paling tinggi dibandingkan tamatan jenjang pendidikan lainnya, yaitu sebesar 9,31% . Pengangguran terjadi karena kesiapan kerja terutama kesiapan berwirausaha yang masih sangat rendah. Peningkatan minat berwirausaha di kalangan siswa SMK menjadi hal yang sangat penting dalam mendukung pembangunan ekonomi nasional dan mengurangi tingkat pengangguran. Dengan mendorong minat berwirausaha sejak dini melalui kurikulum yang relevan dengan dunia industri, siswa akan lebih termotivasi untuk mengembangkan keterampilan dan pengetahuan yang diperlukan untuk menjadi pengusaha yang sukses di masa depan. Oleh karena itu, implementasi kurikulum merdeka dengan mendesain model manajemen kurikulum merdeka berbasis industri tidak hanya mendukung peningkatan kualitas pendidikan kejuruan, tetapi juga merupakan investasi strategis dalam menciptakan generasi muda yang mandiri dan berdaya saing di era globalisasi ekonomi.

Tujuan penelitian. Penelitian ini bertujuan mengimplementasi kurikulum merdeka dengan mendesain model manajemen kurikulum berbasis industri yang efektif meningkatkan minat berwirausaha siswa SMK.

Metode Penelitian. Skema penelitian ini adalah penelitian dasar. Desain penelitian yang digunakan mengadopsi desain penelitian dan pengembangan (R&D) dari Richey and Klein dengan mengambil 3 tahapan, yaitu analisis kebutuhan, desain model dan validasi. Penelitian dilaksanakan di SMK Muhammadiyah 1 Sleman dan SMK Muhammadiyah Pakem dengan subyek penelitian guru, siswa SMK jurusan teknik otomotif dan praktisi industri otomotif serta dinas pendidikan/ pemerintah. Teknik pengumpulan data menggunakan data non tes dengan instrumen wawancara melalui kegiatan FGD dan angket validasi/ kelayakan untuk ahli. Analisis data menggunakan analisis kuantitatif dan dirumuskan hasilnya dengan pengkategorian.

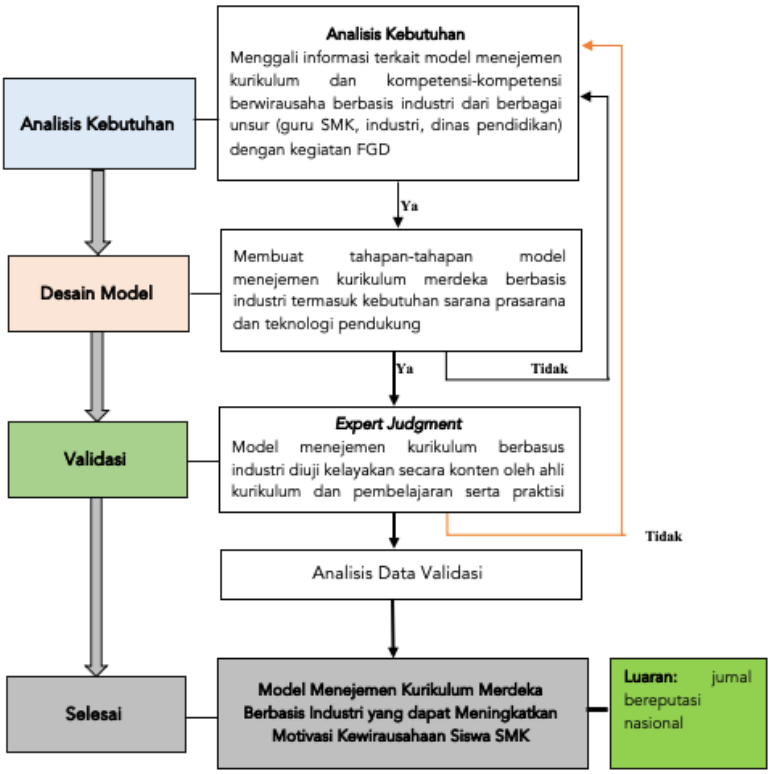
Luaran yang Ditargetkan. Luaran wajib penelitian telah tercapai dengan status accepted pada jurnal bereputasi nasional terakreditasi SINTA 3 Jurnal Taman Vokasi.

B. KATA KUNCI

Implementasi Model; Manajemen Kurikulum Merdeka; Berbasis Industri; Minat Berwirausaha; Pembelajaran SMK

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan seringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. **HASIL PELAKSANAAN PENELITIAN:** Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.



Gambar 1. Tahapan Penelitian

Analisis Kebutuhan

Tahapan analisis kebutuhan dilakukan dengan kegiatan FGD selama tiga kali pertemuan yang melibatkan 5 guru SMK, 5 praktisi industri, dan 2 Dinas Pendidikan. Hasil analisis kebutuhan dapat disimpulkan sebagai berikut:

Tabel 1. Kebutuhan Kompetensi-Kompetensi yang Mendukung Kompetensi Kewirausahaan

No	Kompetensi	Indikator
1	Kompetensi Teknis	Kemampuan dalam merancang, mengembangkan, dan memproduksi produk atau jasa yang sesuai dengan kebutuhan industri
2	Kompetensi Pemasaran	Kemampuan dalam mempromosikan dan memasarkan produk atau jasa.
3	Kompetensi Keuangan	Kemampuan dalam mengatur keuangan, termasuk perencanaan, pengelolaan, dan analisis keuangan
4	Kompetensi Hubungan Antara Manusia (sosial)	Kemampuan dalam memahami, mengerti, berkomunikasi, dan berelasi dengan orang lain

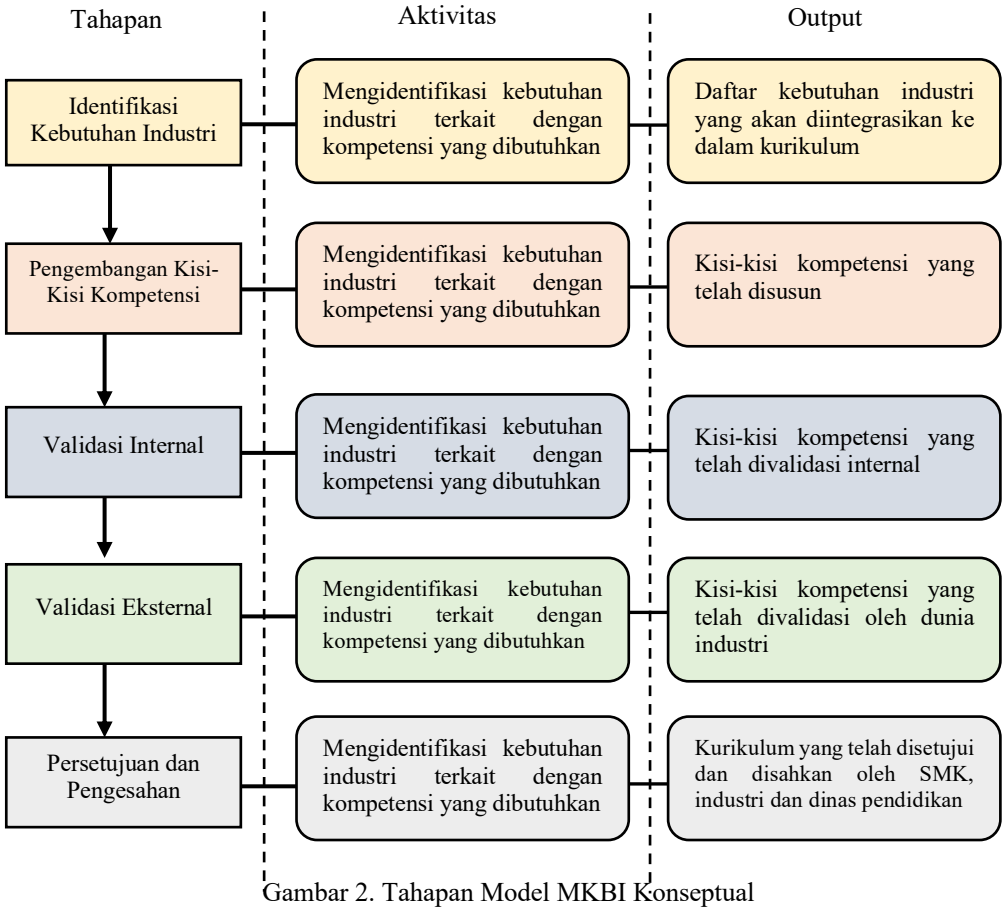
Tabel 2. Model Manajemen Kurikulum yang Akan Dikembangkan, Sarana Prasarana, dan Teknologi yang Dibutuhkan

No	Kompetensi	Kebutuhan	Kriteria
	Model Manajemen Kurikulum	Model kurikulum yang fleksibel dan dapat disesuaikan dengan kebutuhan industri	Kurikulum harus mencakup teori, praktik, dan pengalaman kerja lapangan yang relevan dengan industri

	Sarana Prasarana	Sarana prasarana yang memadai untuk mendukung proses pembelajaran kewirausahaan	Laboratorium, peralatan, dan fasilitas yang memungkinkan siswa untuk berlatih dan mengembangkan keterampilan kewirausahaan
	Teknologi	Teknologi yang dapat mendukung proses pembelajaran kewirausahaan, seperti teknologi informasi dan komunikasi	Teknologi harus dapat diakses secara mudah dan memungkinkan siswa untuk berinteraksi dengan sumber daya dan informasi yang relevan

Desain Model

Tahapan desain model dilakukan dengan menganalisis hasil tahapan analisis kebutuhan sehingga menghasilkan model MKBI konseptual dan tahapannya. Tahapan ini dilakukan bersama-sama dengan anggota yaitu peneliti, guru SMK, ahli kurikulum pembelajaran SMK dan praktisi industri. Hasil desain model MKBI konseptual dan tahapannya dapat dilihat pada Gambar 2.



Gambar 2. Tahapan Model MKBI Konseptual

Tahapan Validasi

Tahapan validasi bertujuan untuk menggali masukan dan menguji kelayakan model konseptual dari hasil analisis kebutuhan. Ahli terdiri dari ahli kurikulum pembelajaran SMK dan praktisi industri. Tahapan validasi menghasilkan model MKBI yang layak digunakan untuk meningkatkan minat berwirausaha sehingga mampu mengatasi permasalahan pengangguran. Hasil validasi dapat dilihat pada Gambar 3 dan Tabel 3.

No	Aspek	Indikator Pertanyaan	Jumlah Penilaian dari Ahli (%)				
			STS	TS	N	S	SS
1	Kelayakan Konseptual	Dasar teori yang kuat					100%
2		Sesuai dengan kebutuhan industri dan pendidikan					100%
3		Meningkatkan minat berwirausaha					100%
4	Kelayakan Praktis	Mudah diimplementasikan				33%	67%
5		Panduan implementasi yang jelas dan terstruktur				33%	67%
6		Melibatkan kerjasama yang efektif antara sekolah dan industri					100%
7	Kelayakan Manfaat	Memberikan manfaat nyata bagi siswa dalam memahami kewirausahaan					100%
8		Meningkatkan keterampilan praktis siswa dalam berwirausah					100%
9		Dapat diterapkan di berbagai jurusan yang ada di SMK					100%

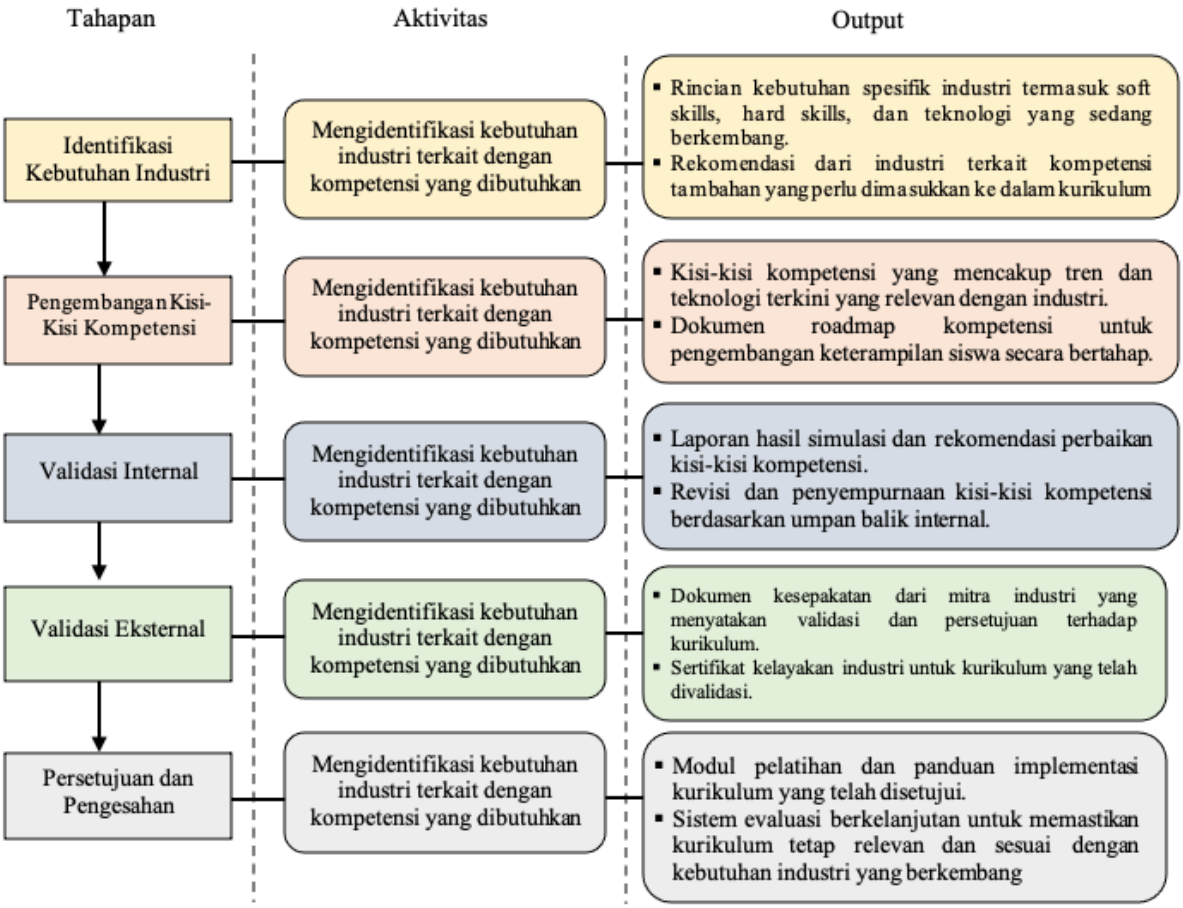
Berdasarkan data yang diunggah, berikut adalah analisis penilaian dari ahli terhadap model kurikulum berbasis industri untuk menumbuhkan minat berwirausaha siswa SMK. Penilaian ini mencakup tiga aspek utama: Kelayakan Konseptual, Kelayakan Praktis, dan Kelayakan Manfaat, dengan indikator-indikator yang spesifik. (1) Kelayakan Konseptual. Semua ahli sepakat bahwa secara konseptual, model ini memiliki fondasi yang kuat dan relevan dengan kebutuhan industri dan pendidikan, serta mampu meningkatkan minat berwirausaha siswa. (2) Kelayakan Praktis. Meskipun mayoritas ahli setuju dengan kelayakan praktis model ini, masih ada beberapa yang merasa ragu terkait kemudahan implementasi dan kejelasan panduan. Hal ini menunjukkan perlunya penguatan di aspek praktis. (3) Kelayakan Manfaat. Semua ahli sepakat bahwa model ini memberikan manfaat nyata bagi siswa dan aplikatif di berbagai jurusan SMK.

Para ahli memberikan beberapa masukan yang konstruktif untuk memperkuat model kurikulum berbasis industri dalam menumbuhkan minat berwirausaha siswa SMK. (1) Pada aspek kelayakan konseptual, meskipun model ini telah memiliki dasar teori yang kuat, disarankan untuk mengintegrasikan teori-teori terbaru terkait kewirausahaan digital. Hal ini menjadi penting mengingat perkembangan industri yang semakin mengarah pada teknologi informasi dan bisnis berbasis digital. Selain itu, relevansi model ini dengan kebutuhan industri sudah cukup baik, namun disarankan untuk memperluas cakupan sektor industri yang terlibat, khususnya pada sektor-sektor baru seperti industri kreatif dan industri hijau, sehingga model ini lebih adaptif terhadap dinamika perubahan di pasar kerja.

(2) Pada aspek kelayakan praktis, beberapa ahli mengidentifikasi adanya tantangan dalam kemudahan implementasi model ini di berbagai sekolah, terutama di daerah yang memiliki keterbatasan sumber daya. Oleh karena itu, para ahli menyarankan untuk menyusun panduan implementasi yang lebih fleksibel dan dapat disesuaikan dengan kondisi spesifik sekolah. Panduan tersebut juga perlu lebih rinci, terutama dalam hal pengaturan waktu dan tahapan kerjasama dengan industri. Penambahan studi kasus atau contoh konkret dari sekolah-sekolah yang telah berhasil menerapkan model ini dianggap akan sangat membantu dalam memahami langkah-langkah praktis yang harus dilakukan. Selain itu, ahli juga menekankan pentingnya program pelatihan khusus bagi guru dan tenaga kependidikan untuk memastikan keberhasilan implementasi, terutama dalam aspek kewirausahaan dan kemitraan dengan industri.

(3) Dalam hal kelayakan manfaat, meskipun model ini dinilai memberikan manfaat nyata bagi siswa, para ahli menggarisbawahi perlunya sistem penilaian atau alat ukur yang jelas untuk mengukur dampak konkret dari model ini terhadap keterampilan praktis dan minat berwirausaha siswa. Ini dapat berupa indikator keberhasilan spesifik, seperti jumlah siswa yang berhasil memulai usaha setelah lulus atau keterlibatan mereka dalam proyek kewirausahaan selama pendidikan. Selain itu, para ahli juga menyarankan pengembangan modul tambahan yang dirancang untuk jurusan-jurusan yang mungkin kurang berhubungan langsung dengan kewirausahaan, agar model ini dapat diterapkan secara efektif di berbagai jurusan yang ada di SMK. Secara keseluruhan, masukan-masukan tersebut bertujuan untuk memperkuat fondasi konseptual, meningkatkan kemudahan dalam implementasi, dan memastikan bahwa manfaat yang dihasilkan oleh model ini dapat terukur dan dirasakan secara nyata oleh siswa di berbagai jurusan SMK. Adaptasi dan pengembangan model ini sesuai dengan konteks lokal dan kebutuhan industri yang dinamis diharapkan dapat menjadikan model ini lebih efektif dan aplikatif di lapangan.

Setelah proses validasi, peneliti, ahli kurikulum dan praktisi industri mendesain ulang model MKBI dan tahapannya sebagai model yang layak digunakan. Model MKBI yang telah direvisi dapat dilihat pada Gambar 3.



Gambar 3. Model MKBI yang Layak Digunakan

D. **STATUS LUARAN**: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran penelitian tesis magister telah tercapai dengan status "***accepted***" pada jurnal nasional terakreditasi jurnal Taman Vokasi sinta 3 (https://jurnal.ustjogja.ac.id/index.php/tamanvokasi/index).

U N I V E R S I T A S S A R J A N A W I Y A T A T A M A N S I S W A
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN VOKASIONAL TEKNIK MESIN
Jalan Batikan, Tuntungan UH III/1043 Umbulharjo Telp. (0274) 375637 YOGYAKARTA 55167

Nomor : 25/LoA/JTVOK/XII/2024 18 Desember 2024

Hal : *accepted journal*

Kepada Yth.
Bpk. Dr. Bambang Sudarsono, M.Pd.

di Tempat

Assalamu'alaikum Wr.Wb.
Salam dan Bahagia,
Terimakasih kami sampaikan kepana *author* yang telah *submitted* artikel pada jurnal "Taman Vokasi/JTVOK" Prodi Pendidikan Teknik Mesin, Universitas Sarjanawiyata Tamansiswa, dan telah menyelesaikan proses revisi hingga final melalui sistem OJS. Dengan ini kami Tim Editor Jurnal Taman Vokasi menyatakan bahwa:

Nama Penulis	: Imam Rosyidin, Bambang Sudarsono
Judul artikel	: Implementation of Merdeka Curriculum in Fostering Entrepreneurial Interest of Vocational Students
Keputusan	: A***ccepted***
Edisi *Publish*	: Vol. 13, No.1 (2025)

Demikian pemberitahuan dari kami, atas perhatiannya disampaikan terimakasih
Wassalamu'alaikum Wr. Wb
Salam

Editor In Chief

H. Rabiman, M.Pd.

E. **PERAN MITRA:** Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:
Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Penelitian ini merupakan penelitian dasar tanpa menggunakan mitra.

F. **KENDALA PELAKSANAAN PENELITIAN**: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala yang dihadapi dalam penelitian ini adalah:

1. Memastikan SMK yang menerapkan Implementasi Kurikulum Merdeka dalam Menumbuhkan Minat Berwirausaha Siswa SMK yang berbasis industri.
2. Memastikan responden dari industri terkait subyek pengambilan data.

G. **RENCANA TAHAPAN SELANJUTNYA:** Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Tahapan penelitian telah sepenuhnya dilaksanakan. Luaran penelitian telah tercapai pada jurnal nasional terakreditasi sinta 3 dengan status ***accepted*** dan akan diterbitkan **Juni 2025.**

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Sudarsono B, Sukardi T. Developing a model of industry-based practicum learning. J Pendidik Vokasi. 2017;7(1):43.
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Implementasi Kurikulum Merdeka dalam Menumbuhkan Minat Berwirausaha Siswa SMK

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- TKT : Level TKY saat ini sampai pada level 2 yaitu penelitian sampai pada proses formulasi/ draft tervalidasi
- Luaran : jurna nasional terakreditasi sinta 1-4 dengan status accepted
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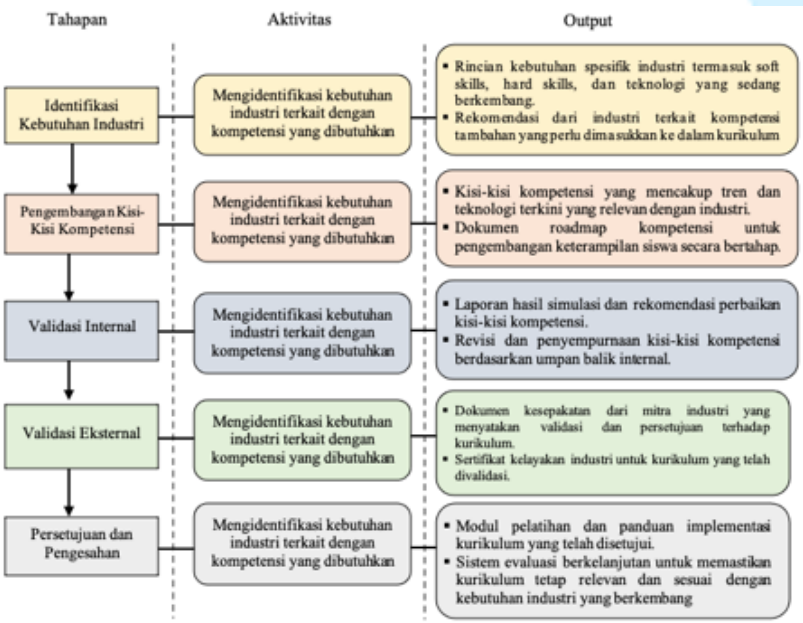
Ringkasan

Tahun 2023, tingkat pengangguran tamatan Sekolah Menengah Kejuruan (SMK) masih merupakan yang paling tinggi dibandingkan tamatan jenjang pendidikan lainnya, yaitu sebesar 9,31% . Pengangguran terjadi karena kesiapan kerja terutama kesiapan berwirausaha yang masih sangat rendah. Peningkatan minat berwirausaha di kalangan siswa SMK menjadi hal yang sangat penting dalam mendukung pembangunan ekonomi nasional dan mengurangi tingkat pengangguran. Dengan mendorong minat berwirausaha sejak dini melalui kurikulum yang relevan dengan dunia industri, siswa akan lebih termotivasi untuk mengembangkan keterampilan dan pengetahuan yang diperlukan untuk menjadi pengusaha yang sukses di masa depan. Oleh karena itu, implementasi kurikulum merdeka dengan mendesain model manajemen kurikulum merdeka berbasis industri tidak hanya mendukung peningkatan kualitas pendidikan kejuruan, tetapi juga merupakan investasi strategis dalam menciptakan generasi muda yang mandiri dan berdaya saing di era globalisasi ekonomi. Penelitian ini bertujuan mengimplementasi kurikulum merdeka dengan mendesain model manajemen kurikulum berbasis industri yang efektif meningkatkan minat berwirausaha siswa SMK. Metode Penelitian yang digunakan mengadopsi desain penelitian dan pengembangan (R&D) dari Richey and Klein dengan mengambil 3 tahapan, yaitu analisis kebutuhan, desain model dan validasi. Penelitian dilaksanakan di SMK Muhammadiyah 1 Sleman dan SMK Muhammadiyah Pakem dengan subyek penelitian guru, siswa SMK jurusan teknik otomotif dan praktisi industri otomotif serta dinas pendidikan/ pemerintah. Teknik pengumpulan data menggunakan data non tes dengan instrumen wawancara melalui kegiatan FGD dan angket validasi/ kelayakan untuk ahli. Analisis data menggunakan analisis kuantitatif dan dirumuskan hasilnya dengan pengkategorian. Luaran yang Ditargetkan adalah satu artikel di jurnal bereputasi nasional Luaran penelitian yang didapatkan saat ini adalah artikel dengan status **accepted** pada jurnal nasional terakreditasi " Jurnal Taman Vokasi"

Hasil Penelitian



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Implementasi Kurikulum Merdeka dalam Menumbuhkan Minat Berwirausaha Siswa SMK

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Abstrak: Pada tahun 2023, tingkat pengangguran dari lulusan Sekolah Menengah Kejuruan (SMK) masih menjadi yang tertinggi dibandingkan dengan lulusan tingkat pendidikan lainnya, yaitu mencapai 9,31%. Pengangguran ini disebabkan oleh rendahnya kesiapan kerja, terutama kesiapan berwirausaha. Dengan menumbuhkan minat berwirausaha sejak dini melalui kurikulum yang sesuai dengan kebutuhan industri, siswa akan lebih termotivasi untuk mengembangkan keterampilan dan pengetahuan yang dibutuhkan untuk menjadi wirausahawan yang sukses di masa depan. Penelitian ini bertujuan untuk mengimplementasikan "Kurikulum Merdeka" dengan merancang model pengelolaan kurikulum berbasis industri yang efektif meningkatkan minat berwirausaha siswa SMK.
Desain penelitian yang digunakan berdasarkan model Research and Development (R&D) oleh Richey dan Klein, dengan fokus pada tiga tahap: analisis kebutuhan, desain model, dan validasi. Penelitian dilakukan di SMK Muhammadiyah 1 Sleman dan SMK Muhammadiyah Pakem, dengan subjek penelitian meliputi guru, siswa teknik otomotif, praktisi industri otomotif, dan dinas pendidikan. Teknik pengumpulan data menggunakan teknik pengumpulan data non-tes melalui wawancara dalam Focus Group Discussion (FGD) dan angket validasi/kelayakan untuk para ahli. Analisis data menggunakan metode kuantitatif, dan hasilnya dikategorikan. Kesimpulan dari penelitian ini menunjukkan bahwa model kurikulum berbasis industri yang dikembangkan memiliki tingkat kelayakan yang sangat tinggi, baik secara konseptual maupun praktis, serta dari segi manfaatnya bagi siswa SMK.
Kata kunci: implementasi model; manajemen kurikulum merdeka; berbasis industri; minat berwirausaha; pembelajaran SMK

Implementation of Merdeka Curriculum in Fostering Entrepreneurial Interest of Vocational Students

Abstract: *In 2023, the unemployment rate of Vocational High School (SMK) graduates is still the highest compared to graduates of other education levels, reaching 9.31%. This unemployment is caused by low work readiness, especially entrepreneurial readiness. By fostering an interest in entrepreneurship early on through a curriculum that is in line with industry needs, students will be more motivated to develop the skills and knowledge needed to become successful entrepreneurs in the future. This research aims to implement the "Merdeka Curriculum" by designing an industry-based curriculum management model that effectively increases the entrepreneurial interest of vocational students.*
The research design used is based on the Research and Development (R&D) model by Richey and Klein, focusing on three stages: needs analysis, model design, and validation. The research was conducted at SMK Muhammadiyah 1 Sleman and SMK Muhammadiyah Pakem, with research subjects including teachers, automotive engineering students, automotive industry practitioners, and the education office. Data collection techniques used non-test data collection techniques through interviews in Focus Group Discussion (FGD) and validation/feasibility questionnaires for experts. Data analysis used quantitative methods, and the results were categorized. The conclusion of this research shows that the industry-based curriculum model developed has a very high level of feasibility, both conceptually and practically, as well as in terms of its benefits for vocational students.
Keywords*: model implementation; independent curriculum management; industry-based; entrepreneurial interest; vocational learning*

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PENDAHULUAN

Vocational education in Indonesia, especially at Vocational High Schools (SMK), has a strategic role in preparing the young generation to enter the world of work or create jobs (Gunawan et al., 2022; Yohana et al., 2021). However, the unemployment rate for vocational school graduates remains the highest compared to other levels of education, reaching 9.31%. This high unemployment rate is caused by low work readiness, especially in the entrepreneurial aspect. One significant challenge is the lack of interest in entrepreneurship among vocational school students (Fauzi et al., 2022; Nazira & Kartika, 2021). One of the factors influencing this low level of readiness is a curriculum that is not fully integrated with industry needs. The mismatch of the curriculum with the demands of the job market can cause students to be unprepared to face the challenges of the world of work (Amalu et al., 2023; Blažič, 2021; Lekan & Olufunke, 2023; Sajid Khan, 2023). Therefore, curriculum changes are needed that are more dynamic and responsive to industry needs so that vocational school graduates are better prepared to compete in the job market (Mian et al., 2020; Oke & Fernandes, 2020; Rosina et al., 2021).

With the times and increasingly dynamic job market demands, a curriculum management model is needed that is able to accommodate industry needs and encourage vocational school students' entrepreneurial interest (Boldureanu et al., 2018; Susilo et al., 2022). An industry-based curriculum management model can help students understand and develop skills relevant to the world of work, as well as improve the quality of vocational school graduates so that they become more competitive (Arquero et al., 2024; Isnandar et al., 2023; Yi & Park, 2024). The Independent Learning Curriculum is an Indonesian government initiative which aims to give schools the freedom to design curricula according to local needs and student potential. However, the implementation of the Independent Learning Curriculum in Vocational Schools still faces various challenges, especially in integrating industrial competency elements into a curriculum that is relevant and interesting for students. Therefore, developing an industry-based curriculum management model is an urgent need to ensure the success of the Independent Learning Curriculum in Vocational Schools (Gebremeskel, 2023; Rikala et al., 2024).

Developing an industry-based curriculum management model can also increase interest in entrepreneurship among vocational school students. By providing learning materials that are relevant to industry needs, students can be better prepared to start their own business (Al Issa et al., 2024; Derrick Dodoo & Eshun Yawson, 2024; Rocha et al., 2024). Apart from that, this model can also help students develop effective business skills and strategies, so that they are better prepared to face challenges in the business world. To improve the quality of vocational education in Indonesia, cooperation between government, schools and industry is needed. The government can provide the necessary support and resources for the development of industry-based curriculum management models. Schools act as program implementers by ensuring the curriculum used is relevant to industry needs (Milosz et al., 2024; Rósa, 2024). Meanwhile, industry can act as a partner who provides input and support in curriculum development. With good cooperation, it is hoped that the quality of vocational school graduates can improve, preparing them to face challenges in the world of work (Asuncion et al., 2023; Franco et al., 2023; Southworth et al., 2023a; Thind & Yakavenka, 2023).

The weakness of current curriculum management lies in the lack of integration with industry needs. The curriculum used still focuses more on theory which is not always relevant to the needs of the job market. This causes students to be unprepared to face real challenges in the world of work (Borah et al., 2023; Patrício & Ferreira, 2023; Smaldone et al., 2022; Yordudom et al., 2024). Apart from that, the curriculum is also less flexible in adapting to technological developments and dynamic market needs (Asmayawati et al., 2024; Magagula & Awodiji, 2024; Yang et al., 2023). Therefore, curriculum changes that are more responsive to the needs of industry and the job market are very necessary. The industry-based curriculum management (MKBI) model is designed to identify industry needs and adapt the curriculum to meet these needs so that students can be better prepared to face the world of work or start their own business after graduating from vocational school. MKBI is the right solution for vocational schools to increase interest in entrepreneurship and will have an impact on overcoming unemployment.

METHOD

This research adopts the research and development (R&D) design from Richey and Klein by taking 3 stages, namely needs analysis, model design and validation. The research flow diagram can be seen in Figure 1.

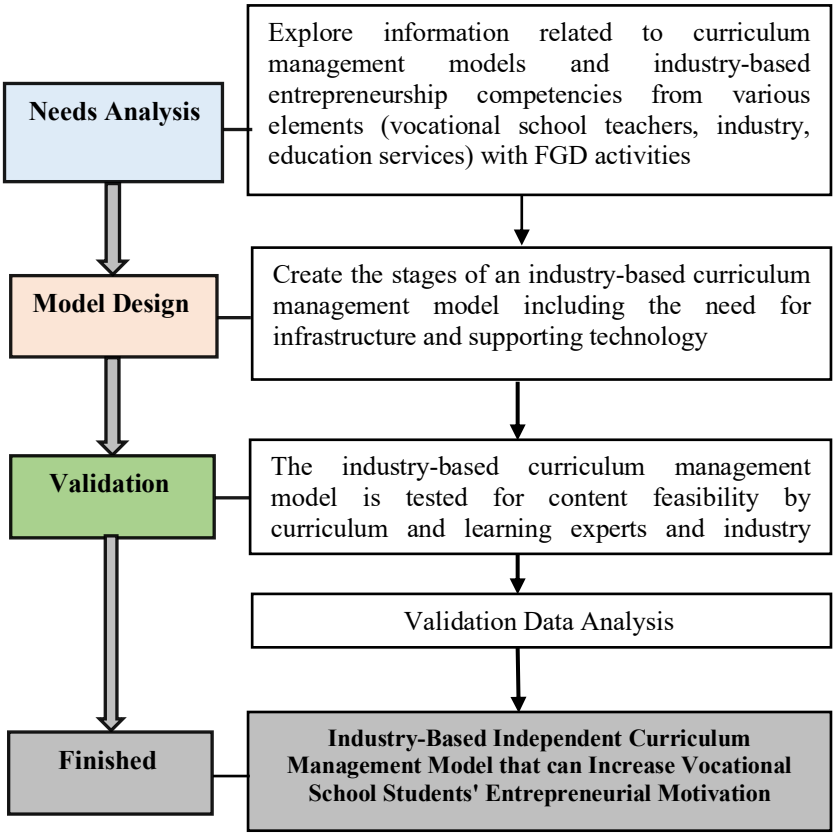

Figure 1. Research Flow Diagram (Richey, R. C. & Klein, 2009)

The research location was carried out at SMK Muhammadiyah 1 Sleman and SMK Muhammadiyah Pakem. The vocational school has implemented an independent curriculum and has practical instructors/teachers who have been trained in entrepreneurship skills by industry. The subjects used were learning managers in schools consisting of vocational school teachers, industry practitioners, and the Education Department. The research stages consist of the needs analysis stage aimed at exploring related information; (a) the need for competencies that support entrepreneurial competencies based on the needs of vocational schools and industry. (b) explore information related to the curriculum management model that will be developed, the infrastructure and technology required. The model design stage aims to create the stages of an industry-based independent curriculum management model (MKBI) including supporting human resources. The validation stage aims to gather input and test the feasibility of the model from vocational school learning curriculum experts and industry practitioners. Data collection techniques use non-test data with interview instruments through FGD activities and validation/feasibility questionnaires for experts. Data analysis uses quantitative analysis and the results are formulated using categorization. The categorization and scores can be divided as follows: Strongly Disagree (STS) score 1, Disagree (TS) score 2, Neutral (N) score 3, Agree (S) score 4, and Strongly Agree (SS) score 5.

RESEARCH RESULTS AND DISCUSSION

Research Results

Stages of Needs Analysis

The needs analysis stage was carried out with FGD activities during three meetings involving vocational school teachers, industry practitioners and the Education Department. The results of the needs analysis can be concluded as follows:

Table 1. Requirements for Competencies that Support Entrepreneurship Competencies

No	Competence	Indicator
1	Technical Competency	Ability to design, develop and produce products or services that suit industrial needs
2	Marketing Competency	Ability to promote and market products or services.
3	Financial Competency	Ability to manage finances, including planning, management and financial analysis
4	Human Relations Competency (social)	Ability to understand, comprehend, communicate and relate to other people

Table 2. Curriculum Management Model to be Developed, Infrastructure and Technology Required

No	Competence	Need	Criteria
1	Curriculum Management Model	The curriculum model is flexible and can be adapted to industry needs	The curriculum should include industry-relevant theory, practice, and fieldwork experience
2	Infrastructure	Adequate infrastructure to support the entrepreneurial learning process	Laboratories, equipment, and facilities enable students to practice and develop entrepreneurial skills
3	Technology	Technology that can support the entrepreneurial learning process, such as information and communication technology	Technology should be easily accessible and allow students to interact with relevant resources and information

Model Design

The model design stage is carried out by analyzing the results of the needs analysis stage to produce a conceptual MKBI model and its stages. This stage was carried out together with members, namely researchers, vocational school teachers, vocational school learning curriculum experts and industry practitioners. The results of the conceptual MKBI model design and its stages can be seen in Figure 2.

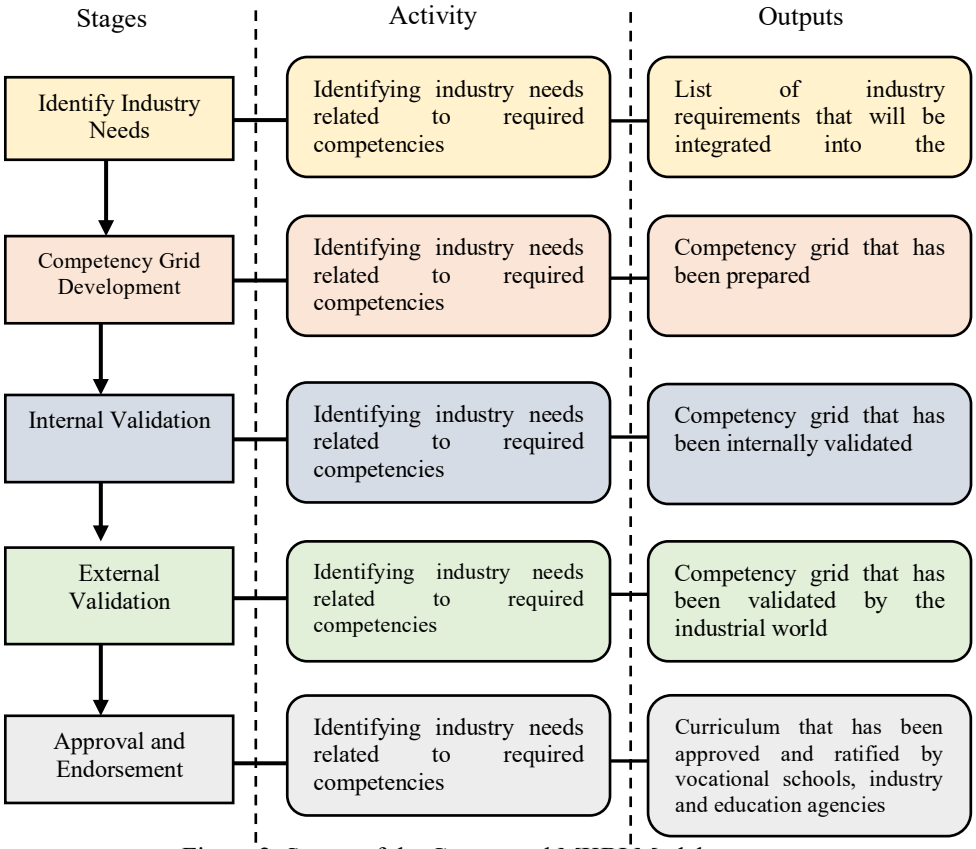

Figure 2. Stages of the Conceptual MKBI Model

Validation Stages

The validation stage aims to explore input and test the feasibility of the conceptual model from the results of the needs analysis. Experts consist of vocational school learning curriculum experts and industry practitioners. The validation stage produces an MKBI model that is suitable for use to increase interest in entrepreneurship so that it can overcome the problem of unemployment. The validation results can be seen in Figure 3 and Table 3.

No	Aspect	Question Indicator	Number of Assessments from Experts (%)				
			STS	TS	N	S	SS
1	Conceptual	Strong theoretical basis					100%
2	Feasibility	In accordance with industrial and educational needs					100%
3		Increase interest in entrepreneurship					100%
4	Practical Feasibility	Easy to implement				33%	67%
5		Clear and structured implementation guide				33%	67%
6		Involves effective collaboration between schools and industry					100%
7	Benefit Eligibility	Providing real benefits for students in understanding entrepreneurship					100%
8		Improving students' practical skills in entrepreneurship					100%
9		Can be applied in various majors in vocational schools					100%

Based on the uploaded data, the following is an analysis of expert assessments of industry-based curriculum models to foster vocational school students' interest in entrepreneurship. This assessment includes three main aspects: Conceptual Feasibility, Practical Feasibility, and Benefit Feasibility, with specific indicators. (1) Conceptual Feasibility. All experts agree that conceptually, this model has a strong foundation and is relevant to industrial and educational needs, and is able to increase students' interest in entrepreneurship. (2) Practical Feasibility. Although the majority of experts agree with the practical feasibility of this model, there are still some who have doubts regarding the ease of implementation and clarity of the guidelines. This shows the need for strengthening in the practical aspect. (3) Benefit Eligibility. All experts agree that this model provides real benefits for students and is applicable in various vocational school departments.

The experts provided several constructive inputs to strengthen the industry-based curriculum model in fostering vocational school students' interest in entrepreneurship. (1) In the aspect of conceptual feasibility, although this model has a strong theoretical basis, it is recommended to integrate the latest theories related to digital entrepreneurship. This is important considering that industrial developments are increasingly moving towards information technology and digital-based business. Apart from that, the relevance of this model to industrial needs is quite good, but it is recommended to expand the scope of the industrial sectors involved, especially to new sectors such as creative industries and green industries, so that this model is more adaptive to the changing dynamics in the job market.

(2) In the aspect of practical feasibility, several experts identified challenges in the ease of implementing this model in various schools, especially in areas that have limited resources. Therefore, experts suggest developing implementation guidelines that are more flexible and can be adapted to specific school conditions. The guidelines also need to be more detailed, especially in terms of timing and stages of collaboration with industry. The addition of case studies or concrete examples from schools that have successfully implemented this model is considered to be very helpful in understanding the practical steps that must be taken. Apart from that, experts also emphasized the importance of special training programs for teachers and education personnel to ensure successful implementation, especially in aspects of entrepreneurship and partnerships with industry.

(3) In terms of feasibility benefits, although this model is considered to provide real benefits for students, experts underline the need for a clear assessment system or measuring tool to measure the concrete impact of this model on students' practical skills and entrepreneurial interests. These can be

specific indicators of success, such as the number of students who successfully start businesses after graduating or their involvement in entrepreneurial projects during their education. Apart from that, experts also suggest the development of additional modules designed for majors that may be less directly related to entrepreneurship, so that this model can be applied effectively in various majors in vocational schools. Overall, these inputs aim to strengthen the conceptual foundation, increase ease of implementation, and ensure that the benefits generated by this model can be measured and felt in real terms by students in various vocational school majors. Adapting and developing this model according to the local context and dynamic industrial needs is expected to make this model more effective and applicable in the field.

After the validation process, researchers, curriculum experts and industry practitioners redesigned the MKBI model and its stages as a model that is suitable for use. The revised MKBI model can be seen in Figure 4.

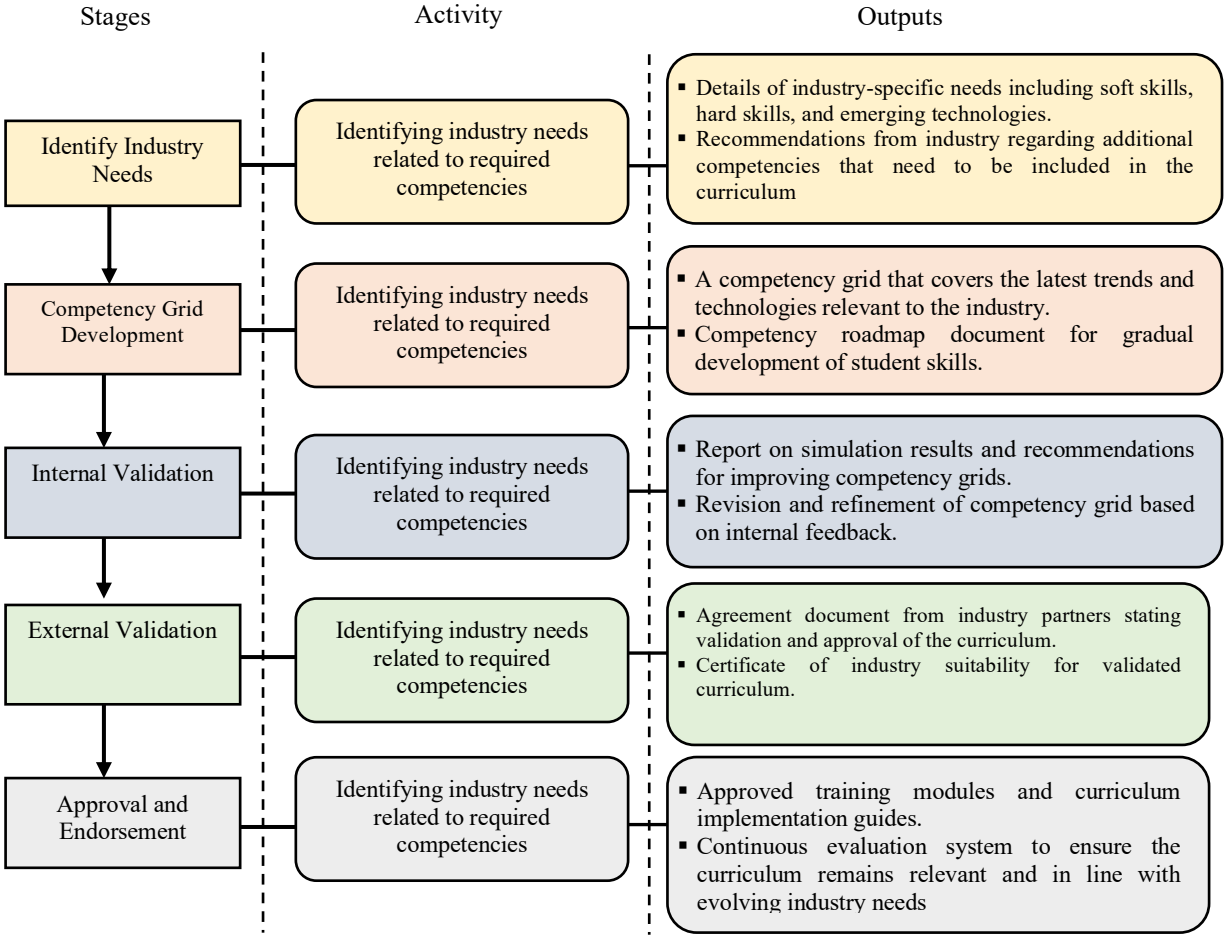

Figure 4. MKBI model that is suitable for use

Discussion

The development of an industry-based curriculum model in Vocational High Schools (SMK) shows significant relevance in responding to the needs of modern industry and increasing student competency. Conceptually, experts agree that this model has a strong basis and is relevant to the demands of the world of work. With a deep foundation in industrial needs, this model is believed to be able to encourage interest in entrepreneurship among vocational school students, which is one of the important skills in the current global economic era. However, to ensure that this model remains relevant, it is necessary to integrate the latest theories related to digital entrepreneurship. This includes a deep understanding of information technology and digital-based business, considering the industrial transformation that increasingly relies on advanced technology and e-commerce. Therefore, this curriculum needs to continue to be updated to suit changing trends and technology in the industrial world(Akhtar et al., 2024; Ingaldi et al., 2023).

However, the practical feasibility of this curriculum model is not without challenges. Most experts support the practical implementation of this model, but there are concerns regarding the ease of implementation in various vocational schools, especially those in areas with limited resources. Some schools may experience difficulties in adapting this model due to lack of adequate infrastructure or limited access to related industries(Mohammed et al., 2023; Wibowo et al., 2023). To overcome this challenge, more flexible and comprehensive implementation guidance is needed, which can be adapted to the specific conditions of each school. This guide should include detailed steps that assist schools in facilitating collaboration with industry as well as in managing the timing of program implementation(Gupta et al., 2024; Ilyas et al., 2024).

In addition to more flexible implementation guidance, case studies from schools that have successfully implemented this model are also very important. This case study can provide a real picture of how this model can be applied in various school conditions. These examples of success can be a reference for other schools that want to implement an industry-based curriculum. Furthermore, to ensure successful implementation, special training programs for teachers and education personnel need to be organized. This training should focus on developing entrepreneurial skills and industry partnerships, which are crucial aspects in implementing this model. Thus, educators can become effective agents of change in implementing industry-oriented curricula(Coopmans & Rinnooy Kan, 2023; Ilyas et al., 2024; Poschauko et al., 2024; Skarpaas & Hellekjær, 2021).

On the other hand, the benefits of this industry-based curriculum model have been recognized by many experts. This model is considered to provide real benefits, especially in improving students' practical skills and encouraging their interest in entrepreneurship. Experts note that this model is applicable in various vocational school departments, which shows its flexibility in responding to the needs of various areas of expertise. However, it is important to develop a clear and measurable assessment system to evaluate the concrete impact of implementing this curriculum. For example, success indicators such as the number of students who start businesses after graduating or their involvement in entrepreneurial projects during their education can be used as benchmarks to assess the effectiveness of this curriculum.(Coopmans & Rinnooy Kan, 2023; Poschauko et al., 2024; Skarpaas & Hellekjær, 2021).

To further ensure that the benefits generated by this model can be measured properly, experts also recommend the development of more structured measurement tools. This measuring tool can include various indicators of success that are specific and relevant to each department at SMK. For example, in majors that are less directly related to entrepreneurship, additional modules need to be provided that are specifically designed to suit the needs of students in that major. With these additional measuring tools and modules, industry-based curriculum models can be more easily adapted and implemented effectively in various school conditions(Al-juboori et al., 2024; Herlinawati et al., 2024; Southworth et al., 2023b).

Overall, the development and implementation of an industry-based curriculum model requires a holistic and adaptive approach(He et al., 2024; Johnstad, 2024). Strengthening the conceptual foundation, refining implementation guidelines, and developing clear and structured measurement tools are important steps to ensure the success of this model. By continuously updating and adapting this model according to industry dynamics and local needs, it is hoped that this curriculum will not only be able to significantly improve students' skills, but also prepare them to become successful entrepreneurs in the future. Appropriate adaptation and development will make this model more effective and applicable, as well as providing a real and sustainable impact on the world of education and industry.(Paul et al., 2023; Sufyan et al., 2023).

CONCLUSIONS

The conclusion of this study shows that the industry-based curriculum development model developed has a very high level of feasibility, both in terms of conceptual, practical, and benefits for vocational students. Expert assessment shows full agreement that this model is based on a strong theoretical foundation and is very relevant to the needs of industry and education, so it has great potential to increase students' entrepreneurial interests and skills. Although the practical feasibility aspect still requires some refinement regarding ease of implementation, clear implementation guidelines and effective industry involvement have been appreciated by the experts.

In addition, the model is also recognized as providing real benefits in improving students' practical competencies, both in technical and entrepreneurial aspects, and is flexible to be applied in various vocational majors. This study reinforces previous literature stating that partnerships between educational institutions and industry can produce more work-ready graduates, and contribute to improving the quality of vocational education.

Thus, this model is feasible to be implemented more widely in SMK, with a note of improvement on the practical implementation aspects. Further development and piloting in various contexts can further optimize this model, ensuring that vocational education in Indonesia can continue to evolve in accordance with industry demands and prepare competent and entrepreneurial-ready graduates in the modern world of work.

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Salam dan Bahagia,
Terimakasih kami sampaikan kepana *author* yang telah *submitted* artikel pada jurnal "Taman Vokasi/JTVOK" Prodi Pendidikan Teknik Mesin, Universitas Sarjanawiyata Tamansiswa, dan telah menyelesaikan proses revisi hingga final melalui sistem OJS. Dengan ini kami Tim Editor Jurnal Taman Vokasi menyatakan bahwa:

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