

**Ranah Research**
Journal of Multidisciplinary Research and Development
082170743613 ranahresearch@gmail.com <https://jurnal.ranahresearch.com>

E-ISSN: 2655-0865



DOI: <https://doi.org/10.38035/rj.v8i5>
<https://creativecommons.org/licenses/by/4.0/>

Link and Match Policy Implementation through Field Work Practice in Vocational Education: A Van Meter and Van Horn Analysis at SMK Al Amanah, Bandung Regency

Agung Wibawa¹, Faizal Madya², Vivi Indra Amelia Nasution³

¹Faculty of Social and Political Sciences, Universitas Terbuka, Bandung, Indonesia, Wibawaagung191@gmail.com.

²Faculty of Social and Political Sciences, Universitas Terbuka, Bandung, Indonesia, faizal.madya@ecampus.ut.ac.id

³Faculty of Social and Political Sciences, Universitas Terbuka, Bandung, Indonesia, vivi.indra@ecampus.ut.ac.id

Corresponding Author: Wibawaagung191@gmail.com¹

Abstract: This study examines the implementation of the Link and Match Program between the education and industrial sectors through Field Work Practice (Praktik Kerja Lapangan/PKL) at SMK Al Amanah, Bandung Regency. It is grounded in the gap between the goals of vocational education and actual conditions, since the labor force in Bandung Regency remains dominated by senior high school graduates, while the employment absorption rate of SMK Al Amanah graduates in the 2024–2025 academic year reached less than half of total graduates. The object of the research is the implementation of the Link and Match policy through PKL at SMK Al Amanah. This research aims to describe the implementation of the program and identify the obstacles faced by the school in carrying it out. The study employed a qualitative approach with a descriptive-analytical method, with informants selected through purposive sampling, including the principal, vice principal, PKL supervising teachers, industry partner representatives, and students. Data were collected through in-depth interviews and participatory observation, analyzed using an interactive model of data reduction, display, and conclusion drawing, with validity examined through triangulation. The analysis was guided by Van Meter and Van Horn's policy implementation theory. Findings indicate that the policy implementation has been running but is not yet optimal, marked by a low graduate absorption rate, limited practical facilities, and insufficiently effective communication between the school and industry partners. The study concludes that the program's success requires strengthening human resources, improving learning facilities, and fostering sustainable cooperation between the school and the industrial world.

Keywords: Link and Match, Field Work Practice, Policy Implementation, Vocational Education.

INTRODUCTION

Vocational education in Indonesia plays a strategic role in preparing human resources capable of meeting the demands of the labor market and competing in the global economy. Vocational High Schools (*Sekolah Menengah Kejuruan*/SMK), as the primary institution of secondary vocational education, are expected to produce graduates with both technical and non-technical competencies relevant to industry needs (Aini & Purba, 2022; Amri, Irwanto, & Aribowo, 2022). This mandate is enshrined in Law Number 20 of 2003, Article 15, which stipulates that vocational education at the secondary level is designed to prepare students primarily for employment in specific fields. Nevertheless, a significant gap persists between the normative objectives of vocational education policy and the actual absorption of SMK graduates into the labor market.

Data from the Bandung Regency Department of Manpower (*Dinas Ketenagakerjaan/DISNAKER*) in 2025 reveal that the workforce composition across companies in the region is still dominated by senior high school (SMA) graduates at 57%, while SMK graduates account for only 27%. This figure indicates that, despite being specifically designed to produce work-ready graduates, vocational high schools have yet to fully realize their potential contribution to meeting industrial labor demands. A similar pattern is reflected in the graduate data of SMK Al Amanah for the 2024–2025 academic year, which shows that only 46% of graduates had secured employment, while the remaining 54% had not been absorbed into the workforce (SMK Al Amanah Vocational Education Tracer Study, 2025). This disparity underscores the need for a deeper examination of the factors constraining the effectiveness of vocational education policy at the institutional level.

In response to this challenge, the Indonesian government developed the *Link and Match* policy as a strategic framework for aligning vocational education with the needs of the world of work. The concept was first introduced by Wardiman Djojonegoro during his tenure as Minister of Education and Culture in the 1990s, and was subsequently reinforced through the Minister of Industry Regulation Number 3 of 2017 and the Minister of Education and Culture Decree Number 17 of 2017. The Ministry of Education and Culture (2020) defines *Link and Match* as a strategy for synchronizing vocational education curricula with labor market demands through eight key policy pillars, including curriculum alignment, the involvement of industry practitioners as instructors, implementation of industrial internships or Field Work Practice (*Praktik Kerja Lapangan*/PKL), and industry commitment to graduate absorption. At the regional level, this policy is reinforced by West Java Governor Regulation Number 58 of 2018 on Improving the Quality of Vocational Education through Synergy with the Industrial World.

One of the most tangible instruments of the *Link and Match* policy is the Field Work Practice (PKL) program. Under Minister of Education and Culture Regulation Number 50 of 2020, PKL is defined as a work-based learning activity conducted in real industrial settings, forming an integral part of competency-based curriculum implementation. PKL is positioned as a platform for authentic experiential learning that enables students to integrate theoretical knowledge with practical work experience, while simultaneously developing soft skills such as work discipline, professional ethics, communication, and teamwork. Puspitasari and Abdullah (2024) affirm that the preparation provided through PKL positively influences the formation of students' professional knowledge and readiness for employment.

Despite these policy intentions, the effective implementation of the *Link and Match* program through PKL continues to face considerable empirical challenges. Prior studies have identified several persistent obstacles, including low levels of industry participation in the educational process, limited capacity of industry partners to accommodate student placements, gaps in competency standards between schools and industries, and diverging expectations between educational institutions and the business sector (Lamijan et al., 2024; Hulaimi et al., 2024; Rahayu et al., 2020). Furthermore, existing research has tended to examine *Link and*

Match implementation in descriptive terms, without systematically grounding the analysis in a public policy framework or directly linking findings to empirical graduate employment data. This represents a significant research gap in the literature on vocational education policy in Indonesia.

Addressing this gap, the present study aims to analyze the implementation of the *Link and Match* program through PKL at SMK Al Amanah, Bandung Regency, using the policy implementation framework of Van Meter and Van Horn as its analytical lens. This framework encompasses six key variables: policy standards and objectives, resources, inter-organizational communication, characteristics of implementing agencies, socio-economic and political environment, and the disposition of implementers. SMK Al Amanah was selected as the research site given that it has actively implemented the *Link and Match* program through partnerships with diverse industry partners, yet its graduate absorption rate remains suboptimal. Through a qualitative descriptive-analytical approach, this study seeks to provide both theoretical contributions to the study of vocational education policy implementation and practical insights for policymakers aiming to improve the quality and relevance of SMK graduates at regional and national levels.

METHOD

Research Design

This study employed a qualitative research approach with a descriptive-analytical design. Qualitative research, as defined by Sugiyono (2017), is a research method conducted under natural conditions in which the researcher serves as the primary instrument, data collection is carried out through triangulation, analysis is inductive in nature, and findings emphasize meaning over generalization. This approach was selected to explore the complex dynamics of public policy implementation in the context of the *Link and Match* program at SMK Al Amanah, enabling an in-depth understanding of the policy network, the roles of actors involved, and the processes through which the policy is enacted. The descriptive-analytical design further allowed for a systematic portrayal and interpretation of observed phenomena based on field data and interviews (Heryadi in Sobirin, 2022).

Research Site and Rationale

The study was conducted at SMK Al Amanah, located in Dayeuhkolot, Bandung Regency, West Java, Indonesia. This site was purposively selected on the basis that SMK Al Amanah has actively implemented the *Link and Match* program through Field Work Practice (PKL) and has established formal partnerships with various industry partners across multiple sectors, including information technology, creative industries, banking, manufacturing, and services. Despite these efforts, the school's graduate absorption rate remains suboptimal, with only 46% of graduates from the 2024–2025 academic year having secured employment. This condition makes the school a highly relevant and information-rich case for examining the effectiveness of vocational education policy implementation.

Data Sources and Informants

Data sources in this study followed the classification proposed by Sugiyono (2017), consisting of primary and secondary data. Primary data were obtained directly through in-depth interviews and field observation, while secondary data were gathered from relevant documents and institutional records. Informants were selected purposively based on their direct involvement in the implementation of the *Link and Match* program. The informants comprised the school principal, the vice principal for industry and public relations, productive subject teachers and PKL supervisors, students who had participated in PKL, industry supervisors from partner companies, and a representative from the Bandung Regency Department of Manpower (DISNAKER). This selection ensured that perspectives from all key stakeholders — including

policymakers, implementers, and program beneficiaries — were adequately represented. The informants in this study numbered 9 people, consisting of 1 school principal, 1 vice principal for industry relations, 4 productive subject teachers/heads of expertise programs, 2 students participating in PKL, 1 representative from a partner industry (DUDI), and 1 representative from the Bandung Regency Department of Manpower (DISNAKER).

Data Collection Techniques

Data were collected through three main techniques. First, in-depth interviews were conducted with all designated informants to explore their experiences, perceptions, and assessments of the *Link and Match* program implementation. Interview guides were developed based on the six analytical variables of the Van Meter and Van Horn policy implementation framework, namely policy standards and objectives, resources, inter-organizational communication, characteristics of implementing agencies, socio-economic and political environment, and implementer disposition. Second, direct observation was carried out at PKL implementation sites to document the actual practices of students, supervisors, and industry partners during the work placement period. Third, document analysis was performed on relevant institutional records, including cooperation agreements (MoU) between the school and industry partners, PKL activity reports, student assessment records, curriculum documents, and school work programs related to industry relations.

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman (1994), which consists of three concurrent and iterative stages: data reduction, data display, and conclusion drawing and verification. In the data reduction stage, raw data collected from interviews, observations, and documents were systematically selected, focused, simplified, and coded according to the themes derived from the analytical framework. In the data display stage, the reduced data were organized into structured narratives, matrices, and thematic summaries to facilitate pattern recognition and interpretation. In the conclusion drawing and verification stage, emerging findings were continuously verified against the raw data to ensure analytical consistency and credibility. This iterative process continued until theoretical saturation was achieved.

Validity and Trustworthiness

To ensure the credibility and trustworthiness of the research findings, this study applied data triangulation as the primary validity strategy. Triangulation was conducted across three dimensions: source triangulation, by cross-checking information obtained from different informant groups; technique triangulation, by comparing data gathered through interviews, observation, and document analysis; and member checking, by returning key findings to selected informants for verification and confirmation. These procedures were implemented to minimize the risk of researcher bias and to enhance the dependability and confirmability of the qualitative findings (Sugiyono, 2017).

Ethical Considerations

Prior to data collection, informed consent was obtained from all research participants. Informants were assured of the confidentiality of their identities and the voluntary nature of their participation. All data were used exclusively for academic research purposes in accordance with applicable ethical standards in qualitative social science inquiry.

RESULTS AND DISCUSSION

Research Site Description

SMK Al Amanah is a private vocational high school located in Dayeuhkolot District, Bandung Regency, West Java, Indonesia. The school offers four study programs: Computer Network and Telecommunication Engineering (TJKT), Office Management and Business Services (MPLB), Broadcasting and Film Production (BP), and Tourism Business Services (ULP). The total student enrollment stands at 625 students distributed across various grade levels and study programs. The teaching staff comprises 34 educators, consisting of normative, adaptive, and productive subject teachers whose academic backgrounds are aligned with their respective fields of expertise. In terms of physical infrastructure, the school operates 19 classrooms and 4 departmental laboratories that serve as practical learning facilities for students.

In implementing the *Link and Match* policy, SMK Al Amanah has established formal cooperation agreements (MoU) with various industry partners across multiple sectors, including banking, manufacturing, information technology, creative industries, and small and medium enterprises (SMEs) located within Bandung Regency. This cooperation is concretely realized through the Field Work Practice (PKL) program, which commences when students are in Grade XI and lasts between one and three months depending on the requirements of each industry partner.

Results

Research findings are presented based on the six implementation variables of the Van Meter and Van Horn policy implementation framework, namely: (1) policy standards and objectives, (2) resources, (3) characteristics of implementing agencies, (4) disposition of implementers, (5) inter-organizational communication, and (6) economic, social, and political environment.

A. Policy Standards and Objectives

The objectives of the *Link and Match* policy at SMK Al Amanah are directed toward aligning students' competencies with the needs of the world of work and industry (DUDI) through the implementation of PKL. Implementation standards are reflected in the industry-based curriculum, PKL operational guidelines, and learning outcome targets emphasizing mastery of both technical and non-technical competencies relevant to each study program. The school principal, Rizal Alamsyah, M.Pd., stated that the standards for vocational education and the *Link and Match* program refer to the National Education Standards and industry requirements; however, when assessed against the availability of practical facilities across all departments, these standards have not yet been fully met, as the ratio of students per class to available practical equipment remains below the ideal threshold. This finding is consistent with Masri, Supriyanto, and Sobri (2022), who identified that misalignment between SMK and DUDI is partly attributable to insufficient practical facilities that fail to meet the standards demanded by industry partners. This was further corroborated by Sri Rezeki (vice principal for industry relations), “who stated that the implementation standards refer to the National Education Standards (SNP) and the needs of the business and industry world (DUDI), although the supporting facilities and infrastructure have not yet been fully adequate across all study programs.”

B. Resources

The resources supporting PKL implementation at SMK Al Amanah encompass human resources, funding, information, and physical infrastructure. PKL supervisors, industry instructors, and the vice principal for industry relations constitute the primary human resources determining program quality. Nevertheless, a significant imbalance was found

between student enrollment and the availability of practical learning facilities. In the MPLB study program, for instance, approximately 35 students per class share only 19 computer units. Similar deficiencies were identified in the ULP and TJKT programs. These conditions constrain the achievement of industry-standard practical learning outcomes. This finding is supported by Fauzani (2024), who explained that gaps in equipment and technology at vocational schools and training centers significantly affect the quality of learning and graduate competence. Ade Kurnia Hidayat (representative from a partner industry (DUDI)) added “that some students had not yet possessed adequate basic skills upon entering the industry, indicating that practical facilities and pre-PKL preparation still need to be improved.”

C. Characteristics of Implementing Agencies

The characteristics of implementing agencies at SMK Al Amanah are reflected in the school's clear organizational structure and systematic division of responsibilities across functional units. The Vice Principal for Industry Relations (Waka Hubin) holds a strategic role as the primary liaison between the school and industry partners, responsible for establishing cooperation agreements, coordinating student placements for PKL, and conducting communication and evaluation with industry stakeholders. Productive subject teachers and PKL supervisors are directly involved in equipping students with technical competencies, professional work attitudes, and mental readiness both prior to and during PKL placement. While overall institutional capacity was assessed as adequate, variations in teacher competence were identified, particularly regarding industry experience and access to current professional training. Schools and teachers who actively engage with industry partners tend to produce more work-ready graduates, a finding that aligns with Baitullah (2019), who emphasized the importance of active school-industry partnerships in developing students' occupational competencies. Rani Rosalina (head of expertise program) explained that “TJKT teachers are given opportunities for industry training and internships to update their competencies in line with technological developments.”

D. Disposition of Implementers

The disposition of policy implementers was generally positive and supportive. The school principal, PKL supervisors, and industry partners demonstrated strong commitment to improving graduate quality through the PKL program. Their willingness to collaborate, provide mentoring to students, and adapt learning processes to industry requirements served as key indicators of a disposition conducive to effective policy implementation. However, the research also found that students' motivation and self-confidence varied considerably. A portion of students lacked adequate work ethic and psychological readiness upon entering the industrial environment, leading industry supervisors to assess that students' professional attitudes still required more intensive guidance. These findings indicate that while institutional dispositions at the organizational level were positive, the internalization of professional work values among students as the primary target group of the policy had not yet been fully achieved (Nurjanah, Ana, & Masek, 2022; Arif, Marji, & Patmanthara, 2020). This is in line with statements from PKL students of SMK Al Amanah, who expressed a strong desire to work after graduation, although some still lacked self-confidence and had not yet developed strong motivation.

E. Inter-Organizational Communication and Implementer Activities

Inter-organizational communication in the implementation of the *Link and Match* policy involved the school, industry partners, the Department of Manpower (DISNAKER), and the education authority. Research findings indicate that while communication channels existed, they had not operated effectively or been systematically integrated. Information

regarding labor market needs conveyed by DISNAKER had not been fully translated into curriculum planning and classroom instruction. Furthermore, productive subject teachers and study program heads did not consistently receive up-to-date information on industry competency standards, and students reported that they had not received sufficient briefing regarding job responsibilities, work standards, and industrial culture prior to their PKL placements. These information gaps resulted in inadequate mental and professional preparedness among students entering the workplace, thereby preventing the policy objectives from being achieved optimally. This finding is consistent with Lestari et al. (2021), who argued that poorly transmitted policy communication to implementers can obstruct the implementation of vocational education policy. Yeyen Yulianti (head of expertise program) noted “that coordination among the school, the business world, and the education office had been running, but limited facilities hindered the follow-up of recommendations from the world of work”.

F. Economic, Social, and Political Environment

The external environment exerted a significant influence on the implementation of the *Link and Match* policy. Research findings revealed that the availability of job vacancies relevant to graduates' competencies remained limited, industry support was unevenly distributed across study programs, and a portion of low-educated workers continued to be absorbed into the informal sector. Data from the Bandung Regency Department of Manpower (2025) confirmed that SMA graduates still dominate the regional workforce composition at 57%, while SMK graduates account for only 27%. This reflects the persistence of skill mismatch between vocational graduates and industry requirements in the Indonesian labor market (Rahayu, Wibowo, & Sulastri, 2021). Cultural differences between the school environment and the industrial workplace also contributed to adaptation difficulties experienced by some students during the early stages of their PKL placement. Cahya Permana (representative from the Bandung Regency Department of Manpower (DISNAKER)) emphasized the importance of an integrated policy among education, training, and job placement, given the continued presence of a low-educated workforce in the region.

Discussion

Drawing on the research findings analyzed through the Van Meter and Van Horn policy implementation framework, the implementation of the *Link and Match* program through PKL at SMK Al Amanah has been carried out, yet has not achieved fully optimal outcomes. The following discussion integrates empirical findings with relevant literature across each implementation variable.

With respect to **policy standards and objectives**, the goals of the *Link and Match* policy have been clearly articulated in both national and regional regulations. However, the mismatch between the stipulated standards for practical facilities and the actual conditions of learning infrastructure constitutes a structural barrier that limits the realization of policy objectives. This finding is consistent with the argument advanced by Van Meter and Van Horn that ideally formulated policy objectives, when unsupported by adequate infrastructure, are difficult to achieve effectively at the implementation level.

With respect to **resources**, the inadequacy of practical learning facilities represents the most prominent obstacle identified in this study. The unfavorable ratio between student enrollment and laboratory equipment availability directly affects the quality of competency-based learning. Rochman and Waris (2021) found that the availability of practical facilities at school contributes significantly to productive learning outcomes and work readiness among SMK students. Consequently, physical resource constraints not only impede the learning

process but also carry direct implications for the competitiveness of graduates in the labor market.

With respect to **characteristics of implementing agencies**, the capacity of teachers and school management was generally adequate. Nevertheless, variation in teacher competency — particularly regarding industry experience and currency of technological knowledge — produced uneven quality of policy implementation across study programs. Prayogo et al. (2022) affirm that practical experience and teacher professionalism play an important role in improving students' work readiness, as teachers serve as the critical link between classroom learning and the competency demands of the industrial world.

With respect to **disposition of implementers**, while institutional commitment was positive, the internalization of professional work values among students as the primary beneficiaries of the policy remained incomplete. This study found that students' psychological readiness and work ethic varied considerably, affecting industry supervisors' assessments of PKL participants' work preparedness. Wulandari and Sulistyowati (2025) affirm that industrial work practice experience can help students understand workplace culture and strengthen their mental readiness for the professional environment, underscoring the need for more intensive attitudinal development before and during PKL implementation.

With respect to **inter-organizational communication**, information gaps between policy formulators, implementers, and policy target groups represent a significant inhibiting factor. The ineffectiveness of communication channels has resulted in suboptimal alignment between industry needs and school-level curriculum planning. Ningrum (2025) explains that the *Link and Match* policy frequently faces challenges in synchronizing information between industry requirements and institutional learning planning, indicating that integrated and systematic communication among government, schools, and industry stakeholders is a critical determinant of policy success.

With respect to the **external environment**, prevailing labor market conditions — in which SMK graduates have not been fully and equitably absorbed — reflect structural employment challenges that cannot be resolved through educational policy alone. Yoana, Auwalin, and Rumayya (2024) demonstrate that the growth of vocational graduates unaccompanied by commensurate expansion of employment opportunities increases the risk of unemployment among SMK graduates. This underscores the need for the *Link and Match* policy to be complemented by integrated employment policy, industrial development, and workforce training systems in order for its objectives to be achieved in a sustainable manner.

Taken as a whole, the findings of this study affirm that the effectiveness of *Link and Match* program implementation is not determined by any single factor, but rather emerges from the dynamic interaction among all six implementation variables. The weakness of any one variable — whether in resources, communication, or the external environment — is sufficient to constrain the overall achievement of policy objectives, even when other variables are functioning well. Therefore, simultaneous and comprehensive strengthening across all dimensions of policy implementation is a fundamental prerequisite for realizing high-quality, industry-relevant vocational education outcomes.

CONCLUSION

This study examined the implementation of the *Link and Match* program through Field Work Practice (PKL) at SMK Al Amanah, Bandung Regency, using the policy implementation framework of Van Meter and Van Horn. Based on the findings and discussion presented across six analytical variables, several conclusions can be drawn.

First, with respect to **policy standards and objectives**, the goals of the *Link and Match* policy have been clearly formulated in national and regional regulations and are well understood by the school's institutional leadership. However, the gap between stipulated standards and the actual availability of practical learning facilities — particularly the

unfavorable ratio of students to laboratory equipment — constitutes a structural barrier that prevents policy objectives from being fully realized at the institutional level.

Second, with respect to **resources**, the limitations of physical infrastructure, including insufficient practical equipment relative to student enrollment across all four study programs, represent the most significant constraint on effective policy implementation. While human resources, including teachers and industry supervisors, are generally competent, the absence of adequate practical facilities directly undermines the quality of competency-based learning and the work readiness of graduates.

Third, with respect to the **characteristics of implementing agencies**, the organizational structure of SMK Al Amanah provides a functional foundation for PKL coordination, particularly through the strategic role of the Vice Principal for Industry Relations. Nevertheless, variations in teacher competence — especially in terms of industry experience and access to professional development — have resulted in uneven implementation quality across study programs, limiting the consistency of outcomes produced by the policy.

Fourth, with respect to the **disposition of implementers**, the commitment and collaborative orientation of institutional stakeholders, including school leadership, PKL supervisors, and industry partners, are generally positive and conducive to program implementation. However, the internalization of professional work values, work ethic, and psychological readiness among students as the primary target group of the policy has not yet been fully achieved, thereby constraining the maximum impact of the program.

Fifth, with respect to **inter-organizational communication**, the coordination among the school, industry partners, the Department of Manpower, and the education authority has not been sufficiently systematic or integrated. Information gaps between policy formulators, implementers, and target beneficiaries have resulted in inadequate student preparation prior to PKL placement and a persistent misalignment between industry competency requirements and school-level curriculum planning.

Sixth, with respect to the **economic, social, and political environment**, prevailing labor market conditions in Bandung Regency — where SMA graduates continue to dominate the workforce at 57% compared to SMK graduates at 27% — reflect structural employment challenges that extend beyond the scope of educational policy. The persistence of skill mismatch, limited availability of relevant job vacancies, and cultural differences between school and industrial environments collectively impede the optimal absorption of SMK graduates into the labor market.

In summary, while the *Link and Match* program through PKL at SMK Al Amanah has been implemented and has produced positive contributions to students' technical competence and professional awareness, its overall effectiveness remains suboptimal. The findings confirm that the success of vocational education policy implementation is not determined by any single factor, but rather depends on the simultaneous and coherent functioning of all six implementation variables. The weakness of any one dimension is sufficient to constrain overall policy outcomes, even when other dimensions are operating effectively.

Implications and Recommendations

Based on these conclusions, several policy and practical recommendations are proposed. At the **institutional level**, SMK Al Amanah is encouraged to prioritize the upgrading of practical learning facilities and equipment to meet industry standards, and to expand access for productive teachers to participate in industry-based professional development programs, including internships and technical training, in order to reduce competency variation among educators.

At the **inter-organizational level**, a more structured and systematic communication mechanism among the school, industry partners, DISNAKER, and the education authority is urgently needed. Regular coordination forums, shared competency mapping, and timely

information sharing regarding labor market demands should be institutionalized as part of the program cycle to reduce the information gaps currently hampering implementation.

At the **policy level**, the effective realization of the *Link and Match* program requires that educational policy be complemented by integrated employment policy, industrial development strategies, and structured workforce training systems. Policymakers at the regional and national levels are encouraged to strengthen the regulatory and financial frameworks that support sustainable school-industry partnerships and ensure that the expansion of vocational graduates is matched by corresponding growth in relevant employment opportunities.

Limitations and Future Research

This study is subject to several limitations. As a qualitative single-case study conducted at one vocational school, the findings may not be directly generalizable to other SMK contexts in Indonesia. Future research is encouraged to employ multi-site comparative designs to examine implementation variations across schools with different resource capacities and industry environments. Quantitative or mixed-method approaches that directly measure the relationship between PKL quality and graduate employment outcomes would also provide valuable complementary evidence for policymakers and educational administrators..

REFERENCE

- Agustino, L. (2017). *Dasar-dasar kebijakan publik* (Ed. Revisi). Alfabeta.
- Aini, Y. N., & Purba, Y. A. (2022). Analisis penyerapan tenaga kerja dan program *link and match* pada lulusan Sekolah Menengah Kejuruan (SMK) program kelautan dan perikanan. *Jurnal Kebijakan Sosial Ekonomi Kelautan dan Perikanan*, 24.
- Amri, R., Irwanto, & Aribowo, D. (2022). Pengaruh motivasi kerja dan kesesuaian kompetensi praktik kerja lapangan (PKL) terhadap kesiapan kerja siswa SMKN 1 Cinangka. *RESLAJ: Religion Education Social Laa Roiba Journal*, 752–764.
- Arif, I., Marji, & Patmanthara, S. (2020). Peran disiplin kerja terhadap kesiapan kerja siswa SMK. *Jurnal Pendidikan*, 1689–1693.
- Baitullah, M. J. (2019). Cooperation between vocational high schools and world of work: A case study at SMK Taman Karya Madya Tamansiswa. *Jurnal Pendidikan Edukasi*, 280–293.
- Dinas Ketenagakerjaan Kabupaten Bandung. (2025). *Data komposisi tingkat pendidikan tenaga kerja di Kabupaten Bandung*. DISNAKER Kabupaten Bandung.
- Djojonegoro, W. (1998). *Pengembangan sumber daya manusia melalui Sekolah Menengah Kejuruan (SMK)*. Jayakarta Agung.
- Fauzani, P. P. (2024). Kesenjangan peralatan dan teknologi pada sekolah atau pusat pelatihan vokasional. *ADIBA: Journal of Education*, 248–253.
- Hamalik, O. (2001). *Proses belajar mengajar*. Bumi Aksara.
- Heryadi, D. (dalam Sobirin, M. S., 2022). Penelitian deskriptif analitis. Dalam *Analisis nilai-nilai kehidupan dalam kumpulan cerpen Corat-Coret di Toilet karya Eka Kurniawan* (Disertasi doctoral). Universitas Siliwangi.
- Hulaimi, M., et al. (2024). *Link and match* policy to increase labor absorption in Aceh: An evaluation of educational policy. *Journal of Educational Policy Studies*, 1–15.
- Judijanto, L., Yumame, J., & Pugu, M. R. (2024). Implementation of public policy in improving public welfare. *Journal of Public Policy and Administration*, 1–20.
- Kementerian Pendidikan dan Kebudayaan. (2020). *Strategi link and match: Penyelarasan pendidikan vokasi dengan dunia kerja*. Kemendikbud RI.
- Keputusan Menteri Pendidikan dan Kebudayaan Nomor 17 Tahun 2017 tentang Program Sekolah Menengah Kejuruan Pusat Keunggulan.

- Kuncahyono, Cholis, N., & Basyir, A. (2025). Transformasi kurikulum dan standar kompetensi SMK dalam era merdeka belajar. *Aktivisme: Jurnal Ilmu Pendidikan, Politik dan Sosial Indonesia*, 222–241.
- Lamijan, et al. (2024). Implementasi program IDUKA (*link and match*) di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Vokasi*, 1–20.
- Lestari, D. P., Larasati, E., Dwimawanti, I. H., & Purnaweni, H. (2021). Communication factors in implementing the policy of vocational high school revitalization in South Sumatera Province. *Management Journal*, 4(18).
- Masri, A. N., Supriyanto, A., & Sobri, A. Y. (2022). Analisis standar sarana dan prasarana Sekolah Menengah Kejuruan untuk menunjang kegiatan belajar siswa. *Jurnal Manajemen Pendidikan*, 31–42.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage.
- Ningrum, M. (2025). Efektivitas kebijakan *link and match* dalam pendidikan vokasi: Menakar kesiapan lulusan memasuki dunia kerja. *Jurnal Ilmu Manajemen dan Pendidikan*, 51–58.
- Nurjanah, I., Ana, A., & Masek, A. (2022). Systematic literature review: Work readiness of vocational high school graduates in facing the industrial 4.0 era. *Jurnal Pendidikan Teknologi dan Kejuruan*, 139–153.
- Peraturan Gubernur Jawa Barat Nomor 58 Tahun 2018 tentang Peningkatan Kualitas Pendidikan Vokasi melalui Sinergi dengan Dunia Industri.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 34 Tahun 2018 tentang Standar Nasional Pendidikan Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 50 Tahun 2020 tentang Praktik Kerja Lapangan bagi Peserta Didik.
- Peraturan Menteri Perindustrian Republik Indonesia Nomor 3 Tahun 2017 tentang Pedoman Pembinaan dan Pengembangan Sekolah Menengah Kejuruan Berbasis Kompetensi yang *Link and Match* dengan Industri.
- Prayogo, D., Hermanto, A. W., Widiatmaka, F. P., Prasetyo, D., & Sugiyarto. (2022). The effect of practical experience, knowledge of job opportunities, teacher professionalism and work motivation on work readiness. *Jurnal Ilmiah Pendidikan*, 7(1).
- Puspitasari, D. A., & Abdullah, M. N. (2024). Kontribusi pendidikan dan pengalaman kerja praktik terhadap kesiapan kerja lulusan SMK. *Jurnal SABANA: Sosiologi, Antropologi, dan Budaya Nusantara*, 60–65.
- Putranto, I. (2017). Pengembangan model kerja sama *link and match* untuk meningkatkan kesiapan kerja bagi lulusan SMK kompetensi keahlian akuntansi di Kota Semarang. *Jurnal Mandiri*, 69–83.
- Rahayu, A., Wibowo, L. A., & Sulastri. (2021). Skill mismatch and industry involvement in improving the job readiness of vocational school graduates. *Advances in Economics, Business and Management Research*, 771–774.
- Rochman, F., & Waris, A. (2021). Contribution of the utilization practical facilities in school, practice guiding and implementation on productive learning outcomes and work readiness of vocational school students. *Journal of Information and Computer Technology Education*, 5(1).
- Safarudin, R., Zulfamanna, Kustati, M., & Sepriyanti, N. (2023). Penelitian kualitatif. *Journal of Social Science Research*, 9680–9694.
- Saryadi, Maksum, I. R., & Juwono, V. (2023). Implementation of *link and match* policy to enhance employment of graduates: A case study in vocational high schools. *Journal of Vocational Education Studies*, 1–18.
- SMK Al Amanah. (2025). *Tracer study pendidikan vokasi SMK Al Amanah tahun ajaran 2024–2025*. SMK Al Amanah Kabupaten Bandung.

- Sobirin, M. S. (2022). *Analisis nilai-nilai kehidupan dalam kumpulan cerpen Corat-Coret di Toilet karya Eka Kurniawan dengan pendekatan pragmatik sebagai alternatif bahan ajar kelas XI SMA* (Disertasi doktoral). Universitas Siliwangi.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tsuraya, F. G., Azzahra, N., Azahra, S., & Maharani, S. P. (2022). Implementasi kurikulum merdeka dalam sekolah penggerak. *Jurnal Pendidikan, Budaya, dan Bahasa*, 179–188.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Van Meter, D. S., & Van Horn, C. E. (1975). The policy implementation process: A conceptual framework. *Administration & Society*, 6(4), 445–488.
- Wahidah, A., Rulinawaty, & Hakim, H. (2022). Implementasi kebijakan rektor dalam meningkatkan mutu pendidikan di Universitas Sulawesi Barat. *Jurnal Ilmu Administrasi dan Pemerintahan Indonesia*, 75–91.
- Winarto, A. (2024). *Implementasi program SMK pusat keunggulan di SMK Swasta Delisha dilihat dari kemitraan link and match dengan dunia usaha/dunia industri* (Disertasi doktoral). Universitas Medan Area.
- Wulandari, S. Y., & Sulistyowati, S. N. (2025). Pengaruh praktik kerja industri terhadap kesiapan kerja siswa SMK Kota Jombang. *MENAWAN: Jurnal Riset dan Publikasi Ilmu Ekonomi*, 39–49.
- Yoana, Auwalin, I., & Rumayya. (2024). The role of vocational education on unemployment in Indonesia. *Journal of Economic Studies*, 11(1).
- Zulkarnain, et al. (2022). An analysis of basic education policy implementation (MI/SD levels). *Journal of Education and Learning*, 1–15.