

Link and Match Policy to Increase Labor Absorption in Aceh: An Evaluation of Educational Policy

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Abstract: Education is crucial to national growth. Hence, a Link and Match program to provide work-oriented education is needed. This study uses the CIPP Model to assess the link and match policy between vocational high schools (SMK) and business and industry (DUDI). Four vocational schools located in Banda Aceh and Aceh Besar were studied. Data was acquired through expert-validated questionnaires and observation interviews. Quantitative descriptive analysis was used. The research results show that the link and match policy between SMK and DUDI has been appropriate, with an average score of four categories with appropriate criteria for each aspect. However, the implementation process is still hampered because the Aceh Government has not yet prepared a planned and measurable plan in the Strategic Plan for developing vocational education in Aceh to link and match to a vocational education master plan for long-term educational development. As a relevant stakeholder, the Aceh Education Service should clearly state the concept and measurable targets for developing links and matches in vocational schools, including what programs must be prepared to address the strategic issue of strengthening links and matches, especially in vocational schools with DUDI, to meet needs.

Keywords: Aceh government; CIPP; Evaluation of educational policy; Link and match; Vocational school

Introduction

In the national development process, education is a crucial sector that must be prioritized to improve the quality of a nation's Human Resources (HR) as a whole (Attamimi et al., 2023; Elisa et al., 2023; Kartini et al., 2022). The role of education in human resource development cannot be denied; education acts as a basis for the personal, professional, and social development of HR (Sholihah et al., 2019). In addition, the role of education is not limited to transferring knowledge or information but also determines how a person collects information and processes input from their environment (Devi, 2021). This is clearly stated in the 4th paragraph of the preamble to the 1945 Constitution, namely "promoting general welfare, making the life of the nation

intelligent." The implication is that the state is obliged to increase the capacity of its citizens with education so that they become a prosperous society with knowledge (MPR RI, 2013; Santoso et al., 2023).

The basis for the existence of the Constitution is that the State of Indonesia guarantees to create a golden generation in the future, namely superior, intelligent, productive, competitive, and noble human resources (HR) through the optimization of education, starting from academic education, education vocational to professional education. It is hoped that competitive and advanced human resources will be born through academic, vocational, and professional education. This is also stated in Indonesia's vision; in the future, Indonesia will not only be in the position of a lower middle-income country but will change to an upper

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middle-income country, with the key to success in structuring academic, vocational, and professional education so that graduates from these educational institutions can meet the demands of working in industry (Astuti, 2020; Hayat et al., 2023).

There is vocational education, the aim of which has now been expanded; to prepare students to enter the world of work, career advancement and entry into further education and training (Hidayati et al., 2021; Jatmiko, 2023; Susanto, 2019). For example, teachers have been asked to integrate academic and vocational education. However, the employment challenges faced by vocational high school (SMK) graduates are also an important issue that must be of common concern (Yulita et al., 2023). The employment of SMK graduates is influenced by many things, one of which is providing high-quality educational services (Andayani, 2020; Umaroh et al., 2022). To improve the quality of SMK, more efforts and support are needed, especially for SMK with limited capacity.

Furthermore, through the relevant Ministries, the Government has also prepared various vocational education policies to be implemented in all 38 Provinces in Indonesia through the Link and Match program between Vocational High Schools (SMK) and the World of Business and World of Industry (DUDI). In its vision, the Indonesian Government, through Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High Schools in the framework of Improving the Quality and Competitiveness of Indonesian Human Resources for the development of Vocational Education in the context of developing competencies and expertise according to the needs of the world of work which the Ministry of Education and Culture follows up under the Directorate of Vocational

Education through the vocational program namely Link and match, which is necessary in order to prepare Superior Indonesian Human Resources with their skills and expertise towards Advanced Indonesia (Maulina et al., 2022).

This is certainly necessary considering that the Indonesian economy will change and develop towards a global economy in the 21st century, so businesses in Indonesia must be ready to compete regionally and in the global market (Satgas Pengembangan Diklat, 1997). In order to achieve this goal, 38 provinces in Indonesia are also expected to implement the government's plan, especially in terms of implementing the link and match policy, and it is hoped that industry will participate in setting skills standards, developing curricula, and managing the education system through the development of competency-based training. Program objectives and budgets must follow the developer's needs and directions (Zahrudin, 2019).

Especially for some regions that have specialties (special autonomy) must be able to carry out all of that. Including the Aceh Province as a region that has special autonomy to regulate its education through Law No. 11 of 2006 concerning the Government of Aceh, a very valuable opportunity is opened to develop superior and intelligent human resources through vocational education for the following reasons: First, with Aceh's special features in the field of education, Aceh is allowed to regulate education independently following the aspirations of the people in the area; Second, with the stipulation of a budget in the law originating from a financial balancing fund, especially the proceeds from natural resources, 30% must be allocated for educational expenses (Ibrahim, 2009).

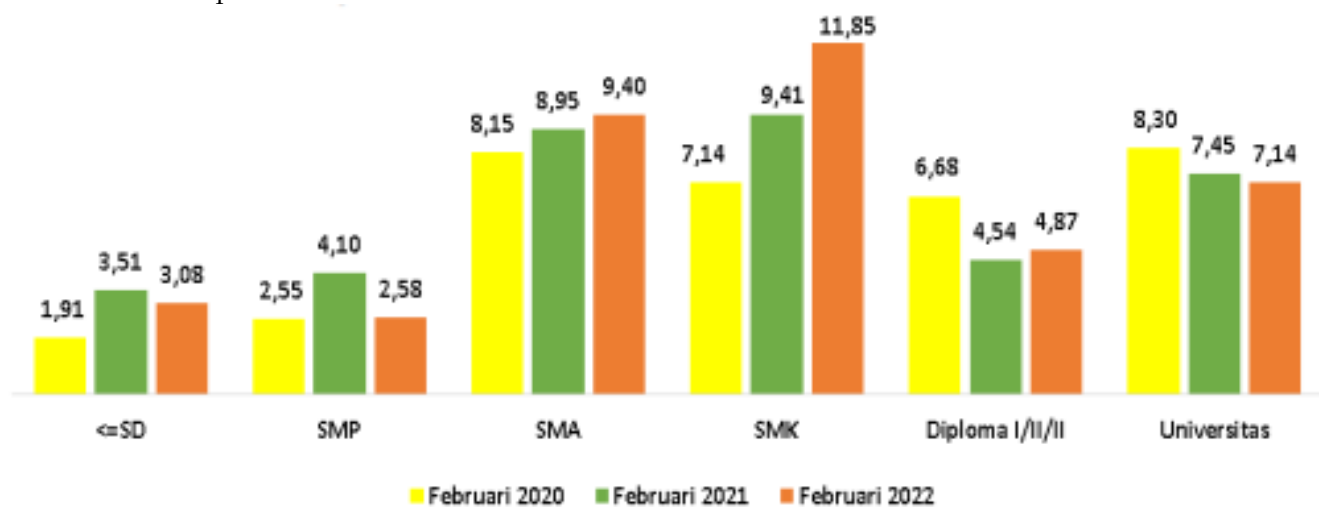


Figure 1. Open unemployment rate by education level (Source: Aceh.bps.go.id)

However, the portrait of education in terms of educational institutions in Aceh is still very worrying. In

all provinces in Indonesia, the Ministry of Education and Culture released students' literacy levels in the Literacy

Activity Index in 2019. Aceh Province is still in the "low" category, ranking 21st with an index of 34.37. The three provinces with the highest index scores are DKI Jakarta, with a score of 58.16; the Special Region of Yogyakarta, with a score of 56.20; and the Riau Islands, with a score of 54.76 (Kemendikbud RI, 2019). Judging from the level of education released by Statistics Indonesia (BPS), the open unemployment rate (TPT) is at the vocational and high school education levels. In February 2022, the TPT for the vocational education level was 11.85 percent, and the TPT for high school education was 9.40 percent (BPS, 2022).

Figure 1 shows that SMK should be a formal education that prepares students with practical skills relevant to the world of work, with the focus being on vocational education by involving students in practical learning, such as internships in industry, technical training, and development of specific work skills, so that can later be absorbed in DUDI. However, the data above shows things that are inversely proportional to the purpose of establishing the SMK itself.

Even though the Vision of the Aceh Government that was promoted was *Aceh Hebat* (Great Aceh) and *Aceh Carong* (Smart Aceh) in Aceh Qanun No. 1 of 2019 concerning the Aceh Medium Term Development Plan (RPJMA) is one of the very appropriate visions to be implemented in an effort to build competent human resources as Indonesia's future vision, namely Excellent and Advanced HR. However, in educational institutions in Aceh, especially SMK, there is still a gap between expectations and reality (Adam et al., 2014).

Through the description above, it is also interesting for researchers to study seriously the application of the Link and Match policy by SMK with DUDI. The hope is that the Link and Match policy review can produce an overview of the program that has been implemented so far, as well as whether the implementation carried out is appropriate or whether evaluation and follow-up need to be carried out so that it is truly optimal. And then, the efforts made by the Aceh Government in creating productive human resources can produce an impact, namely high impact, not low impact, let alone no impact. This will be evaluated based on the responses of SMK students with Computer and Network Engineering (TKJ) competency using the CIPP evaluation model.

Method

In this research, the type of research used is descriptive quantitative with a CIPP model policy evaluation approach. The policy evaluation method aims to obtain research results regarding the link and match program between SMK and DUDI in Aceh Province. Meanwhile, CIPP, which stands for Context,

Input, Process, and Product, is an evaluation model proposed by Stufflebeam (2000) and used in this analysis. This research was carried out at SMKs, focusing on TKJ competencies in Aceh Province. The subjects in this research evaluation were the Head of the Vocational School Development Division of the Aceh Provincial Education Service, the School Principal, and TKJ Competency SMK students.

The research was conducted at 4 SMKs consisting of 2 SMKs with public status, namely SMK Al Mubarkeya and SMK 1 Kota Jantho, and 2 Private Vocational Schools, namely SMK Darul Ihsan and SMK Mahyal Ulum Al-Aziziyah located in Aceh Province. To determine the student data, respondents used the probability sampling method. This method involves taking a sample proportional to the population's size through a proportional stratified random sample. The size of the respondent group is determined by applying the formula developed by Isaac et al. (1995), with one percent, five percent, and ten percent error rates.

According to data created based on the Isaac et al. (1995) formula, there were a total of 276 students, and 135 of them answered the survey. The error rate for the survey is ten percent. Based on the results of these calculations, the number of respondents who will be used as research objects can be determined, and this information can be seen in Table 1 below:

Table 1. List of Population and Sample Number of Students

School name	Status	Number of subjects	Number of respondents
SMKN 1 Kota Jantho	Public	70	34
SMKN 1 Al-Mubarkeya	Public	69	34
SMKS Mahyal Ulum Al-aziziyah	Private	95	46
SMKS Darul Ihsan	Private	42	21
Total			135

The data collection used was a questionnaire with a Likert scale approach, observation, interviews, and documentation. This research uses evaluation to determine how well SMK and DUDI do after implementing the link and match policy. Data from interviews, questionnaires, and observations were analyzed using descriptive-quantitative methods. Quantitative data evaluation comes from the CIPP model with context, input, process, and product factors. Questionnaire data was examined statistically and descriptively (Alvianita et al., 2022; Rahayu et al., 2023).

This data analysis technique is used to briefly describe data and present data in the form of tables, graphs, or diagrams. Several measures of the center of data that are often used are the mean, median, and

mode. Apart from that, the size of the data spread is also seen from the range, variance, and standard deviation.

Result and Discussion

Data Description on the Context Component

From the results of the analysis of student questionnaire data, it can be concluded that the range value is 21, where the highest value is 28, and the lowest value is 7. Meanwhile the mode is 24, which has been achieved 19 times (14.1%). From the calculation results it is also known that the data has a mean of 23.41, a median of 24, and a standard deviation of 3.635.

The built questionnaire covers the context aspect and has two variables: a total of seven questions, with four answer choices, and was given to 135 students from four vocational schools. Context variables are related to link and match program planning and link and match program development. The range that has been set for the evaluation aspects of context aspects in the link and match program between SMKs with DUDI is 7 to 28.

From the calculation, it is obtained that the ideal mean (M_i) is:

$$M_i = \frac{21+7}{2} = \frac{28}{2} = 14 \tag{1}$$

The ideal standard deviation (SD_i) is:

$$Sdi = \frac{21-7}{6} = \frac{14}{6} = 2.33 \tag{2}$$

A detailed description can be seen below:

Table 2. Frequency Distribution and Percentage of Context Components

Interval	Category	Amount	Percentage (%)
7 - 12.75	Very inappropriate	1	1
>12.25 - 17.5	Less appropriate	5	4
>17.5 - 22.75	Appropriate	43	32
>22.75 - 28	Very appropriate	86	63
Total		135	100

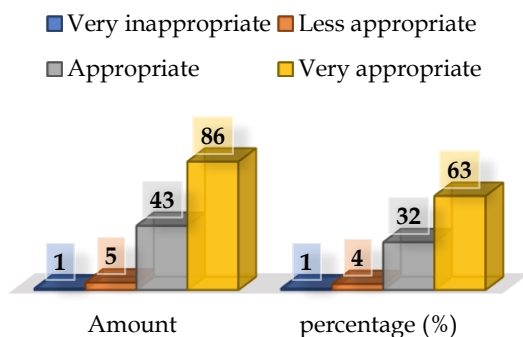


Figure 2. Evaluation results on the context component

Different proportions for context components can be seen in Table 2 and Figure 2 above. In total, 135 students responded to the survey, with one student having a percentage of 1% included in the very inappropriate category, five students having a percentage of 4% included in the less appropriate category, 43 students having a percentage of 32% included in the appropriate category, and 86 students have a percentage of 63% included in the very appropriate category. The evaluation results on the context component of the link and match program with program planning and development factors are quite in line with the large dominant percentage, namely 63%, as can be determined from Table 2 and Figure 2.

The mean in evaluating the context component with the planning and development variables of the Link and Match program can also be used to determine overall trends. This calculation produces a mean of 20.12. The exact categories will be generated in Table 2 if these values are used as references. Even so, overall, it is clear that the results of the planning and development variables of the Link and Match program from the evaluation of the context component fall into the right category.

These findings were also supported by the results of an interview with the principal of SMKN 1 Kota Jantho, who revealed that after the planning of the Link and Match program was given full authority to schools to plan and develop it, the renewal of the school's vision and mission also strengthened that SMKs must produce graduates that qualified, skilled, character, culture, entrepreneurial and professional spirit according to the needs of the world of work and industry, and globally competitive. This shows that from a context perspective, link and match is a benchmark for student graduates. So far, SMKN 1 Kota Jantho has collaborated with DUDI, namely at the DPRK Aceh Besar secretariat and a computer shop.

The principal of SMKS Mahyal Ulum Al-Aziziyah, also expressed the same thing that the lack of business world based on the need for network provision is very limited while student interest in the TKJ major is still high. So far, SMKS Mahyal Ulum Al-Aziziyah has collaborated with TVRI, Telkomsel through Indihome digital service products and computer shops. The same thing is also experienced by SMKS Darul Ihsan, which still needs help placing interns (PKL) students when students enter classes XI and XII. Among the many schools that already have strong collaboration, only SMKN 1 Al-Mubarkeya is still placing student internships in computer equipment shops, even though this still needs to be more relevant to the desired targets.

Furthermore, the context component was also found in all schools, which were sources of research

data, including link and match as one of the school's achievements in terms of graduating students. This identifies that the link and match program instructed through Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High Schools in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources is carried out by each school by including the program in the school planning section (Husein, 2019).

Furthermore, based on the results of researchers' observations, the presence of the network business world, such as wireless network services (WIFI), has just entered a network company, namely Indihome, which is a digital service product from Telkomsel, a subsidiary of Telkom Indonesia. The limited number of those who play in this field is also an obstacle for Vocational Schools where the limited presence of DUDI requires students to do internships at DUDI, which are less relevant. This is also in line with what Djojonegoro (1997) said. He said the goal of apprenticeship in a dual education system would be achieved if everyone involved (students, schools, and DUDI) was prepared to create, plan, and implement apprenticeships carefully. So, it can be seen that each SMK does not only have to focus on preparing graduate students who have competencies according to DUDI but also have to map the capacity of relevant DUDI. The government must also step in to carry out comprehensive mapping.

The most significant obstacle in evaluating the Link and Match program in Aceh province is the absence of Aceh government regulations, the discussion and approval of which have been postponed by the Ministry of Home Affairs in consideration of waiting for the Presidential Regulation (Perpres), which regulates the revitalization of education and vocational training. This makes the link and match program run locally by following the technicalities set by the Ministry of Education and Culture.

Based on the description above, it is very important to evaluate an educational institution's context component, including Vocational Schools. The main target of the context component for an educational institution is to know the whole school so that by knowing the school objects as a whole, it will be easy to develop the school according to needs, and the planned plans will follow the school's needs.

Data Description on the Input Component

The range that can be calculated is 87 based on the findings of student questionnaire data analysis, where the maximum score is 120 and the lowest score is 33. The mode that appears most often is 104 or 5.2%. Calculations also reveal the mean to be 23.41, the median to be 24, and the Standard Deviation to be 3.635. In

addition, each score in the assessment of the input component is divided into four categories, with the elaboration that the smallest score that can be given for each statement item is 1, and the maximum score that can be given for each question item is 4, with the number of question items 30 items. The input evaluation component in the link and match program between SMK and DUDI is given a score between 30 and 120, which the program organizer decides.

From the calculations, the ideal mean (M_i) is:

$$M_i = \frac{120+30}{2} = \frac{150}{2} = 75 \tag{3}$$

The ideal standard deviation (SD_i) is:

$$Sd_i = \frac{120-30}{6} = \frac{90}{6} = 15 \tag{4}$$

The detailed description is as follows:

Table 3. Distribution of Frequency and Percentage of Input Components

Interval	Category	Amount	Percentage (%)
30 - 52.5	Very inappropriate	5	4
>52.5-75	Less appropriate	17	12
>75-97.5	Appropriate	59	44
>97.5-120	Very appropriate	55	40
Total		135	100

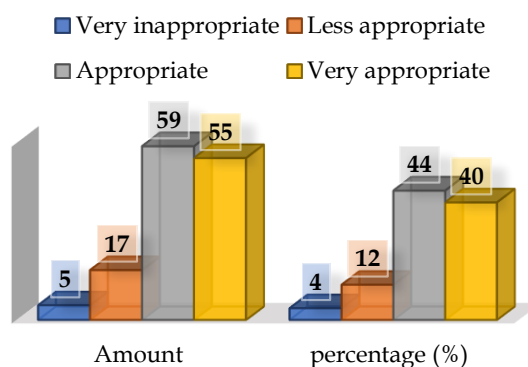


Figure 3. Evaluation results on the input component

Taking into account the findings shown in Table 3 and Figure 3 above, Figure 3, which presents the data in the form of a bar chart, shows various percentages for the factors that can be considered. The survey was conducted by 135 students, with five students having a percentage of 4% in the very inappropriate category, 17 students having a percentage of 12% in the less appropriate category, 59 students having a percentage of 44% in the appropriate category, and 55 students having a percentage of 44% in the very appropriate category. In conclusion, the findings of the evaluation of input aspects in the link and match program between SMK

and DUDI have a tendency to match, proven in a percentage of 44%, as can be determined from the previous sentence.

Apart from that, calculating the average results of the evaluation of input aspects in the link and match program between SMK and DUDI is another way to find out the overall trend. The calculation results show that the mean is 96.13. If these values are used together with those in Table 3 and Figure 3 above, they will produce the appropriate categories. Thus, the input aspect evaluation results carried out as part of the link and match program that brought together SMK and DUDI were overall following the category in question.

Apart from that, the categories above are also strengthened by the results of an interview with the Deputy Head of Curriculum Al-Mubarkeya, who revealed that the school has the availability of teachers as needed by each department; even in practices that are not available, the school directly seeks instructors who have expertise in the world of work or industry to teach students.

However, the answer of a few private vocational schools is slightly different, SMKS Darul Ihsan and SMKS Mahyal Ulum Al Aziziyah, in that the practicum section with infrastructure that does not exist in schools requires all students to come directly to the industrial world, such as Indihome or be studied directly by students during the internship process (PKL). This shows that facilities and infrastructure in private schools are more difficult to obtain because financing for such equipment requires high costs. Field observations show, however, that link and match have not yet reached their full potential as neither participants, schools, nor DUDI are fully prepared to implement it (Cahyanti et al., 2018; Lubis et al., 2023).

Based on the description above Devi (2021), in her study of quality and quality analysis in terms of input, process, and output of education, also revealed the importance of a school, including vocational schools, to pay attention to input as the main consideration, because the implementation of school management is very dependent on existing input. According to its concept, knowing the educational input is necessary for continuous development to be carried out to the next stage.

Data Description on the Process Component

The range can be calculated as 42 based on the findings of the questionnaire data analysis, where the highest score is 14 and the lowest score is 56. The mode is 42 17 or 12.6%. Calculations also reveal the mean to be 46.17, the median to be 56.7, and the standard deviation to be 7.683. In addition, each input evaluation score is broken down into four categories, with a total of 14

question items, a minimum score of 1 for each statement, and a maximum score of 4 for each question. A score range of 14–56 has been established for many aspects of evaluation in link and match programs between vocational schools with industry and workplaces.

From the calculations, the ideal mean (M_i) is:

$$M_i = \frac{56+14}{2} = \frac{70}{2} = 35 \tag{5}$$

The ideal standard deviation (SD_i) is:

$$Sdi = \frac{56-14}{6} = \frac{7}{6} = 1.16 \tag{6}$$

The detailed description is as follows:

Table 4. Frequency and Percentage Distribution of Process Components

Interval	Category	Amount	Percentage (%)
14 - 24.5	Very inappropriate	3	2
>24.5 - 35	Less appropriate	11	8
>35 - 45.5	Appropriate	64	48
>45.5 - 56	Very appropriate	57	42
Total		135	100

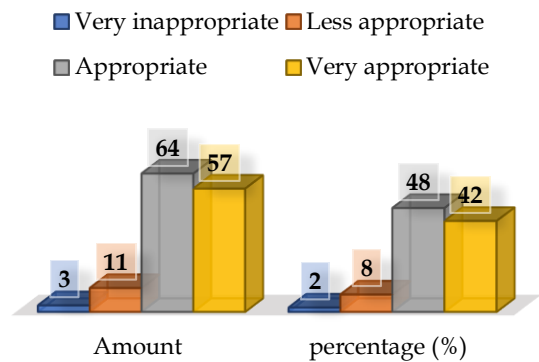


Figure 4. Evaluation results on the process component

Table 4 and Figure 4 above illustrate various percentages for process variables with varying results. Of the total 135 students, there were three students with a percentage of 2% categorized as very inappropriate, 11 students with a percentage of 8% categorized as Less appropriate, 64 students with a percentage of 48% categorized as Appropriate, and 57 students with a percentage of 42% categorized as very appropriate. Thus, it can be concluded that the results of the evaluation of the link and match program process between SMK and DUDI tend to reflect a figure of 48%, which can be said to be appropriate.

Then, the overall trend can be determined by calculating the average of the input evaluation results in the link and match program between SMK and DUDI. The calculation results show that the average is 46.17. If

this value is inserted, as shown in Table 4, the result will be the appropriate category. So, overall, the results of the evaluation of the link and match program process between SMK-DUDI are included in the very appropriate category.

Furthermore, based on the results of interviews with all the schools that were the object of research, it was found that only SMK Al-Mubarakya had prepared a curriculum together with industry needs. In contrast, other Vocational Schools have yet to do the same thing. It is also guided by students' experiences who have done previous PKL. According to field observations of student self-development activities such as the PKL program, students are only sometimes fully involved. Apart from that, the educational process variable with the teaching factory (TeFa) indicator is still very minimal (Subekti et al., 2019). Based on the researcher's field observations, even based on the statement of the Head of Vocational School Development at the Aceh Education Department is still a prioritized target, even though it has been implemented in the previous period. This shows that TeFa availability is still minimal and requires more attention so that it can optimally run as expected in line with the link and match policy (Irwanto, 2021).

Based on the explanation above, it can be said that it is very important for educational institutions to carry out an evaluation process in the context of "process evaluation." By evaluating this process, the person will be able to find out to what extent the school program has been implemented appropriately according to the plans that have been determined. This process assessment will also involve various aspects, starting from planning activities, the person in charge of the program, and when the activities will be carried out and completed (Irawan et al., 2020). Through assessment and evaluation, this process will also identify obstacles that occur in educational institutions.

Data Description on the Product Component

The results of the questionnaire data analysis showed that student scores ranged from 16 to 40, with 16 being the lowest score and 40 being the highest score. Based on these results, the Range is 24. The mode is 30, which appears 21 times (15.6%). The results of these calculations show that the data has a mean value of 33.76, a median value of 35, and a standard deviation of 5.213. In addition, the score for each input evaluation is divided into four categories, with the lowest score for each statement item being one and the highest score for each question item being four. There are a total of ten questions. A range of possible scores, from 16 to 40, has been established for the product evaluation component of the link and match program, which is designed to

facilitate connections between vocational high schools, various industries, and the world of work.

From these calculations, the ideal mean (M_i) obtained is:

$$M_i = \frac{40+10}{2} = \frac{50}{2} = 25 \tag{7}$$

The ideal standard deviation (SD_i) is:

$$S_{di} = \frac{40-10}{6} = \frac{30}{6} = 5 \tag{8}$$

The detailed results can be seen in the following table and figure:

Table 5. Frequency Distribution and Percentage of Product Components

Interval	Category	Amount	Percentage (%)
10 - 17.5	Very inappropriate	2	1
>17.5 - 25	Less appropriate	8	6
>25 - 32.5	Appropriate	62	46
>32.5 - 40	Very appropriate	63	47
Total		135	100

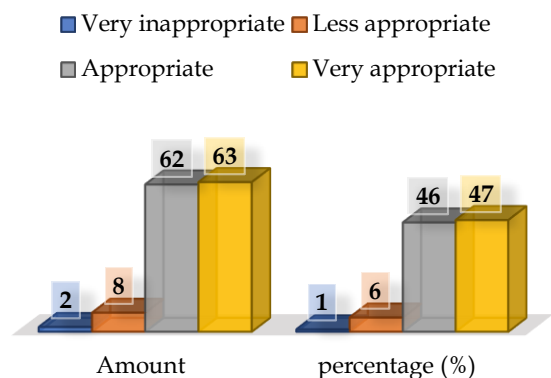


Figure 5. Evaluation results on the input component

The results in the table 5 and figure 5 show different percentages for the product component. Overall, 135 students were respondents: two students with a percentage of 1% in the not suitable category, eight students with a percentage of 6% in the less suitable category, 62 students with a percentage of 46% in the appropriate category, and 63 students with a percentage of 47% in the very suitable category. Thus, it can be concluded that the results of the evaluation of the process aspect of the link and match program between SMK and DUDI tend to be very similar, with a percentage of 47%.

Calculating the mean results of product aspect evaluations in the link and match program that takes place between SMK and DUDI is another way to determine overall trends. Based on the calculation results, the average is 33.76. If this value is inserted into

Table 5, it will produce a category that fits the information perfectly. Thus, in general, the evaluation findings on product component obtained through the link and match program implemented between SMK and DUDI turned out to be very suitable.

Furthermore, the result of observation shows that the PKL value indicator is very determining for the work process, which is one of the interesting parts where the PKL value still needs to fully determine the student's work process. This is based on several problems, namely, when placement in PKL places is less relevant, then PKL grades are not only based on the student's ability to work when carrying out these activities but are still influenced by other things such as the emotional closeness of the assessor to the student. This makes the assessment less effective, which will also determine the student's graduate competency slightly differently from the score obtained (Khoiron, 2016; Rahmadhani et al., 2022).

In the opinion of Bukit (2014), as a result of the extensive experience they gain in the workplace, students become more mature in thinking, behavior, and discipline, as well as their appreciation of the potential to combine the skills they have learned in the classroom with that they just had; obtained during street vendors. Students who gain practical work experience in the workplace are better able to manage their workload, are more disciplined in paying attention to details and deadlines, have higher self-esteem, and their waiting time from school to the world of work can be shortened (Maftukin et al., 2019; Soenarto et al., 2017).

The overall data described above shows differences with field findings, which indicate that the low quality of education in Aceh and the high level of open unemployment in Aceh is not caused by the failure to implement the link and match program with collaboration between DUDI and Vocational Schools, especially in Aceh Besar district, but rather by few opportunities to work in fields according to the vocations that students have studied while taking various programs at vocational schools. This identifies that the government, through various directly and indirectly related agencies, must provide various job vacancies, especially in the industrial sector, in order to open up the business world, which will become a haven for vocational school students when entering the world of work (Mappadang et al., 2021).

On the other hand, the existence of the link and match program can improve student academic achievement. The programs in these activities certainly help students discover and develop their interests as well as provide an environment that supports their academic development. The Link and match program has a significant positive impact on student academic

achievement. These findings emphasize the importance of providing educational approaches that are relevant and appropriate to students' interests and talents to increase their achievement in educational contexts (Brown et al., 2020).

Conclusion

Based on the link and match policy evaluation results between Vocational High Schools (SMK) and the world of business and world of industry (DUDI) using the CIPP Model evaluation, overall, it shows suitability. In terms of obtaining measurement results on the link and match policy, the program planning and development variables tend to be very appropriate, with a percentage of 63%. The context evaluation results generally show that the link and match program planning and program development variables are in the appropriate category. However, the results in the field on the relevant DUDI availability variables need to be improved, with computer and network standards being an obstacle. There is also the absence of Aceh government regulations, whose discussion and ratification have been postponed by the Ministry of Home Affairs in consideration of waiting for the Presidential Regulation (Perpres), which regulates the revitalization of education and vocational training. In the evaluation of the Input component of the link and match policy between SMK and DUDI, there is a tendency to match the percentage of 44%. The conclusion of the input evaluation results on the link and match policy between SMK and DUDI is in the appropriate category. However, private vocational schools show that there are obstacles in meeting the criteria for procuring equipment according to standards and bringing in expert instructors. Evaluation of the process aspect of the link and match policy between SMK and DUDI shows a tendency to match the percentage of 48%. The conclusion is that the evaluation process results on the link and match policy between SMK and DUDI are in the appropriate category. However, the obstacle faced by the process indicators is the lack of TeFa as a laboratory to improve the competence of vocational school students. Meanwhile, in the evaluation of product components in the link and match policy between SMK and DUDI, there is a tendency to match the percentage of 47%. The product evaluation results conclude that the link and match policy between SMK and DUDI is very suitable. However, based on data, the absorption of vocational school graduates into the world of work is still minimal even though vocational school graduates are equipped and have the specified competencies.

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Author Contributions

Author contributions are equal. Conceptualization, methodology, validation, M.H and S.M.; formal analysis, A.H.R.; investigation, M.H., and A.H.R.; resources, M.H. and R.K; data curation, M.H.; writing – original draft preparation, M.H., and R.K.; writing – review and editing, S.M.; visualization; R.K. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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