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Curriculum innovation at SMK PGRI 2 Cimahi: Preparing students for the workforce

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ABSTRACT

A good curriculum not only focuses on understanding academic material but must also be able to shape students' skills and character so that they are ready to face increasingly complex global challenges. This study aims to analyze the implementation of curriculum innovation at SMK PGRI 2 Cimahi in equipping students to face the world of work through integrating technology, strengthening soft skills, and providing industrial certification. In addition, this study also examines curriculum development strategies that follow the needs of the Business World and the Industrial World (DUDI), as well as identifying the challenges faced and solutions applied in curriculum collaboration to produce graduates who are competitive and ready to enter the world of work. The research method used is qualitative, using interviews, literature, and document studies. The results of this study indicate that SMK PGRI 2 Cimahi implements two curricula, namely the Merdeka Curriculum and the 2013 Curriculum. This curriculum innovation is integrated with internship programs (PKL), technology such as MYOB accounting software, and the provision of industrial certification in collaboration with DUDI partners. In addition, soft skills are strengthened through professional ethics training and habituation programs, which involve alums in developing student skills. This research is expected to contribute to developing the SMK curriculum in Indonesia, especially in the context of globalization and digitalization.

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ABSTRAK

Kurikulum yang baik tidak hanya berfokus pada pemahaman materi akademik saja, tetapi juga harus mampu membentuk keterampilan serta karakter peserta didik agar siap menghadapi tantangan global yang semakin kompleks. Penelitian ini bertujuan untuk menganalisis penerapan inovasi kurikulum di SMK PGRI 2 Cimahi dalam membekali peserta didik untuk menghadapi dunia kerja melalui pengintegrasian teknologi, penguatan soft skills, dan penyediaan sertifikasi industri. Selain itu, penelitian ini juga mengkaji strategi pengembangan kurikulum yang sesuai dengan kebutuhan Dunia Usaha dan Dunia Industri (DUDI), serta mengidentifikasi tantangan yang dihadapi dan solusi yang diterapkan dalam kolaborasi kurikulum guna menghasilkan lulusan yang kompetitif dan siap memasuki dunia kerja. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, studi pustaka, dan dokumen. Hasil dari penelitian ini menunjukkan bahwa SMK PGRI 2 Cimahi menerapkan 2 kurikulum yaitu Kurikulum Merdeka dan Kurikulum 2013. Inovasi kurikulum ini diintegrasikan dengan program magang (PKL), penggunaan teknologi seperti perangkat lunak akuntansi MYOB, serta penyediaan sertifikasi industri yang bekerja sama dengan mitra DUDI. Selain itu, penguatan soft skills dilakukan melalui pelatihan etika profesional dan program pembiasaan, yang melibatkan alumni dalam proses pengembangan keterampilan peserta didik. Oleh karena itu, penelitian ini diharapkan dapat berkontribusi dalam pengembangan kurikulum SMK di Indonesia, terutama dalam menghadapi tantangan globalisasi dan digitalisasi.

Kata Kunci: *DUDI; dunia usaha dan dunia industri; inovasi kurikulum; kolaborasi industri; kurikulum merdeka*

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INTRODUCTION

Education plays a crucial role in enhancing the quality of human resources and fostering the progress of a nation. As a key component of the education system, the curriculum serves as a guideline for the learning process, enabling the achievement of expected competencies (Setiawan & Ahla, 2022). A good curriculum not only focuses on understanding academic material, but must also be able to shape the skills and character of students so that they are ready to face increasingly complex global challenges. This is the primary concern of education implementers, namely educators and leaders of educational institutions, who are responsible for ensuring that the curriculum is implemented in accordance with the established vision and goals. The curriculum must be adjusted to meet the needs of the times, a consequence of the advancement of science and the era of increasingly rapid globalization. Because the phenomenon in the global era, especially related to the world of work, is uncertain with rapid and frequent changes, and the need for high flexibility (Fitriani *et al*., 2022). This change not only demands *soft skill* competencies but also emphasizes the importance of *complex skill* competencies. Therefore, vocational education must be able to integrate these two types of competencies in preparing students for future employment.

If the political, social, cultural, economic, and scientific environment in a society changes, the educational curriculum also needs to adjust (Fatimah, 2021). Curriculum changes also occur in response to industry needs and demands from academics. If the curriculum is unable to adapt to changes, the education produced becomes irrelevant to the community's needs and can hurt the sustainability of educational institutions in the future (Fatimah, 2021). Therefore, changes or innovations in the curriculum are necessary so that education can remain relevant to the evolving needs of the times. The form of curriculum renewal and development should be based on a carefully designed vision and objectives, in order to produce graduates with comprehensive skills, attitudes, and knowledge (Setiawan & Ahla, 2022). Some of the key aspects of educational innovation lie in the application of curriculum and elements within educational institutions. The curriculum in Indonesia has undergone various processes of regular updating and refinement. Changes in the curriculum in Indonesia, such as the implementation of the 2006 Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum, demonstrate efforts to respond to the demands of changing times and improve the quality of education.

Indonesia is currently implementing the Merdeka Curriculum launched by the Indonesian Ministry of Education, Culture, Research, and Technology. The Merdeka curriculum places greater emphasis on character development, critical thinking skills, and 21st-century skills, such as collaboration and creativity. In this case, SMK PGRI 2 Cimahi recognizes the importance of adapting the curriculum to meet the industry's needs, thereby equipping students with relevant skills. Currently, SMK PGRI 2 Cimahi utilizes two curricula: the Merdeka Curriculum for grades 10 and 11, and the Revised Curriculum 2013 (K13) for grade 12. This is an implementation that is carried out gradually and adjusted to needs. This phased approach enables schools to integrate various new elements, such as the Pancasila Student Profile Strengthening Project (P5), in a more flexible manner, thereby responding to the challenges of the world of work and industry needs.

Previous research has demonstrated that implementing a curriculum tailored to industrial needs has a positive impact on students' job readiness. The collaboration between schools and the Business and Industrial World (DUDI), based on the Merdeka Curriculum, has a significant impact on students and teachers in planning and determining the direction of their careers in the future (Anggraini *et al*., 2024). Additionally, the development of an industry-based curriculum can improve students' work skills (Sobari *et al*., 2023). The benefits and advantages of the project-based learning model for students. This means that schools that can align their curriculum with the Business and Industrial World (DUDI) produce

graduates who are better prepared to compete in the job market (Nurhamidah & Nurachadijat, 2023). However, there is still a lack of literature discussing the implementation of the Merdeka Curriculum in private schools, especially in the context of collaboration with DUDI.

In contrast to previous research, this study presents a new perspective on the implementation of the Merdeka Curriculum in private vocational schools, which differs from the approach taken by public schools in implementing national curriculum policies. This article focuses on curriculum innovation at SMK PGRI 2 Cimahi, which integrates the Merdeka Curriculum with a gradual approach to meet the needs of students and industry. The innovation carried out by SMK PGRI 2 Cimahi lies in its integrative approach between technology, industrial certification, and the development of both hard and *soft skills* through close collaboration with DUDI. This approach demonstrates how the curriculum synchronization process can be implemented in stages, while maintaining the flexibility and specific needs of each department.

In the context of Vocational High Schools (SMK), which aim to prepare students to enter the world of work, this curriculum innovation is significant for the needs of the world of education and industry. Therefore, curriculum innovation is crucial for keeping pace with technological advancements in line with contemporary needs and enhancing students' competitiveness on the global stage (Liriwati, 2023). The effectiveness of implementing the Merdeka Curriculum alongside the 2013 Curriculum simultaneously poses a challenge, especially in ensuring that students acquire relevant skills for the world of work. Additionally, the integration of technology, practical skills, and industry certifications into the curriculum plays a crucial role in enhancing students' job readiness. However, aligning the curriculum with the needs of the Business and Industrial World (DUDI) is not an easy thing. The solutions implemented include synchronizing the curriculum with input from DUDI through collaboration, as well as the development of project-based learning methods and Field Work Practices (PKL) designed to meet industry needs and prepare students to face global challenges.

This article aims to analyze the implementation of curriculum innovation at SMK PGRI 2 Cimahi, focusing on preparing students to enter the workforce through the integration of technology, *soft skills*, and industry certification. In addition, this article also explores curriculum development strategies relevant to the needs of the Business and Industrial World (DUDI). It identifies challenges and solutions in curriculum collaboration to create competitive and job-ready graduates. This study will assess the effectiveness of the curriculum development process, evaluate the role of school libraries as a center for competency-based learning resources, and explore how curriculum innovation can be adapted to technological developments and social challenges faced by the younger generation. By examining these aspects, this article aims to contribute to the development of vocational curriculum in Indonesia, particularly in the context of globalization and digitalization. This approach aims to provide practical guidance for educators and policymakers in designing curricula that are flexible, adaptive, and relevant to learners' needs and the challenges of the ever-evolving world of work.

LITERATURE REVIEW

Curriculum

Etymologically, the word "curriculum" originates from the Greek, specifically the words "curir," meaning runner, and "curere," meaning track. Initially, this term was used in the context of sports to describe the distance a runner must travel to win a medal or award. In the world of education, this term was then adapted to describe a collection of subjects or materials that students must study to qualify for a diploma or academic recognition. Law Number 20 of 2003 concerning the National Education System states that

"the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals". This curriculum is designed to ensure that the learning process runs systematically and in a directed manner, producing graduates with competencies that align with established educational standards.

The curriculum is a comprehensive collection of plans and arrangements that include objectives, content, subject matter, and evaluations, serving as guidelines for the implementation of learning activities to achieve specific educational goals (Nurdin *et al*., 2023). Additionally, the curriculum encompasses all school efforts to encourage students to learn, both in the classroom and outside the school environment (Rochanah, 2021). In general, the curriculum not only contains subjects, but also includes learning experiences designed to achieve specific competencies. Furthermore, the curriculum serves as a guide for teachers and educational institutions in educating students, as well as a tool to ensure that educational goals are achieved.

Curriculum objectives are essential for guiding teaching activities and influencing other elements of the curriculum. They must be developed with relevance, flexibility, continuity, efficiency, and effectiveness in mind to ensure they meet educational objectives (Lembong *et al*., 2023; Nurdin *et al*., 2023). The curriculum component is an important element that shapes educational programs and influences student learning outcomes. These components typically include objectives, content, methods, and evaluation strategies that work together to create a cohesive learning experience. Understanding these components is essential for effective curriculum development and implementation.

Curriculum components include (Nasir & Hasanah, 2022):

1. Purpose: It determines the intended learning outcomes and curriculum objectives. They guide the educational process and assist in assessing the progress of learners.
2. Content/Materials: This refers to the subject matter and resources used in teaching. It includes the knowledge and skills that learners are expected to acquire.
3. Method/Strategy: This is the approach used to deliver content. Effective methods involve learners and facilitate learning, adapting to diverse learning styles.
4. Evaluation: This component assesses the effectiveness of the curriculum and student learning. It includes formative and summative assessments to measure achievement and inform future improvements.

Curriculum Innovation

Based on numerous studies conducted, there is a strong consensus on the importance of curriculum innovation in responding to changing times and global demands (Lestari *et al*., 2023). These studies generally underscore the importance of curriculum innovation in improving the quality of education, its relevance to the needs of the job market, and the ability of students to face future challenges. In general, the objectives of research related to curriculum innovation are as follows:

1. Understanding the characteristics of practical curriculum innovation: The research seeks to identify the key characteristics that make a curriculum innovation successfully implemented and have a positive impact on learning (Fatimah, 2021).
2. Developing a curriculum development model or framework: The research aims to create a model or framework that can be used as a guide in developing an innovative curriculum (Rouf *et al*., 2020).
3. Analyze the factors that affect the successful implementation of curriculum innovation: The research seeks to identify internal and external factors that can affect the successful implementation of curriculum innovation, such as teacher readiness, support from school leaders, and education policies (Fatimah, 2021).

4. Evaluating the impact of curriculum innovation on student learning outcomes: The research aims to measure the extent to which curriculum innovation can improve student learning outcomes, both cognitive, affective, and psychomotor (Munawar *et al*., 2024).

Although much research has been conducted, there are still some *research gaps* that need to be studied further. Namely, although technology has great potential to improve learning, research on the integration of technology in curriculum innovation remains limited. Further research is needed to explore how technology can be effectively utilized to support innovative learning. In-depth research is also necessary to further analyze the challenges encountered during the implementation of curriculum innovation. These challenges can include resistance from teachers, a lack of support from school leaders, or insufficient resources. Long-term impact is also a key factor. Existing research often focuses solely on the short-term impact of curriculum innovation, making it necessary to measure the long-term effects of curriculum innovation on student development.

Collaboration with Industry and the World of Work

Curriculum development is guided by general and specific principles that ensure effective learning conditions. These principles include aligning the curriculum with educational objectives, considering the needs of learners, and ensuring flexibility to adapt to changing educational environments (Haq & Utomo, 2024). In addition, collaboration between schools and industry is facilitated through curriculum synchronization to ensure the relevance and readiness of students to enter the workforce. Synchronizing the curriculum between vocational schools and industrial needs is a crucial step in creating graduates who are ready to compete in the workforce. This involves assessing and adjusting learning materials to match developments in the industry. A curriculum designed to adapt to the industry's needs ensures that learners not only acquire theoretical knowledge but also develop practical skills relevant to technological advances and the dynamics of the workplace.

In terms of etymology, the word "*collaborative*" comes from the combination of the words "*co*" and "*labor*", which means the combination of efforts or improvement of abilities used to achieve a mutually agreed goal. DUDI is a collaborative concept that connects two worlds that are often considered separate. DUDI has two meanings: "DU", which refers to the "Business World", encompassing business, social, and commercial aspects. While "DI" refers to the "Industrial World", which includes the trade, banking, and various other types of office businesses. DUDI plays a crucial role in the implementation of vocational education, specifically as a venue for street vendors, in teacher development, by contributing to the provision of facilities and infrastructure, and by participating in curriculum development (Munthe & Mataputun, 2021). DUDI also aims to increase the recognition of the industrial world of the competence of vocational school students. Competency certification demonstrates that graduates possess skills that align with industry standards and expectations. This step facilitates the creation of a more straightforward path for students to develop their careers after completing their education at vocational schools.

Cooperation between industry and the world of education, especially in Vocational High Schools (SMK), is essential, especially considering that the education sector currently has challenges to improve mastery of technology and competence. This aims to ensure that students can meet the needs of the industry and are well-prepared to face the world of work. Fieldwork Practice (PKL) is the primary basis for acquiring skills that align with industry needs. PKL is a learning method that is carried out in the form of internships in a real work environment, with the aim of fostering a professional and independent work culture (Supriyanto *et al*., 2023). Through street vendors, students can apply the knowledge they gain at school in the context of real-world work that aligns with their field of study. With hands-on experience in

the field, vocational school students can apply the theories they learn in school to real-world work situations, while developing the practical skills needed in the workforce.

Students' Readiness for the World of Work

Practical work experience, information about the world of work, and motivation to enter the workforce collectively have a positive and significant impact on learners' readiness for work. This experience, especially gained through industry internship programs, makes it possible to gain firsthand understanding and experience of the real conditions in the field or the world of work (Marwiji *et al*., 2023). This increase in practical work experience is directly proportional to the increase in students' readiness to compete in the job market, especially at the Vocational High School (SMK) level. Career counselors have a strategic role in guiding students to explore various career options. These services are not only limited to job placement, but also help and prepare learners to face career challenges maturely in the professional world (Saputri *et al*., 2024). This has a direct impact on students' readiness to enter the world of work, both in terms of technical skills and the mastery of *soft skills*.

Additionally, hands-on work experience in the industry, such as that gained during internships, plays a crucial role in enhancing learners' technical and practical skills. Internships enable learners to apply the theories they have learned in class to real-life situations, thereby increasing their confidence and preparedness to tackle challenges in the workplace (Prayoga & Patrikha, 2024). Not only that, but the mastery of soft skills, such as communication, teamwork, and time management, is also a crucial factor that supports student readiness. This combination of technical skills and *soft skills* creates a more competitive profile of vocational school graduates in the job market. With the synergy between practical work experience, career counselor guidance, and mastery of *soft skills*, vocational school students can prepare themselves to face an increasingly competitive job market optimally.

Teacher Competence in Merdeka Curriculum Learning

Teachers, as a learning resource, play a central role in the success of the educational process, as they not only teach the material but also guide learners in developing the skills needed in the world of work. As part of their responsibilities, teachers must understand the psychology of students and be able to apply effective learning methods and strategies. Collaborative and proactive involvement of teachers in curriculum development is essential, especially in designing materials, selecting textbooks, and compiling learning content. In addition to functioning as a learning resource, teachers also play a role as facilitators in the learning process, which can be supported by competence in knowledge, skills, and fundamental values (Alfath *et al*., 2022). In other words, teachers are not only teachers, but also directors who facilitate the development of students' potential through innovative and collaborative approaches. Competency refers to the skills that a teacher must possess to carry out their duties effectively. The competencies that a teacher must possess encompass several important aspects, including pedagogic competence, personal competence, social competence, and professional competence (Rosni, 2021). In addition, in this digital era, teachers are required to master relevant technologies, media, and learning methods to facilitate an engaging learning process and create a pleasant atmosphere in line with the times (Sulistyarini & Fatonah, 2022).

Professional teachers in the digital era must integrate various competencies with digital technology to create relevant and adaptive learning that meets the needs of the younger generation as digital learners, as well as prepare them to face the challenges and opportunities of the industrial era. Curriculum development that involves collaboration between education and industry, as well as the application of modern technology, has been proven to increase students' readiness for the workforce. This indicates

that teachers must continually update their competencies, not only in terms of mastering teaching materials, but also in terms of technological skills and understanding of industry dynamics.

Library Roles and Facilities

School libraries have a strategic role in supporting the implementation of the curriculum, especially in vocational schools that prioritize practice-based learning and relevance to the world of work. Libraries as learning resource centers can support the implementation of education (Iyuk, 2021). In the context of curriculum innovation, libraries serve as a vital resource, providing relevant and up-to-date learning materials to support project-based learning activities, case studies, and problem-solving (Komara & Hadiapurwa, 2023). In schools, libraries play a crucial role in providing teaching materials that align with the curriculum's needs. The school library serves as a learning resource center, helping students increase their interest in reading and support independent learning (Sofyan *et al*., 2021). With the transition to the Independent Curriculum, the library serves as a provider of packaged books, references, and additional reading materials to support project-based learning activities such as the Pancasila Student Profile Strengthening Project (P5).

Challenges in developing library facilities are often related to limited funds, outdated collections, and a lack of access to digital resources. In this context, curriculum innovation in vocational schools requires a more adaptive role of libraries, including the procurement of books based on the Merdeka curriculum, the development of *e-learning* platforms, or other digital services. In supporting curriculum innovation, the existence of libraries not only benefits students but also helps teachers obtain the teaching materials and references needed to develop innovative learning methods (Syam *et al*., 2021; Zein *et al*., 2024). A well-managed library can be a vital partner for schools in ensuring that the curriculum implemented truly supports 21st-century skills, such as information literacy, collaboration, and critical thinking.

METHODS

This research employed a qualitative approach. This approach focuses on gaining an in-depth understanding of the individual's experiences, opinions, and perspectives on a particular event being studied. In collecting data, this study employs interview methods, literature reviews, and document analysis. This study employs a literature review method, examining various sources from indexed journals, to collect relevant data from the scientific literature and support the analysis and preparation of research conclusions. The data obtained from the interviews will be linked to the results of the literature study to provide a clear picture and develop recommendations for curriculum improvement that align more closely with industry needs. Data analysis was also conducted to validate the interview results by comparing them with existing literature, thereby providing a comprehensive understanding of the effectiveness of the implemented curriculum innovations.

To answer the research's purpose, the researcher conducted interviews with parties directly related to the school, namely Curriculum Teachers, Accounting Teachers, and Library Managers. The interview begins with preparing a list of questions in advance. It is accompanied by a more in-depth exploration of the questions asked during the interview process, which is conducted in person. The interview questions focus on gathering information on curriculum innovation and implementation from various aspects, particularly related to the relevance of the curriculum to the needs of the workforce. In addition, the literature study method is employed to review the literature related to accounting curriculum innovations and their impact on students' work readiness, as well as to obtain broader information and insights. The literature sources used include scientific journals, articles, and research reports that are relevant to curriculum innovation in the accounting department.

RESULTS AND DISCUSSION

School Curriculum

Based on the results of the interviews conducted, SMK PGRI 2 Cimahi is currently implementing two curricula: the Merdeka Curriculum for grades 10 and 11, and the revised 2013 Curriculum for grade 12. This is done for school adjustments to the Merdeka Curriculum. In its implementation, this school continues to adopt important elements, such as the Pancasila Student Profile Strengthening Project (P5), which allows for flexibility in adjusting to the needs of students and the school. The Independent Curriculum can provide the freedom to adapt learning in accordance with local contexts and needs (Lembong *et al*., 2023). Curriculum evaluation is conducted before the start of the school year to ensure the relevance of Learning Outcomes (CP) to the needs of the world of work.

This school involves various parties in the development of its curriculum, including the deputy head of curriculum, the head of the expertise program, and public relations, who play a role in synchronizing the school's learning outcomes with the needs of the Business and Industrial World (DUDI). However, the synchronization process with DUDI often faces challenges, such as time and budget constraints. The solution is for the school to utilize the time at the beginning of the Teaching and Learning Activities (KBM) to continue the synchronization process. Curriculum innovation is also driven by input from DUDI, which ensures that the curriculum remains relevant to the needs of the job market.

SMK PGRI 2 Cimahi also emphasizes the importance of developing students' competencies through activities such as Field Work Practice (PKL), learning about Health, Occupational Safety, and the Environment (K3LH), as well as professional ethics training. In addition, *Beauty Class* activities are also held to train students in showing a professional appearance and attitude. These measures are designed to ensure all learners, including those who do not excel academically, have an equal opportunity to develop skills relevant to the world of work. This innovation demonstrates the school's commitment to producing qualified graduates who are ready to compete in the workforce.

Integration of Skills, Technology, and Certifications

In its curriculum, SMK PGRI 2 Cimahi prioritizes the development of *hard skills* through intensive practice that is relevant to their respective majors. In addition, it also develops *soft skills* through habituation, such as discipline, manners, and initiative. Alums also participate in the process of developing *hard skills* and *soft skills*, namely by sharing their experiences while working in a company, so that the school knows what things are needed to integrate the development of its curriculum. SMK PGRI 2 Cimahi has made significant efforts to integrate the latest technology skills into its curriculum, particularly in the fields of informatics and accounting. The basic material of technology is taught in the subject of informatics, and then reinforced with relevant practical applications. The use of software, such as AI for letter generation and accounting software like MYOB, is considered relevant to the needs of today's workforce. Measuring the effectiveness of curriculum changes remains a challenge, given the absence of specific instruments. However, schools use educational report cards generated from ANBK and learning environment surveys as references. The results of this assessment will be used to correct the existing shortcomings.

To prepare students for professional certification, SMK PGRI 2 Cimahi has included certification exam materials in the accounting curriculum. Cooperation with companies such as Telkom enables students to undertake Field Work Practices (PKL) and take certification exams, which are assessed by assessors from the company. This shows the school's commitment to producing graduates who are ready to work and meet industry standards. In summary, SMK PGRI 2 Cimahi has taken concrete steps to align its

curriculum with technological developments and the needs of the workforce. Although there are still some challenges in measuring the effectiveness of curriculum changes, the efforts made by this school are appreciated. In the future, a more comprehensive evaluation is needed to ensure that the implemented curriculum produces qualified graduates who are ready to face challenges in the digital era.

Collaboration with Industry and the World of Work

SMK PGRI 2 Cimahi actively collaborates with DUDI to ensure that the curriculum applied is relevant to the needs of the world of work, where DUDI has an important role in the implementation of vocational education, namely as a location for the implementation of street vendors, in teacher training, contributing to the provision of facilities and infrastructure, and being involved in curriculum development (Munthe & Mataputun, 2021). This demonstrates that the school prioritizes providing education that is not only theoretical but also aligned with industry standards and needs. Curriculum synchronization is crucial for keeping the material taught at school current with the evolving world of work, as well as ensuring that the skills taught align with the company's needs. By inviting DUDI to review and analyze the Learning Outcomes (CP), the school seeks to get direct feedback to improve the quality of the existing curriculum.

PKL is considered a vital component in the curriculum of SMK PGRI 2 Cimahi because PKL provides students with the opportunity to learn through direct experience in the world of work. This demonstrates that the school not only focuses on learning theory in the classroom but also prioritizes the development of practical skills that are highly valued in the world of work. Street vendors are carried out for two months in grade 12. PKL is carried out based on a Memorandum of Understanding (MoU) between schools and industry partners. The selection process and supervision of the activities of PKL SMK PGRI 2 Cimahi is carried out by dividing several students into one company of at least four people, in the process, students will get a supervisor from the school or the company. This supervisor will come on the first day and several times will visit students and coordinate with the industry.

Evaluations are carried out during and after the program, which is an important step to assess its effectiveness. The assessment is carried out by the partner company using an activity journal or a final report, which enables the company to provide feedback on the students' performance. This feedback is beneficial both for student development and for improving the curriculum at school. Although the final report is not mandatory, the presence of a certificate from the company indicates that the school and industry still recognize the students' performance and reward their contributions. Although not all learners are placed according to their significant, practical experience remains a top priority. This indicates that SMK PGRI 2 Cimahi prioritizes direct experience in the world of work as an important part in shaping students' skills. This work experience provides broader insights and additional skills that are not only useful for learners in the world of work, but also help them develop the professional attitudes required in the industry.

Teacher Competencies and Learning Methods

SMK PGRI 2 Cimahi regularly improves the quality of teaching for teachers through In-House *Training* (IHT) at the beginning of every school year. *In-House Training* (IHT) is a training program designed to improve teachers' competence in guiding students (Zulaikah *et al*., 2022). This program aims not only to improve the quality of education, provide motivation, and create a familiar atmosphere, but also to enhance the performance of teachers (Virgiyanti *et al*., 2023). Whenever there is an innovation or development in the curriculum, this program plays a crucial role in ensuring that teachers understand and can implement methods relevant to the needs of both industry and education. This program

provides a strong foundation for teachers to integrate theory with industry practice, thereby enhancing students' readiness to face competition in the workforce.

The application of this innovative learning method is evident in accounting subjects. Teachers use an interactive model approach through educational games to increase students' interest, although the lecture method is still maintained due to limited creativity. Additionally, case-based approaches, such as problem-solving and business simulation, are also employed. Through business scenarios that involve managing company income and expenses, students are encouraged to think critically and apply accounting concepts in a practical setting. This finding aligns with research results, which have revealed that the use of business simulations provides significant benefits in increasing students' motivation and enriching their learning experience (Krisnawati *et al*., 2021). This approach helps learners better prepare for and understand the challenges of the workplace.

The improvement of teacher competence implemented by SMK PGRI 2 Cimahi through *In-House Training (IHT) has a positive impact on the quality of learning,* creating an engaging and relevant learning atmosphere. The practice-based learning model applied in accounting subjects not only enhances students' understanding of the material but also prepares them to face the challenges of the workplace. This development enables SMK PGRI 2 Cimahi to produce competitive and adaptable graduates in the midst of rapid industrial changes. This also shows the importance of adapting the curriculum to industrial changes, as well as the need for sustainable teacher competency development.

Library Roles and Facilities

The SMK PGRI 2 Cimahi library plays an important role in supporting learning and curriculum implementation. School libraries play a crucial role as a source of learning, providing essential reading materials and information to enhance students' knowledge (Syukri & Wahyuni, 2024). This school library offers a diverse collection of books, including package books, reference materials, novels, encyclopedias, and ethics books, all of which are relevant to the learning needs of students. In the context of curriculum implementation, this library updates its book collection in response to changes in the school curriculum, including support for the transition from the 2013 Curriculum to the Merdeka Curriculum. The government primarily provides these books to ensure the material's relevance to the applicable curriculum.

The library facilities in this school are still limited to manual collections, primarily in the form of physical books. Digitization efforts, such as the provision *of e-books* that were previously available, are no longer accessible. In addition, libraries often do not provide access to e-learning platforms or digital resources that support students' independent learning, despite these needs being increasingly relevant in today's technological era. In the future, plans are in place to develop library collections and facilities, but this is contingent upon the availability of funds, which are primarily sourced from BOS funds. With planned development, libraries can contribute more to supporting curriculum innovation and technology-based learning at SMK PGRI 2 Cimahi.

Discussion

Curriculum innovation at SMK PGRI 2 Cimahi is the right step in preparing students to face the challenges of an increasingly dynamic work environment. By implementing the Merdeka Curriculum in grades 10 and 11, and continuing to use the revised 2013 Curriculum in grade 12, this school shows flexibility in adapting to changes in education policies. The development of a curriculum oriented towards the Business World and the Industrial World (DUDI) is important if the school has the capacity to deliver it, so that the learning applied is more relevant to the needs of the job market (Lisdiantini *et al*., 2022).

Important elements, such as the Pancasila Student Profile Strengthening Project (P5), are also integrated to address social issues and improve students' overall competencies (Eko *et al*., 2024). Internship programs, industry visits, and specialized training, such as professional ethics classes and beauty classes, support the integration of practice-based skills. The introduction of technology in learning and the implementation of application-based exams are innovations that can support students to master information technology (Ouyang, 2023). Certification of skills recognized by the industry is also sought to strengthen the competitiveness of graduates. This demonstrates the commitment of SMK PGRI 2 Cimahi in equipping students with both hard and soft skills necessary for the workforce.

Collaboration with DUDI is the key to the success of curriculum innovation in this school. Synchronization of learning outcomes with industry needs is carried out regularly through communication with partners. Despite facing obstacles such as time and budget limitations, the school continues to strive to collaborate in creating an education that is adaptive and responsive to the evolving needs of the labor market. The role of the library is also an important part in supporting the implementation of the curriculum. By providing relevant book packages, references, and reading materials, libraries enable students and teachers to access the necessary teaching materials (Ardiansah *et al*., 2022). Although not fully digital-based, the library facility development plan shows the school's awareness of the need for modern learning resources. Overall, curriculum innovation at SMK PGRI 2 Cimahi reflects efforts to create graduates who are not only academically competent but also professionally and socially ready. Implementing a relevant curriculum, utilizing technology, collaborating with industry, and strengthening the competence of teachers, as well as supporting facilities, are examples that other educational institutions can imitate to prepare students for the world of work (Agustina *et al*., 2024).

CONCLUSION

Curriculum innovation at SMK PGRI 2 Cimahi is considered successful in preparing students to face the challenges of the workforce through the integration of the 2013 Curriculum and the Merdeka Curriculum. This research demonstrates that a gradual approach to implementing the curriculum has a positive impact on students' work readiness. The approach that focuses on collaboration with the Business and Industrial World (DUDI), the integration of technology skills and certification, and the development of *soft skills* and *hard skills* proves that synchronizing the curriculum with industry needs can increase students' work readiness. As a recommendation, SMK PGRI 2 Cimahi can strengthen curriculum evaluation by using more specific and measurable instruments to monitor the overall impact of curriculum changes. In addition, the development of digital library facilities and the use of e-learning-based learning technology need to be prioritized to support broader and more efficient access to information. Closer cooperation with DUDI, both in curriculum preparation and certification program development, also needs to be continuously improved so that graduates are more competitive in the era of globalization and digitalization. Overall, curriculum innovation that is responsive to changing times and industrial needs is a crucial step in enhancing the quality of education in Indonesia. This research makes an important contribution to the development of curriculum in vocational schools, especially in the context of globalization and digitalization that continues to grow. Meanwhile, suggestions for future research can focus on aspects such as student character development, project-based learning integration, and the use of more innovative learning technologies. Additionally, it is important to involve more stakeholders, such as industry and society, in the curriculum development process.

AUTHOR'S NOTE

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