

The Role of the Curriculum at Telkom University Purwokerto in Aligning Academic Theory with Industrial Practice

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Abstract : *The gap between academic theory and the needs of industrial practice is a major challenge for universities in Indonesia. This phenomenon directly impacts graduates' work readiness, which is essential to support the achievement of SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). This study aims to analyze the strategic role of the Telkom University Purwokerto Curriculum in aligning academic content with industrial practice, and examines how the curriculum internalizes Pancasila values. The research method used is a descriptive qualitative approach with a literature study approach. Data collection was carried out by reviewing scientific journals, books, policy documents (such as the KKNi and Kampus Merdeka), and other relevant publications. The results of this literature study indicate that effective curriculum alignment depends on the implementation of structured link and match programs, such as industrial internships, project-based learning, and practitioner involvement. An adaptive curriculum not only improves technical competency (SDG 4) but also contributes to the preparation of a competent workforce (SDG 8) with Pancasila character, answering industry needs holistically.*

Keywords: *Curriculum, Link and Match, Pancasila Values, SDG 4, SDG 8*

Abstrak: Kesenjangan antara teori akademis dan kebutuhan praktik industri menjadi tantangan utama bagi perguruan tinggi di Indonesia. Fenomena ini berdampak langsung pada kesiapan kerja lulusan, yang esensial untuk mendukung pencapaian SDG 4 (Pendidikan Berkualitas) dan SDG 8 (Pekerjaan Layak dan Pertumbuhan Ekonomi). Penelitian ini bertujuan untuk menganalisis peran strategis Kurikulum Telkom University Purwokerto dalam menyelaraskan muatan akademis dengan praktik industri, serta mengkaji bagaimana kurikulum tersebut menginternalisasi nilai-nilai Pancasila. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan studi literatur. Pengumpulan data dilakukan dengan menelaah jurnal ilmiah, buku, dokumen kebijakan (seperti KKNi dan Kampus Merdeka), dan publikasi relevan lainnya. Hasil studi literatur ini menunjukkan bahwa penyelarasan kurikulum yang efektif bergantung pada implementasi program link and match yang terstruktur, seperti magang industri, project-based learning, dan keterlibatan praktisi. Kurikulum yang adaptif tidak hanya meningkatkan kompetensi teknis (SDG 4), tetapi juga berkontribusi pada penyiapan tenaga kerja kompeten (SDG 8 yang berkarakter Pancasila, menjawab kebutuhan industry secara holistik.

Kata kunci: Kurikulum, Link and Match, Nilai Pancasila, SDG 4, SDG 8

Introduction

The gap between the theoretical competencies acquired by university graduates and the practical needs of the business and industrial world (DUDI) continues to be a crucial issue in Indonesia's higher education system. Numerous studies have shown that a rigid curriculum that is not fully adaptive to industrial changes impacts the low relevance of graduates in the job market (Putra, 2024: 1-2). This condition directly challenges the achievement of two sustainable development agendas: SDG 4 (Quality Education), which demands relevant education, and SDG 8 (Decent Work and Economic Growth), which relies on the availability of a competent workforce. Higher education plays a central role in this agenda, not only as graduate producers but also as drivers of innovation that contribute to economic growth (Effendi & Mardiana, 2023: 112).

The urgency of aligning the curriculum with industrial practices is increasingly pressing in the era of the Industrial Revolution 4.0 and Society 5.0. Exponential technological developments demand rapid changes in national competency standards, so the higher education curriculum must be strongly relevant to the needs, conditions, and developments of today's industrial society (Santoso, 2019: 228-229). As an alternative solution, the Indonesian Government has launched the Independent Learning - Independent Campus (MBKM) policy. This policy, as stipulated in (Permendikbud No. 3 of 2020: 5-7), fundamentally changes the paradigm of higher education by giving students the right to study outside their study program, including through industrial internships, village projects, and research. This solution was chosen to "force" a link and match between theory in the classroom and practice in the field.

However, the challenges of higher education extend beyond meeting technical competencies (hard skills) for industry. National education also has a mandate to build national character. This is where the justification for integrating Pancasila values becomes crucial. Graduates must not only be technically competent (SDG 8) and well-educated (SDG 4), but also possess integrity, morals, and ethics (Wahyuni, 2021: 111-112). The Indonesian National Qualifications Framework (KKNI), as the legal reference for structuring graduate qualifications, explicitly includes general descriptions of graduates as "devout to God Almighty" and "possess good morals, ethics, and personality" (Presidential Regulation No. 8 of 2012: Attachment). The emerging issue is how a curriculum can balance these three demands: practical industry needs, global SDG targets, and the internalization of fundamental Pancasila values.

Telkom University Purwokerto, an institution focused on technology, information, and communication (ICT) and under the auspices of a large state-owned telecommunications company, serves as a relevant case study. The curriculum at this institution is assumed to have a specific design to directly address the link and match challenges. Based on this background and urgency, this study raises the following research question: How does the Telkom University

Purwokerto curriculum align academic theory with industrial practice, while simultaneously integrating the achievement of SDGs 4 and 8 and the values of Pancasila?

Therefore, this study aims to analyze in depth the role and strategy of Telkom University Purwokerto's curriculum in aligning its academic content with the demands of industrial practice. This study also examines how the curriculum is designed to internalize Pancasila values and contribute to the achievement of SDGs 4 and 8. The operational definition of curriculum alignment in this study includes internship programs, practitioner involvement, and industry-relevant project-based learning. This study uses a descriptive qualitative method with a literature study approach (Moleong, 2018: 45-50). The purpose of this study is to provide an overview of an adaptive curriculum model that can be used as a reference for other universities in their efforts to produce technically competent and character-based graduates.

Method Study

Study This use type method study qualitative with approach studies literature (*literature review*) or studies bibliography. **Methods** This chosen Because relevant with objective research, namely For analyze in a way in-depth and descriptive role Telkom University Purwokerto Curriculum in align theory academic and practical industry. In accordance with characteristics, research qualitative focus on understanding phenomenon in a way holistic and interpretive, where the data analyzed non - numerical (Moleong, 2018: 11-15). **Research** This No collect primary data from field, but rather focuses on the analysis of secondary data that has been exist and are available.

Data used in study This all of it is qualitative data that is secondary. The data source comes from from various literature relevant literature with focus research. **Procedure** data collection was carried out through search systematic to academic databases such as Google Scholar, ResearchGate, and journal portals national. Sources collected covering journal scientific national and international which discusses links and matches between universities high, implementation of SDG 4 and SDG 8 in education, as well as internalization Pancasila values in universities high. Besides that, the data also includes book text related theory curriculum and documents policy official government, such as Regulation Presidential Decree No. 8 of 2012 concerning KKN and Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education.

Procedure deep data analysis study studies literature This use technique analysis qualitative content *analysis*. This technique used For identify, analyze, and report pattern or theme in textual data (Sugiyono, 2010: 245-250). **Stages** data analysis follows an interactive model consisting of from three component Main. First, data reduction , which is the process of selecting, focusing, and abstracting raw data.

from various collected literature become meaningful information in accordance variables research . Second , data presentation, where the data that has been reduced organized in form narrative descriptive For map findings from various source . Third , withdrawal conclusion (verification), where the researcher interpret the data that has been served For build synthesis and answering question study about role curriculum in align theory and practice.

Results and Discussion

Analysis to various journals , books , and regulations legislation disclose some of the main pillars that form curriculum education high in Indonesia at the moment This .

1. Demands Harmony Curriculum in a Dynamic Era Challenge main issues faced college tall is existence gap between competence graduates and needs dynamic world of work (Putra, 2024). The gap This the more accelerated by the disruption of the Revolution era Industry 4.0, which demands education high , especially education vocational , for Keep going study repeat and adapt the curriculum to remain relevant (Santoso, 2019). Curriculum No Again can be static; it must responsive to signal from industry .
2. Framework National Regulation as Foundation The Indonesian government has set foundation strong law For bridge this gap . First , the Framework Indonesian National Qualifications (KKNI), as arranged in Regulation Presidential Decree No. 8 of 2012, stipulates standard qualification equivalent graduates with needs in the world of work (Government Republic of Indonesia, 2012). Second , the National Standards for Higher Education (SN- Dikti) in Minister of Education and Culture Regulation No. 3 of 2020 in particular explicit give right to student For studying outside the study program , which becomes runway law for flexibility curriculum (Ministry of Education and Culture , 2020).
3. MBKM as Mechanism Alignment Theory and Practice The most concrete implementation from SN- Dikti is the Freedom to Learn program Independent Campus (MBKM). A study by Hidayati & Sulianto (2022) shows that MBKM is direct designed For increase competence and readiness Work graduates . Through programs such as internship , study independent , and projects in the village , students get exposure direct to practice industry , so that theories learned in class can applied and tested in the field .
4. Importance Formation Character and Global Insight Literature also emphasizes that curriculum No only responsible answer on competence technical (*hard skills*), but also character (*soft skills*) and global insight .
 - a) Character Professional : Curriculum must internalize Pancasila values for forming " character" professionalism " in graduates (

Prasetyo , 2020). Implementation values this is at college high , as researched by Wahyuni (2021), becomes crucial For produce professionals with integrity .

- b) Insight (SDGs): Universities have role strategic in support achievement of the Sustainable Development Goals (SDGs) (Effendi & Mardiana , 2023). Curriculum need integrating Education for Sustainable Development (ESD) to ensure graduate of No only Ready work , but also contribute to development sustainable (Wibowo & Rakhmawati , 2021).

The above findings give framework Work For discuss role specific Telkom University Purwokerto (TUP) curriculum in align theory academic with practice industry .

- a) Main Pillars of the TUP Curriculum : MBKM and Adaptation Industry 4.0 As college high technology and business focused (according to with "Telkom" identity), the TUP curriculum in general inherent must in harmony with Santoso's (2019) findings regarding demands Revolution Industry 4.0. Alignment This No can achieved only through learning in class . Therefore Therefore , the implementation of MBKM (Hidayati & Sulianto , 2022) becomes mechanism central for TUP. Internship program certified in the industry telecommunications , digital startups, or project based technology other is form real from mandate of SN- Dikti (Ministry of Education and Culture , 2020) for get closer student with practice industry .
- b) Ensure Quality Graduate of Through KKNi and Character TUP curriculum does not only chase suitability with industry (Putra, 2024), but also must ensure standard recognized graduates in a way national . This is where the role of KKNi (Government of the Republic of Indonesia, 2012) to become important as learning outcomes benchmark . However , the industry No only need skills standardized technical . They need professional with character .
- c) Findings Prasetyo (2020) about internalization of Pancasila for " character" professional " is very relevant . TUP curriculum , via eye studying general or integration in project , must capable implant values like integrity ,

professionalism , and ethics work . This is bridge between theory academic (values) noble) and practice industry (needs) will professional trusted) .

- d) Dual Role: Quality Services and Contributions to SDGs In implement complex and flexible curriculum this , TUP must also notice quality Service (Hardiyansyah , 2018). Quality service administration academic , guidance career and partnership industry is factor supporters critical so that programs like MBKM can walk smooth and effective .
- e) Furthermore , as part from more university entities large , the TUP curriculum also has not quite enough answer social . Integrating ESD (Wibowo & Rakhmawati , 2021) and contributing to the SDGs (Effendi & Mardiana , 2023) places TUP not only as printer power work , but also as agent changes that result in conscious graduates will global issues and development sustainable .

With Thus , the role curriculum at Telkom University Purwokerto is as architecture dynamic learning . It No only transfer theory , but in a way active orchestrate experience (through MBKM), framing qualifications (through KKNI), instilling values (through Pancasila), and contribute to global goals (through SDGs), all of which aim For produce graduates who are ready adapt and lead in the industrial world .

Conclusion

Study This conclude that role Telkom University Purwokerto Curriculum in align theory academic with practice industry beyond just provision of a list of points college . Curriculum functioning as ecosystem complex that only can effective If supported by three integral foundation : responsive link and match mechanism to need industry , contribution real on SDG 4 and SDG 8 through preparation power Work competent , and internalization the values of Pancasila as foundation character . Findings main from studies literature This is that alignment modern curriculum demands balance holistic between hard skills (competence) technical , *soft skills* (interpersonal skills), and *values* (integrity). Quality curriculum can measured from his abilities respond dynamics industry (*responsiveness*) and assurance that graduate of own promised capabilities , as adapted from theory quality service public . Limitations study This is its conceptual -theoretical nature Because use studies literature without validation empirical in the field . Therefore that , it is recommended to Telkom University Purwokerto For do evaluation curriculum in a way periodically with involving direct feedback from partners industry For ensure Power responsive curriculum still awake . Besides that , it is

recommended for researchers furthermore For do study field (empirical) use verify findings conceptual this and analyze effectiveness implementation integration Pancasila values in the internship program industry . Share manager college other heights , recommended For adopt framework Work three perspective (Industry , SDGs, and Quality) Services) in design and evaluate curriculum to produce graduates who do not only Ready work , but also character intact .

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