

Guest Teacher Program at Muhammadiyah 5 Babat Vocational School

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ABSTRACT

Objective: One of the programs launched at vocational education units (SMK) in order to improve the quality of graduates is through the guest teacher program. This study aims to review the effectiveness of the implementation of the guest teacher program at SMK Muhammadiyah 5 Babat. **Method:** This study uses a descriptive qualitative type through unstructured interviews and observations from the school, students, teachers and other relevant sources. **Results:** The results of the data obtained show that the implementation of guest teachers at SMK Muhammadiyah 5 Babat is very effective and can be continued so that it can be determined in the planning or core program for school development. **Novelty:** The initial idea or innovation of the guest teacher program at SMK Muhammadiyah 5 Babat began in early 2016 and in 2021 received support and reinforcement from the Ministry of Education, Culture, Research and Technology through the Center of Excellence School (SMK PK) program. The activeness of students has increased in participating in the guest teacher program along with the development of information that occurs in the world of work. It is hoped that the guest teacher program at this SMK can continue to be improved and also as a pilot program that can be developed by all vocational education units (SMK).

INTRODUCTION

With the implementation of the Asean Economic Community (AEC) region starting December 31, 2015, it will directly impact the supply of labor in this region. Indonesia's education policy framework to improve human resources and enhance the country's competitiveness focuses on five areas: access to education, quality of education, synergy between government, industry, and higher education; industrial relations; and incentives (Indrawati & Kuncoro, 2021). Quality labor, and having certified competencies that will get greater opportunities in the world of work. For middle-level labor, the implementation of the AEC has a direct impact on the demands for the quality of Vocational High School (SMK) graduates. At this time, most people think that the quality of SMK graduates is still lacking. The development of vocational education and technological training must adapt to the needs of industry and technological developments that vary across developing countries (Bardhan & Duflo, 2023). To create quality SMK graduates, vocational theory education and vocational practice must be by the applicable curriculum, so that cooperation is needed between SMK and the business world/industrial world (DUDI). Encourage schools to improve the quality of learning by orienting themselves towards the world of work, meaning that work culture, learning systems, material content, human resources, partners, and so on are oriented towards improving the quality of learning (Basuki, Yoto, Marsono, Suyetno, & Nurmallasari, 2021).

Schools and DUDI have their advantages and disadvantages. In schools, the availability of teachers is relatively sufficient, but practical equipment is limited, while in industry that has relatively sufficient practical equipment, but does not have the

necessary educational staff. Some of the challenges faced are inadequate facilities, teachers, and industry support. However, clear regulations on the role of industry are an important solution. Strong industry support can be implemented and vocational graduates have competencies according to the needs of the labor market (Pambudi & Harjanto, 2020).

With collaboration between SMK and DUDI, vocational theory learning can be implemented at schools (SMK), and vocational practical learning subjects can be carried out at DUDI. Several developing countries have begun implementing a dual training system, which combines learning in schools with direct experience in industry (Adams & Jago, 2022). (Muslim, Soeparjo, Ismayati, Joko, & Santosa, 2017) offers solutions to vocational education problems by encouraging vocational schools to provide guest teachers. guest teachers are experts from DUDI or other professional institutions. The presence of guest teachers in SMK is expected to provide an industrial feel and improve student skills. The solution to the problems as described above is to conduct a study on the possibility of utilizing Industry as a Guest Teacher in SMK. By utilizing industry as a guest teacher in SMK, it is hoped that the nuance of learning in an industrial environment can be carried out in SMK. Likewise, the competencies needed in the industrial environment can be taught by industrial supervisors to increase the level of link and match between SMK and industry. With the link and match program, we can find out what competencies are most needed by the world of work (Unsudah & Irianti, 2020).

The Link and Match policy in Indonesia is an initiative of the Indonesian Ministry of Education, Culture, Research, and Technology, which aims to increase the relevance of vocational education to the needs of the business world and industry (DUDI). This program seeks to eliminate the gap between the skills of vocational school graduates and the demands of the job market by strengthening cooperation between schools and industry. Some of the main aspects of this policy include; aligning the curriculum with industry needs, internships and work practices for students in companies, training for teachers to have competencies in accordance with industry developments, competency certification for graduates to be ready to enter the workforce. (Directorate General of Vocational Education, 2020).

Several previous studies have explored the effectiveness of guest teacher programs, such as the study (Muslim, Soeparjo, Ismayati, Joko, & Santosa, 2017), which highlights the benefits of the program in improving students' technical skills and reducing the gap between education and industry. According to the study (Darmawan, Jati, & Bawai, 2023), the results showed an increase in the competence of accounting students after. Meanwhile, the study (Firdaus, 2018) examines the impact of guest teachers on the learning outcomes of class XI Motorcycle Engineering students at SMK YPTN Bangkinang. This study found that the presence of guest teachers increased students' seriousness in learning and their academic results. In a study conducted by (Sunaryo, 2022), analyzing the role and contribution of practitioners from the Business World and Industry World (DUDI) as teachers in vocational education units. The study highlights the importance of practitioner involvement in increasing the relevance of vocational education to industry needs. In contrast to the research conducted by (Irwanto, 2021), the

link and match program at SMKN 4 Serang City has not yet reached an effective agreement and the collaboration process has not been implemented optimally.

The dual system of vocational education is designed to balance education (in educational institutions) and training (at the enterprise level) to ensure an appropriate level of qualifications and to teach and socialize the next generation. (Kravchenko, Borisyuk, Vakolia, Tretyak, & Mishchenia, 2020) According to research (Maknun & Rahmawati, 2022), teachers must have previous work experience that is relevant to their professional competence so that industry-based learning can be successful.

This study differs from previous studies by investigating the implementation of the guest teacher program at SMK Muhammadiyah 5 Babat, which has unique characteristics in terms of resources, regulations, and local industry involvement. This study aims to identify specific barriers that arise in implementing the program and formulate more effective strategies in integrating guest teachers into the school curriculum. Thus, this study offers new insights into the adaptation of the guest teacher model in a more structured and contextual vocational education context.

RESEARCH METHOD

This research stems from the situation within a vocational high school regarding its guest teacher program, to interpret the current phenomenon. It employs various methods, utilizing a descriptive qualitative approach in data collection and analyzing the data through a phenomenological study approach, incorporating participant observation and in-depth interviews as research types. The researcher adopted a qualitative method because this research is a type of study where findings are not obtained through statistical procedures or other forms of calculation, but rather involve research on life, life histories, informants' feelings, individual behavior, as well as organizations, social movements, social roles, or reciprocal relationships. Therefore, it cannot be explained with numbers but needs to be elaborated through words that clearly and detailedly explain the research results. While some data may be quantifiable, such as census data, the analysis remains qualitative. (Anselm & Juliet, 2003).

This research discusses the planning, implementation, and supervision of the guest teacher program at SMK Muhammadiyah 5 Babat. Qualitative research was conducted using descriptive techniques involving words and language, specifically within a particular context and in a natural setting, through the use of various objective and rational techniques to understand the characteristics of what the research subjects encountered holistically and scientifically (Sugiyono, 2018).

To assist researchers in gathering data on the implementation and supervision of the guest teacher program activities, the researcher used observation guidelines, unstructured interview guidelines, and documentation notes. As stated by (Esterberg, 2002) in (Sugiyono, 2007) there are several types of interviews, namely structured, semi-structured, and unstructured interviews.

In collecting data, the researcher interviewed informants, namely the principal, two students, the vice-principal for public relations, one head of study program, one

vocational teacher, and one person from an industry partner. This interview and observation took place over two days during working hours, from 7:00 AM to 3:00 PM.

RESULTS AND DISCUSSION

Results

SMK Muhammadiyah 5 Babat was established in 1993 with the vision of being an Excellent School, characterized by competence, globally minded, and of noble character. The total number of students is approximately 650, divided into 9 departments. In 2021, SMK Muhammadiyah 5 Babat was designated as a Center of Excellence Vocational School through a decree from the Director General of Vocational Education, Ministry of Education and Culture No. 22/D/O/2021 (Determination of Vocational High Schools Implementing the Center of Excellence High School Program in 2021, 2021). The Theory of Innovation in Education introduced by Yoesoep Edhie Rachmad in 2022 emphasizes the importance of innovation in the education system to overcome challenges and rapid changes, (Rachmad, 2022). The inception of the Guest Teacher Program at SMK Muhammadiyah 5 Babat began in 2016. That year, the school received an offer from Inez Cosmetic, Surabaya, regarding a socialization and promotion campaign for students majoring in Islamic Banking, as disclosed by the former vice principal in charge of public relations (Russanty, 2025); in 2016, there was an offer from the DUDI, namely Inez Cosmetic Surabaya, regarding a socialization and promotion activity with students majoring in Islamic Banking with the theme of facial care (Beautiful Class).

The activity received a positive response from the students, as reported by (Enni, 2025) as the head of the study program PBS, all PBS students were very enthusiastic and happy because they gained new insights and knowledge about appearance and performance.

After the activity, the school principal, vice principal, and all the heads of vocational programs agreed on implementing a guest teacher program twice a year, with each session lasting for 10 teaching hours. The school principal also communicated this decision (Ghofur, 2025). Yes, starting from 2017 until now, the guest teacher program has become a core program of the school, with sessions held twice a year and each session lasting for 10 teaching hours.

The material presented to the students has been tailored to meet the current needs of the industry, ensuring that students not only understand the skills but also acquire an understanding of the fundamental nature of work. According to (Pavlova, 2009), work education is a program with three interconnected components: learning to work, learning about work, and understanding the fundamental nature of work. This was also emphasized by one of the guest teachers from Bank Syariah Indonesia; we have provided lessons to students, especially those in the PBS program, on understanding the dynamics of service, handling complaints, and problem-solving for customers in line with the changing global landscape (Khuluq, 2025). Character education is a strategy to produce graduates who are ready to compete in a challenging job market (Budi, 2020). 21st century learning demands complex competencies, technology-based learning transformation, and non-cognitive skills, especially communication skills (Mutohhari, Sutiman, Nurtanto, Kholifah, & Samsudin, 2021).

Likewise, the response from students (Laili, 2025) after participating in the guest teacher program is: we feel very happy and motivated. The material presented is very relevant to the world of work, and I understand better how the theories we learn in school can be applied in the real world. Similar responses were also conveyed by students with different majors namely: we were given lessons on the importance of soft skills in the workplace, such as communication, teamwork, and problem-solving skills. In addition, I also gained insight into the latest technologies used in the industry (Darmawan K. , 2025).

From the results of interviews with various informants, in general, the guest teacher activities at Muhammadiyah 5 Babat Vocational School are very good and can be improved as stated by (Mubarok, 2025); We feel that the guest teacher program provides valuable experience, broadens horizons, and motivates students in preparing themselves for future careers. Students also appreciate the hands-on approach of the guest teachers which is different from classroom learning.

The stages of implementing the guest teacher program at SMK Muhammadiyah 5 Babat are; 1) The school determines that the guest teacher program is implemented per department twice a year with a minimum duration of 10 JP per meeting, 2) Preparing the structure and management of human resources (HR) for the guest teacher program coordinated by the vice principal for public relations and in collaboration with the curriculum division, c) Holding a coordination meeting with all vice principals and all heads of study programs, d) Each head of study program creates IDUKA proposal data according to certain criteria, and e) Together with IDUKA and the head of study program, prepare the theme, facilities and infrastructure, and learning materials for the guest teacher activity.

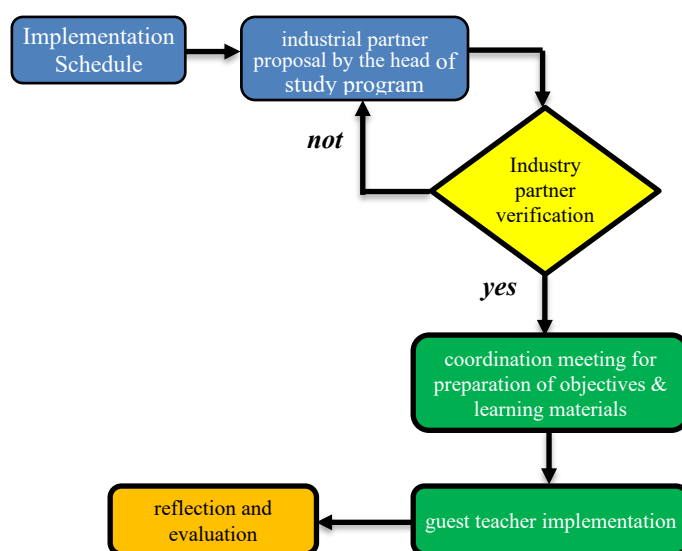


Figure 1. Implementation Chart of Guest Teacher Program at SMK Muhammadiyah 5 Babat.

Based on the results of the analysis in the study (Fatimah, 2021), it can be concluded that there are four innovation strategies. First, a facilitative strategy is carried out if curriculum innovation requires the provision of facilities. Second, an educational strategy is carried out when clients or teachers must provide adequate information and training. Third, a persuasive strategy is carried out using a persuasive approach (persuasion). The

four coercive strategies are implemented so that all education components are willing to make changes or updates to achieve educational goals. The Guest Teacher Strategy at SMK Muhammadiyah 5 Babat is facilitative, educational and coercive. The facilitative strategy includes 1) Used appropriately on the target of change, namely SMK students, 2) Creating a new role for DUDI Partners as instructors for students, 3) Providing facilities and infrastructure to support the implementation of the program, 4) Involving several teams consisting of, the vice principal for public relations, the vice principal for curriculum, productive teachers and entrepreneurship teachers and other human resources. The educational strategy is used appropriately in situations and conditions, namely students receive insight into the latest trends and technologies in the world of work. The coercive strategy is that students are required to come in. If they are absent without explanation, then as a warning, parents will be called to the school for coaching and understanding the importance of guest teacher activities. DUDI partners for the guest teacher program who have realized the guest teacher program at SMK Muhammadiyah 5 Babat, according to their expertise, are as follows:

Table 1. List of DUDI Guest Teacher Partners.

No.	Expertise Competence	Work/Business Partners
1	Mechanical Engineering	1. PT. PAL Surabaya 2. Politeknik Negeri Malang
2	Light Vehicle Engineering	1. Rama Motor 2. Mitshubishi Motor Surabaya
3	Computer and Network Engineering	1. Geeko Komputer Surabaya 2. Telkom Surabaya
4	Communication and Visual Design	PT. EXXIVE
5	Building Modeling & Information Design	CV. ZULFA PRIMA
6	Nursing Assistant and Caregiver	1. PT. Jababeka Hospitality Jakarta 2. Dinas Sosial Surabaya 3. RS Muhammadiyah Lamongan 4. PT. Os Selnajaya
7	Clinical and Community Formation	PT. BALATIF Malang
8	Islamic Banking Services	1. Bank Syariah Mandiri 2. Inez Cosmetic, Surabaya
9	Motorcycle Engineering	1. PT. Roda Jaya Makmur 2. AHASS Bahagia Motor

Discussion

Some recommendations that I can give to policy makers regarding vocational high school guest teachers, 1) The government must strengthen technical regulations related to guest teacher programs, including recruitment and funding mechanisms, 2) Vocational high

schools need to establish intensive partnerships with DUDI through communication forums and MoUs, 3) Digitalization of learning can be an alternative to presenting guest teachers flexibly and cost-effectively, and 4) There needs to be incentives for companies and practitioners who support guest teacher programs. Other vocational schools can effectively emulate guest teacher programs by adapting and implementing several key steps based on best practices and previous recommendations, namely, 1) analyzing specific school needs such as identifying superior study programs that will have a major impact on learning and curriculum relevance, considering the school's budget and resources as well as support from the school committee and foundation, 2) building strong networks and collaborations with companies or industries, successful alumni, and involving industry in seminars or workshops, 3) preparing guest teacher program designs such as, preparing schedules, determining resource persons, materials and methods used, 4) preparing the necessary infrastructure, facilities and infrastructure including forming a team that is involved. 5) evaluation and continuous improvement by asking for feedback from students, teachers, and resource persons, and follow-up of guest teacher programs, 6) promote the success of guest teacher programs by publishing activities and showing positive impacts on the community.

At the evaluation stage after the implementation of this guest teacher, it is very important to do, especially the commitment of DUDI partners, as stated by (Mahfud, Aprily, Saputro, Siswanto, & Suyitno, 2022), industry commitment, which plays a vital role in vocational education programs, especially in vocational high schools. Industry involvement is the key to the success of vocational education.

Another study explains the details of the processes for selecting speakers, scheduling, preparing presentations, following up, and evaluating impacts, along with strategies to maximize student involvement (Mengyan, 2025).

The guest teacher program policy at SMK Muhammadiyah 5 Babat is one of the programs to improve student competency through direct experience from the world of work. However, its implementation still faces various challenges, such as lack of coordination with DUDI, budget constraints, and minimal technical regulations. In addition, the lack of responsive policy support for technological developments also worsens the situation, hampering efforts to adapt the curriculum to market needs (UNESCO, 2021).

Of course, implementing the guest teacher program has advantages and disadvantages. The advantages are: 1) Students can gain new knowledge from resource persons, which so far they have only gotten from teachers, 2) The practicum carried out by students is directly supervised by resource persons who have expertise and competence in their fields, 3) Students have the opportunity to dialogue and be guided directly by resource persons who have extensive experience in their fields, 4) This method can make students excited about learning that is carried out with various variations so that it is not boring.

While the disadvantages include; 1) The background of the resource person who does not have didactic methodological knowledge in learning, 2) It is difficult to find a resource person who is genuinely willing to share his knowledge with students, 3) It requires relatively large time and costs, 4) The resource person is busy as a field person so it is difficult to be invited to become a guest teacher or resource person in learning. In

a study the main findings revealed that local businesses and companies play a significant role in participating in the design of workplace-integrated learning curricula, providing adequate guidance for work experience and micro-placements for trainees (Mayombe, 2022).

CONCLUSION

Fundamental Finding: This research can strengthen the theory of contextual learning and constructivism emphasizing the importance of connecting learning with the real world and practical experience. This finding can also enrich the literature on innovation in teaching methods in vocational education. The guest teacher program at SMK can continue to be improved and as a pilot program, all vocational education units (SMK) can develop that. **Implication:** This research can strengthen the theory of contextual learning and constructivism that emphasizes the importance of connecting learning with the real world and practical experience. This finding can also enrich the literature on innovation in teaching methods in vocational education. It is hoped that the guest teacher program at SMK can continue to be improved, and as a pilot program, all vocational education units (SMK) can develop it. **Limitation:** This study has several limitations. First, our sample size was limited to one vocational high school in a small urban area, so the findings may not fully reflect the experiences of vocational high schools in urban areas or with different levels of industrial collaboration. Second, this study used a cross-sectional survey design, which allows us to see relationships between variables at one point in time but cannot infer causal relationships. Future longitudinal research is needed to understand the long-term impact of guest teacher programs on student competency development. Finally, the researcher's perspective may influence the interpretation of qualitative data from interviews. **Future Research:** The author hopes that future researchers will be able to conduct research with a quantitative approach to measure the effectiveness of guest teacher programs in improving the work skills of vocational high school students.

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