
SMK Link and Match South Tangerang Strategy to Produce Competent Human Resources/Graduates in the Hotel Industry

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This research aims to analyze graduate outcomes and identify the optimal strategy for developing a creative and innovative learning curriculum at SMK Link and Match to produce competent human resources and graduates who support the tourism sector in South Tangerang. This study was conducted qualitatively, following the stages outlined: data reduction, data presentation, and drawing conclusions or verification using the SWOT Analysis method through the IFAS, EFAS, IE, and Cartesian diagram stages. The data collection technique involved conducting direct observations in the field and unstructured interviews with 8 informants, including students, principals, productive teachers, heads of administration, alumni, and HR representatives from Trembessi Hotel, who could provide external validation for the research statements. Based on the grand strategy matrix results, SMK Link and Match have alternative strategies that can be applied to face increasingly fierce competition. One alternative approach is to capitalize on the existing strengths and opportunities, which can mitigate the weaknesses and threats that its graduates will face.

Keywords: Competent Human Resources, Hospitality Industry, Vocational High School Strategy

Article info:

Submitted: August 14, 2025 | **Revised:** October 14, 2025 | **Accepted:** June 26, 2026

How to cite:

Niode, S. R., Murhadi, Soemarni, L. L., Maryetti, & Putri, N. M. D. R. (2026). SMK Link and Match South Tangerang Strategy to Produce Competent Human Resources/Graduates in the Hotel Industry. *Jurnal Sains Terapan Pariwisata*, 11(2), 307-318
<https://doi.org/10.56743/jstp.v11i2.539>

INTRODUCTION

The main mission of Vocational High School is to prepare graduates who have character, excel in innovation, are able to work well, and are skilled in their fields so that they can expand their assimilation in the world of work (Sutiono & Tarmana, 2021). Vocational High School is one of the growing levels of education in Indonesia. This level of education is aimed at preparing students or graduates who are ready to enter the world of work and can develop professional insights in their fields. Vocational High School graduates are expected to be useful people, fill vacancies, and be ready to compete for work. The presence of Vocational High Schools is increasingly in demand by the community, especially individuals who are directly related to the world of work. For the record, Vocational High School graduates do have the ability as a (planned) workforce that has certain professional abilities according to their field (Riany, 2020).

Vocational High School is an education at the secondary level that has the main goal of developing students' abilities so that they can and can carry out certain types of work. In vocational secondary education, to be ready to enter the workforce, students will be prepared by developing a professional attitude for each individual. In accordance with its form, vocational high schools organize educational programs that can be adjusted to the type of employment in the future (Government Regulation Number 29 of 1990), as contained in the research (Safitri, 2021).

In accordance with the purpose of the vocational school itself, which is to support students in choosing a field of expertise that is tailored to their respective interests. The curriculum designed by SMK is made so that its students are ready and able to immediately enter the world of work. The curriculum content that is designed will certainly be arranged in such a way that it is in accordance with the needs of the world of work. This is done so that students do not experience difficulties in facing challenges when entering the world of work. Therefore, with a study period of about three to four years, these vocational school graduates are expected to be able to work according to the skills that have been in demand for each.

Currently, the achievement of student learning outcomes cannot only be measured through values in the field of adaptive and normative study, as has been the case in our educational practice, but must also be seen from the productive results or competencies of students. These three values should be able to synergize with each other. The success of the educational mission will certainly depend on the 3 foundations of the coaching concept, namely knowledge, skills, and attitudes.

According to Law Number 20 of 2003, the goals in vocational secondary education are divided into two. The first is related to the general goal, namely: (a) increasing faith and piety to God Almighty; (b) develop the potential of students to become healthy, noble, capable, knowledgeable, independent, creative, democratic and responsible citizens; (c) develop the potential of students to have national insights, understand and appreciate the diversity of Indonesian culture; and (d) develop the potential of students to have an active concern for the surrounding environment and to participate in maintaining and preserving the environment, and also to be able to utilize natural resources effectively and efficiently. Meanwhile, the specific objectives are: (a) students are prepared to become productive, independent, and work as a middle-level workforce adjusted to the competencies in their skill programs; (b) prepare students to have a career, be able to adapt quickly, be tenacious and persistent in compete, and be able to develop a professional attitude; (c) equipping students with sufficient knowledge, technology and art; and (d) students are equipped with competencies that will be adjusted to their respective skill programs. Irawati, E., & Susetyo, W. (2017). Graduates produced by vocational schools

are expected to be absorbed in accordance with their fields of expertise and can help the business sector of the industrial world (Munthe & Mataputun, 2021). In order to achieve this goal, it is hoped that vocational secondary education will be able to become one of the focuses in the process of absorbing the workforce in Indonesia.

Based on (Central Statistics Agency of South Tangerang, 2015:10), the development of tourism is now increasingly important not only in order to increase local income, but also in order to expand employment opportunities and income equity. To provide comfort for tourists, of course, it needs to be well planned to improve the quality and quantity both in terms of facilities and infrastructure, as well as professionals in the hospitality and tourism sectors, in line with the increase in the flow of tourist visits coming to tourist attractions.

The world of tourism can be considered as one of the fastest-growing sectors, and of course, requires skilled and competent human resources. The role of vocational schools is very important in producing skilled workers in the tourism sector to support developments in the industry. The main challenge felt is to ensure that education at SMK is relevant to the needs of the industry, and can produce graduates who are able to compete and have sufficient skills with tourism industry standards. Labor is a production factor as well as an important asset and can be one of the determinants of the success of a tourism company/business. Talking about labor is certainly inseparable from human resources during the production process, to produce goods or services. Hotels/tourism accommodation services in the city of South Tangerang in 2023 explained that the number of workers/human resources who have a hotel/tourism vocational education background is less, namely 375, compared to 388 workers who have a non-hotel/tourism vocational education background. Therefore, the percentage of workers in the Accommodation Business According to Province and Education Level, 2023, as many as 50.36% of Banten province is still dominated by workers with educational backgrounds outside the vocational/vocational field of tourism.

To be able to produce excellent service, professionals are needed who understand and know in detail the operations in their fields, and of course, the workforce with sufficient qualifications will come from special schools/colleges for tourism vocational. In this context, the author develops his idea to conduct deeper research and form strategies that can be carried out by schools as a new step, so that they can implement an effective learning process and produce competent human resources, especially if they can acquire superior qualifications and help the tourism development process in Indonesia.

Based on the personal experience that the author has experienced while working at SMK Link and Match, the high rate of delays and cases from the hospitality department, which is quite dominant in this school, is also one of the driving factors for the author to try to improve conditions related to how to improve the competence of students in the department. Through the analysis of supporting factors that can be strengths and opportunities found, it is hoped that it can help schools to have strategic planning so that they can reduce weaknesses and be able to face the challenges they will face in the future.

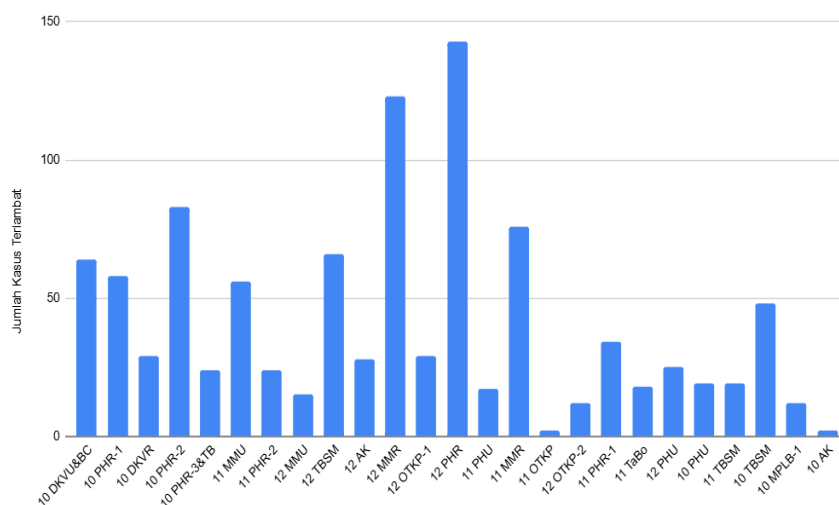


Figure 1. Data on the Delay of SMK Link and Match Students
Source: SMK Link and Match Student Site, 2025

Figure 1 shows that the number of delays at SMK Link and Match in the current school year is dominated by students from the hospitality department, both in grade 12 and in grade 10, and grade 11 also has a record of delays, even though there are other majors that dominate it.

Pelacakan Surat Panggilan Orang Tua			
Perubahan disimpan			
A	B	C	D
12 PHU			
Proses	Nama Lengkap	Jenis Pelanggaran1	Nomor Surat
Disetujui	Ahmad Rafli		094/SPOT.04/SMK EL-EM/2024
Disetujui	Ahmad Rizki Kusnawan		095/SPOT.04/SMK EL-EM/2024
Disetujui	Alif Aulia Rahman		096/SPOT.04/SMK EL-EM/2024
Disetujui	Alif Rizqi Pratama		097/SPOT.04/SMK EL-EM/2024
Disetujui	Andhika Prastiya Nugraha		098/SPOT.04/SMK EL-EM/2024
Disetujui	Bintang Asyrof Saputra		099/SPOT.04/SMK EL-EM/2024
Disetujui	Chayla Kuswayan		100/SPOT.04/SMK EL-EM/2024
Disetujui	Fauzan Fadilah		101/SPOT.04/SMK EL-EM/2024
Disetujui	Ibnu Qoyim Asyari		102/SPOT.04/SMK EL-EM/2024
Disetujui	Lia Amelia		103/SPOT.04/SMK EL-EM/2024
Disetujui	Mohamad Sutopoaji		104/SPOT.04/SMK EL-EM/2024
Disetujui	Muhamad Ripaldi		105/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Azka Ridho		106/SPOT.04/SMK EL-EM/2024
Disetujui	Muhamad Syaif Febryan Ardiansyah		107/SPOT.04/SMK EL-EM/2024
Disetujui	Muhamad Zaqi		108/SPOT.04/SMK EL-EM/2024
Disetujui	Shafa Zanwa Arliani		109/SPOT.04/SMK EL-EM/2024
Disetujui	Chayla Kuswayan	Ketidakhadiran Tanpa Keterangan (Alpa)	346/SPOT.04/SMK EL-EM/2025

Figure 2. Case Data of Superior Hospitality Classes
Source: SMK Link and Match Student Site, 2025

Pelacakan Surat Panggilan Orang Tua			
Perubahan disimpan			
12 PHR			
Proses	Nama Lengkap	Jenis Pelanggaran1	Nomor Surat
Disetujui	Muhammad Zidan Fadillah	Ketidakhadiran Tanpa Keterangan (Alpa)	032/SPOT.04/SMK EL-EM/2024
Disetujui	Zaki Luthfi Farras	Ketidakhadiran Tanpa Keterangan (Alpa)	043/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Ridho	Membawa dan atau merokok	045/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Zidan Fadillah	Membawa dan atau merokok	046/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Ridho		110/SPOT.04/SMK EL-EM/2024
Disetujui	Iqbal Rahardi Saputra		111/SPOT.04/SMK EL-EM/2024
Disetujui	Akbar Faevtra Rivqi Rangkuti		112/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Rizqi Awaluddin		113/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Mahatir Al Gibran		114/SPOT.04/SMK EL-EM/2024
Disetujui	Hilman Hasbhi Chaniago		115/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Imam Buhori		116/SPOT.04/SMK EL-EM/2024
Disetujui	Haikal Ubaydillah		117/SPOT.04/SMK EL-EM/2024
Disetujui	Kafka Arrasa		118/SPOT.04/SMK EL-EM/2024
Disetujui	Muhammad Zidan Fadillah		119/SPOT.04/SMK EL-EM/2024
Disetujui	Naufal Rizki Azzikra		120/SPOT.04/SMK EL-EM/2024
Disetujui	Hafidz Ramadhan		121/SPOT.04/SMK EL-EM/2024
Disetujui	Bagas Dwi Prasetyo	Melakukan kegiatan negatif diluar sekolah y	126/SPOT.04/SMK EL-EM/2024
Disetujui	Yoel Ferdinan Pakpahan	Melakukan kegiatan negatif diluar sekolah y	127/SPOT.04/SMK EL-EM/2024
Disetujui	Rafi Ramadhan	Melakukan kegiatan negatif diluar sekolah y	128/SPOT.04/SMK EL-EM/2024
Disetujui	Adhitya Ramadhan	Melakukan kegiatan negatif diluar sekolah y	129/SPOT.04/SMK EL-EM/2024
Disetujui	Rizki Ramadhan	Melakukan kegiatan negatif diluar sekolah y	130/SPOT.04/SMK EL-EM/2024
Disetujui	Raditya Ferdiansyah	Melakukan kegiatan negatif diluar sekolah y	131/SPOT.04/SMK EL-EM/2024
Disetujui	Bintang Pratama Putra	Melakukan kegiatan negatif diluar sekolah y	132/SPOT.04/SMK EL-EM/2024
Disetujui	Rakes Pratama	Melakukan kegiatan negatif diluar sekolah y	133/SPOT.04/SMK EL-EM/2024
Disetujui	Zaki Luthfi Farras	Melakukan kegiatan negatif diluar sekolah y	134/SPOT.04/SMK EL-EM/2024
Disetujui	Muhamad Luki Rifado	Melakukan kegiatan negatif diluar sekolah y	135/SPOT.04/SMK EL-EM/2024
Disetujui	Bagas Dwi Prasetyo	Melakukan kegiatan negatif diluar sekolah y	138/SPOT.04/SMK EL-EM/2024
Disetujui	Yoel Ferdinan Pakpahan	Melakukan kegiatan negatif diluar sekolah y	139/SPOT.04/SMK EL-EM/2024
Disetujui	Rafi Ramadhan	Melakukan kegiatan negatif diluar sekolah y	140/SPOT.04/SMK EL-EM/2024
Disetujui	Adhitya Ramadhan	Melakukan kegiatan negatif diluar sekolah y	141/SPOT.04/SMK EL-EM/2024
Disetujui	Rizki Ramadhan	Melakukan kegiatan negatif diluar sekolah y	142/SPOT.04/SMK EL-EM/2024
Disetujui	Raditya Ferdiansyah	Melakukan kegiatan negatif diluar sekolah y	143/SPOT.04/SMK EL-EM/2024
Disetujui	Bintang Pratama Putra	Melakukan kegiatan negatif diluar sekolah y	144/SPOT.04/SMK EL-EM/2024
Disetujui	Rakes Pratama	Melakukan kegiatan negatif diluar sekolah y	145/SPOT.04/SMK EL-EM/2024
Disetujui	Zaki Luthfi Farras	Melakukan kegiatan negatif diluar sekolah y	146/SPOT.04/SMK EL-EM/2024
Disetujui	Muhamad Luki Rifado	Melakukan kegiatan negatif diluar sekolah y	147/SPOT.04/SMK EL-EM/2024
Disetujui	Sujaska Intan R	Ketidakhadiran Tanpa Keterangan (Alpa)	156/SPOT.04/SMK EL-EM/2025
Disetujui	Hafidz Ramadhan	Ketidakhadiran Tanpa Keterangan (Alpa)	157/SPOT.04/SMK EL-EM/2025
Disetujui	Hilman Hasbhi Chaniago	Melakukan kegiatan negatif diluar sekolah y	169/SPOT.04/SMK EL-EM/2025
Disetujui	Muhammad Ridho	Melakukan kegiatan negatif diluar sekolah y	170/SPOT.04/SMK EL-EM/2025
Disetujui	Hilman Hasbhi Chaniago	Melakukan kegiatan negatif diluar sekolah y	171/SPOT.04/SMK EL-EM/2025
Disetujui	Kafka Arrasa	Ketidakhadiran Tanpa Keterangan (Alpa)	232/SPOT.04/SMK EL-EM/2025
Disetujui	Raditya Ferdiansyah	Ketidakhadiran Tanpa Keterangan (Alpa)	233/SPOT.04/SMK EL-EM/2025
Disetujui	Ahmad Syauqi Arwani	Ketidakhadiran Tanpa Keterangan (Alpa)	294/SPOT.04/SMK EL-EM/2025
Disetujui	Rizki Ramadhan	Ketidakhadiran Tanpa Keterangan (Alpa)	295/SPOT.04/SMK EL-EM/2025
Disetujui	Akbar Faevtra Rivqi Rangkuti	Ketidakhadiran Tanpa Keterangan (Alpa)	323/SPOT.04/SMK EL-EM/2025
Disetujui	Faesya Anindya Hartanto	Ketidakhadiran Tanpa Keterangan (Alpa)	324/SPOT.04/SMK EL-EM/2025
Disetujui	Akbar Faevtra Rivqi Rangkuti	Ketidakhadiran Tanpa Keterangan (Alpa)	325/SPOT.04/SMK EL-EM/2025
Disetujui	Rakes Pratama	Ketidakhadiran Tanpa Keterangan (Alpa)	328/SPOT.04/SMK EL-EM/2025

Figure 3. Case Data for Regular Hospitality Classes

Source: SMK Link and Match Student Site, 2025

In the figure 2, it can be seen that the 12th grade of PHU in 2024 has several student records that have been handled by the school's student affairs due to absences that exceed sufficient limits. Then, in the figure 3, the case data of regular grade 12 students shows that more cases have been handled, not only related to delays or absences from students at school but also other activities that are not in accordance with social norms.

Based on that, from the beginning of the opening of SMK Link and Match in 2008 until now, it is still unknown regarding the progress and development of human resources/graduates that it has produced. This can be seen by the absence of a tracer study, as a school handles in supervising the condition of graduates. If necessary, from several sources of information that can be found about SMK Link and Match graduates, that is what makes the author, and also helps to introduce and explain more strategic planning to support human resources/graduates, as well as internal development and cooperation that has been built by the school with external parties. Therefore, regarding the background and phenomena that have been conveyed, the author is motivated to carry out research at SMK Link and Match about how the educational curriculum implemented can be collaborated with the needs in the job market, and what strategies can be implemented by schools in implementing education for success in achieving competent graduates who can be quickly absorbed by the Hospitality Industry after graduated from school.

METHODS

This research was conducted at SMK Link and Match Pondok Cabe, Pamulang, South Tangerang. The method used in this study is an observational case study method with a qualitative approach that can be a research framework until the verification stage for its validity test (Muhartoyo, 2017). Qualitative analysis is carried out to explore the meaning of the data through the recognition of the research subject. Researchers are directly involved in the field as one of the educators to study, analyze, interpret, and conclude the information that has been collected. The resource persons in this study were eight informants consisting of 1 person as the Principal, 2 Productive Teachers, 2 students of the Hospitality Department from regular and superior classes, 1 alumnus, 1 person as the Head of Administration, and 1 HR person from Trembessi Hotel as one of the industry relations for SMK link and Match. This research will be carried out in 2025, with data collection carried out through unstructured interviews and observations, and supported by Google Forms to find out the actual condition of the graduates. The SWOT analysis process is carried out through several stages, namely: first, identifying internal and external factors; second, assessing the weight of these factors in the IFAS and EFAS matrices; third, compiling a SWOT matrix; and fourth, formulating IE matrices and grand matrices to determine alternative strategies that can be carried out by the School.

RESULT AND DISCUSSION

Analysis of External and Internal Factors of SMK Link and Match

Based on the identification of the internal factors of SMK Link and Match, it can be seen that the strengths and weaknesses that can be analyzed are as follows:

Table 1: Internal Analysis Factor SMK Link and Match

No.	Factors	Weight	Rating	Score
1. Strength				
a.	Has many excellent programs	0,10	4	0,40
b.	Establish good relationships with parents and students	0,07	3	0,21
c.	Have adequate facilities	0,13	2	0,26
d.	Supported by competent teachers	0,13	4	0,52
e.	The school appreciates high-achieving students	0,07	3	0,21
	Total			1,60
2. Weakness				
a.	The regulation of working operational hours is still not optimal	0,06	2	0,12
b.	Pre-Existing Services that are not satisfactory	0,07	3	0,21

c.	Schools are not yet active in participating in competitions that can hone students' skills/abilities	0,11	2	0,22
d.	The job training period is too short	0,13	4	0,52
e.	Not able to maintain a good appearance as a form of positive image	0,13	3	0,39
Total				1,46
Grand Total				3,06

Source: Author's Processed Data, 2025

Based on the results of the IFAS matrix, it can be seen that the strengths and weaknesses of SMK Link and Match Pondok Cabe are 3.06, this result shows that SMK is in a strong quadrant of its overall strategic position in an effort to utilize strengths that have a score of 1.60 and hide the weaknesses possessed by SMK Link and Match with a score of 1.46, but SMK Link and Match still has some room to increase its strengths.

Table 2: External Analysis Factor SMK Link and Match

No.	Factors	Weight	Rating	Score
1.	Opportunity			
a.	Enough learning from school	0,10	4	0,40
b.	Full support from the school for positive activities outside the school	0,07	3	0,21
c.	Considerable revenue in the Hospitality Industry	0,10	3	0,30
d.	An interlocking work environment Support	0,13	4	0,52
e.	There is a form of cooperation between the school and the hotel	0,07	4	0,28
f.	Students can proceed to the bachelor's degree	0,04	1	0,04
Total				1,75
2.	Threat			
a.	Lack of knowledge in the selection of Majors	0,06	2	0,12

b.	Still has a bad image in some communities	0,07	2	0,14
c.	Pretty hard work demands	0,09	3	0,27
d.	Quite stiff competition	0,10	3	0,30
e.	Lack of understanding related to Hotel Guest Character	0,04	2	0,08
f.	There is no form of further cooperation	0,13	4	0,52

Total	1,43
Grand Total	3,18

Source: Author's Processed Data 2025

From the EFAS matrix above, it can be seen that SMK Link and Match an EFAS value of 3.18, indicating that there is strength in the overall business strategy to take advantage of external opportunities owned by SMK Link and Match Pondok Cabe.

IE Matrix (Internal External)

After knowing the IFAS and EFAS SMK Link and Match matrix, the next step is to carry out the adjustment process. In this process, the author adjusts internal resources to external conditions and develops alternative strategies appropriate for SMK Link and Match. The development of these strategies can be carried out using IE matrices.

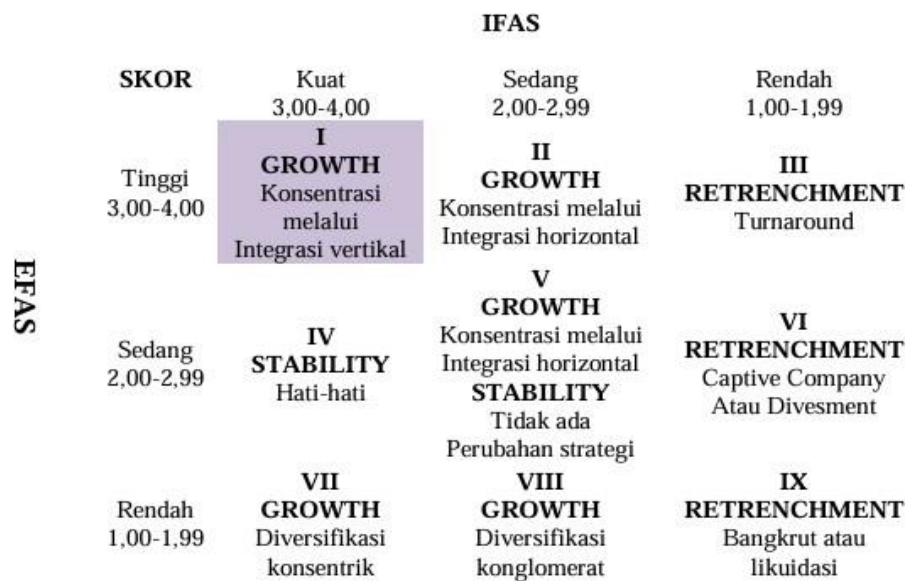


Figure 4. IE Matriks

Source: Author's processed data 2025

Based on the results of the figure 4, the results of the analysis of SMK Link and Match are in the first column and row, if applying the results of the IFAS and EFAS matrices respectively, IFAS scores = 3.06 and EFAS = 3.18 are obtained, then the total score of each matrix is entered into the IE matrix diagram so that then the lines of strength and opportunity can be drawn. Only then can we know the meeting in quadrant I, namely GROWTH. The GROWTH

quadrant features a strategy of concentration through vertical integration. This strategy of concentration through vertical integration is then specifically designed to achieve growth, either in sales, promotions, profits, or a combination of the three. This can be done by lowering prices, developing new products, increasing the quality of services, or increasing market access by minimizing costs. This step is an important strategy that can be carried out if the company is in a state of rapid growth and there is a tendency for competitors to wage price wars in an effort to increase market share. (Purhantara, 2012: 114)

Cartesian SWOT Analyst Diagram

The next step that can be done is to measure through a SWOT analysis diagram by making a cutoff point between the X and Y axes, where the value of the X axis is obtained from the difference between the total Strengths and Weaknesses, while the value of the Y axis is obtained from the difference between the total Opportunities and Threats. (Marimin, 2021:20)

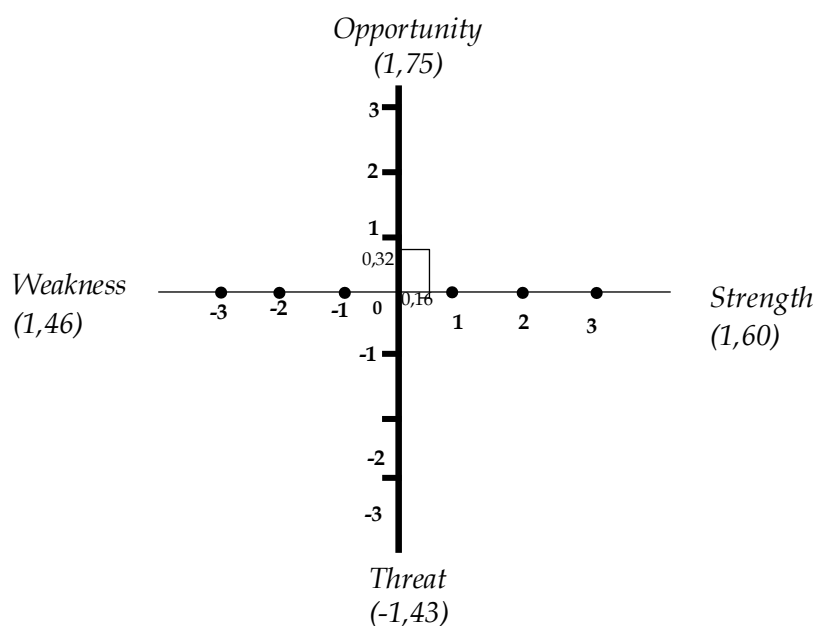


Figure 5. Cartesian Diagram
Source: Author's Processed Data, 2025

The results obtained from the Cartesian diagram of SWOT analysis above show that the existence of SMK Link and Match is located in quadrant I, which means that this quadrant is a very favorable situation. Link and Match the power to take advantage of existing opportunities. The strategy that can be applied in these conditions is to support an aggressive growth policy (Growth-Oriented Strategy). So that this strategy can indicate a strong state of vocational schools and be able to continue to develop by taking the opportunities or opportunities that exist to achieve maximum achievement targets in producing competent graduates in the Hospitality Industry.

Grand Strategy Matrix

Based on internal-external matrices and Cartesian diagrams that have been studied previously, in this condition, the researcher could find out the actual conditions that were being faced by SMK Link and Match. These two matrices show the position of the condition of the vocational school, so that every reader will know directly what the situation is in the actual vocational school. (Rangkuti, 2024)

Table 3: Grand Strategy Matrix

INTERNAL	Strength (S)	Weakness (W)
EKSTERNAL	1. Has many excellent programs	1. The regulation of working operational hours is still not optimal
	2. Establish good relationships with parents and students	2. Unsatisfactory infrastructure services
	3. Have adequate facilities	3. Schools are not yet active in participating in competitions that can hone students' skills/abilities
	4. Supported by competent teachers	4. The job training period is too short
	5. The school appreciates outstanding students	5. Not able to maintain a good appearance as a form of positive image
Oppportunity (O)	SO Strategy	WO Strategy
1. Enough learning from school.	1. Improving and maintaining excellent programs owned by schools	1. Evaluation of operational hours of activities for all elements in the school
2. Full support from the school for positive activities outside the school	2. Continue to provide support for every positive activity carried out by students	2. Improving the quality of school facilities
3. Considerable revenue in the Hospitality Industry	3. Providing training to teaching staff to be able to improve knowledge and expertise in providing direction and motivation for students	3. Dig up information related to activities carried out by the surrounding environment/other schools
4. Supportive work environment		
5. There is a significant form of cooperation between the school and the hotel		
6. Students can continue their education to the bachelor's degree		
Threat (T)	ST Strategy	WT Strategy
1. Lack of knowledge in the selection of majors	1. Conducting socialization and education for prospective new students	1. Improving the quality of human resources and natural resources owned by schools
2. Still has a bad image in some circles of society	2. Improve and intensify promotion through positive activities	2. Renovate damaged areas to make school residents more comfortable

3. Pretty hard work demands	3. Bringing in guest teachers/industry experts as a form of sharing experience to solve problems faced in the world of work	3. Building further cooperation to help graduates be absorbed by DU/DI
4. Quite stiff competition		
5. Lack of understanding of the hotel guest character		
6. There is no form of further cooperation		

Source: Author's Processed Data, 2025

CONCLUSION

Based on the results of the SWOT analysis through the factors studied obtained from various parties involved in the learning process of students majoring in hospitality at SMK Link and Match, it can be seen that now the school is in a condition that allows it to continue to carry out activities, increase growth and develop programs owned by the school, this can be known through a cartesian diagram. where the results of the analysis show that SMK Link and Match is on an "aggressive strategy."

Based on the results of the grand strategy matrix, SMK Link and Match get an alternative strategy that can later be applied to face the existing competition. Alternative strategies can be applied by SMK Link and Match by utilizing the strengths of the owned by managing existing opportunities, so that it can minimize existing weaknesses and later be able to face future threats.

It is recommended for schools to be able to improve various factors both from inside and outside the school, such as evaluating the programs that are being carried out and starting to build further cooperation with the industry related to the sustainability of graduates as a guarantee to be quickly absorbed, it is hoped that this can help the programs that have been owned by the previous school and can help SMK Link and Match in terms of promotion to develop quantity and able to produce quality graduates so that they can be quickly absorbed by the Industrial World or the Business World (DU/DI), especially in the South Tangerang area to support the excellent service provided to tourists/guests who stay with sufficient competent human resources in their fields.

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