

DESIGN OF A COLLABORATION MODEL BETWEEN SCHOOLS AND INDUSTRIES IN HALAL PRODUCTS EDUCATION THROUGH CURRICULUM DEVELOPMENT

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Abstract: Indonesia's growing halal industry requires a workforce equipped with both technical and Sharia-compliant competencies. This study aims to design a collaborative model between vocational schools and industry through curriculum development in halal products education. The research employs a qualitative approach method using the Tyler curriculum development model, involving stakeholders from education and industry sectors. Data were collected through interviews, document analysis, and focus group discussions to identify curriculum needs aligned with the halal product assurance system. The results show that the proposed collaborative model enhances students' culinary skills and strengthens their understanding of Islamic values and halal standards. The integration of industry input into curriculum design improves the relevance of learning outcomes with labor market demands. Furthermore, the model supports the development of competent, ethical, and industry-ready graduates in the halal sector. The study implies that strengthening partnerships between schools and industries is essential for aligning vocational education with the rapidly expanding halal economy. This model can serve as a reference for policymakers and educational institutions in developing adaptive and industry-oriented curricula that support sustainable growth in the halal industry.

Keywords: Design, Collaboration, Curriculum Development, Halal Products

1 Introduction

Indonesia ranks as the top Muslim-friendly destination in the world according to the 2023 Global Muslim Travel Index (GMTI) issued by Crescent Rating and Mastercard, with an index score of 73. Although Indonesia is not formally an Islamic state, it has the largest Muslim population globally. This condition reflects the significant potential of the halal industry, particularly in the food sector, which requires qualified human resources who not only possess technical competencies but also understand halal product assurance principles. In this context, vocational education—especially Madrasah Aliyah Plus (MAN Plus) with culinary skills—plays a strategic role in preparing graduates who are ready to meet the demands of the halal industry.

Vocational education aims to produce graduates who are aligned with industry needs through

competency-based learning and curriculum adaptation. Previous studies emphasize the importance of collaboration between educational institutions and industry to ensure the relevance of vocational graduates to the labor market (Zaenab et al., 2022). In addition, vocational education contributes to workforce development by equipping students with practical skills and professional values required in the workplace (Schultz, 1961; Wahyuningsih et al., 2025). However, existing vocational curricula, particularly in culinary programs, are generally still oriented toward technical skills and have not systematically integrated halal product assurance systems (Sistem Jaminan Produk Halal/SJPH) into learning processes.

Several studies on curriculum development highlight the importance of structured models such as the Tyler model and Taba's approach in designing relevant and adaptive curricula (Moran et al., 2024; Taba,

1970; Tyler, 1969). Nevertheless, most of these studies focus on general curriculum development and do not specifically address the integration of halal assurance systems within vocational education. Furthermore, research on vocational education collaboration tends to emphasize industry partnerships in the form of internships or training, without embedding such collaboration into curriculum design. This indicates a research gap in developing an integrated curriculum model that combines vocational competencies, halal assurance principles, and structured collaboration between schools, industry, and halal-related institutions.

In addition, the implementation of halal education in vocational institutions remains limited, as shown by the small number of MAN Plus vocational schools offering culinary skills programs integrated with halal aspects (Yunandra Center, 2022). This condition highlights the need for a systematic model that not only integrates halal material into the curriculum but also ensures its implementation through collaboration with relevant stakeholders, including industry and authorized halal institutions.

Based on these gaps, the novelty of this study lies in the development of an integrated collaboration model between Madrasah Aliyah Plus, industry, and halal-related institutions through curriculum development based on the Tyler model, with a specific focus on the integration of the Halal Product Assurance System (SJPH) into culinary education. This model is designed not only to enhance students' technical competencies but also to strengthen their understanding of Islamic values in professional practice.

Accordingly, the research problems in this study are: (1) how to design a collaborative model between vocational schools (MAN Plus) and industry in halal products education; and (2) how to integrate the Halal Product Assurance System (SJPH) into the culinary curriculum effectively. The objective of this study is to develop and analyze an integrated collaboration model through curriculum development that aligns vocational education outcomes with the needs of the halal industry.

2 METHODOLOGY

The research methodology used a qualitative approach, using the research and development method and Ralph Tyler's curriculum development model. The research design consisted of several stages: needs analysis, curriculum design, development of learning tools, implementation, and evaluation.

The participants included culinary arts teachers, students, and relevant stakeholders from industry and halal-related institutions. Participants were selected purposively based on their involvement in vocational education and halal practices.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine existing learning practices, while interviews explored perspectives on curriculum needs and industry expectations. Documentation analysis included curriculum and teaching materials. Data validity was ensured through triangulation of sources and methods.

Data analysis was carried out using qualitative techniques, including data reduction, data display, and conclusion drawing. The analysis aimed to identify curriculum gaps and develop an integrated collaboration model aligned with the halal product assurance system (SJPH).

3 RESEARCH RESULTS

This study aims to develop an integrated collaboration model between vocational schools (MAN Plus) and industry through curriculum development, particularly by incorporating the Halal Product Assurance System (SJPH) into culinary education. The findings indicate that the developed model is effective in addressing the needs of both vocational education and the halal industry.

First, the study produces a collaborative model based on the Tyler curriculum development framework, which integrates industry involvement into the formulation of learning objectives, learning experiences, and evaluation processes. This model strengthens the connection between vocational institutions and industry practices in halal products education.

Second, the integration of SJPH into the culinary curriculum is implemented through the inclusion of halal-related materials in learning modules, practical activities, and supporting facilities. This integration enhances students' competencies not only in culinary skills but also in understanding Islamic values and halal standards.

Third, the implementation of this model improves the alignment between graduate competencies and the demands of the halal industry. As a result, vocational education is better positioned to produce a professional, ethical, and Sharia-compliant workforce that contributes to the development of the national halal economy.

4 DISCUSSION

Vocational education aims to equip students with technical competencies that can be directly applied in the workplace. The concept of vocational education can be seen through various theories, one of which is the competency-based approach. In this approach, vocational education focuses on mastering the practical skills needed by industry. Schultz (1961) explains that vocational education is essential for improving skills that can be directly used in the workplace.

Regarding student career development, vocational education has an essential role in student career development, where education not only teaches technical skills, but also values that support professional development in the world of work (Bretherton, 2011).

Vocational schools, especially MAN catering skills, strive to produce graduates according to the demands of industry and the labor market. This involves adjusting the curriculum and learning methods according to industry needs and developments. The MAN culinary skills program provides an educational alternative for students with an interest and aptitude in practical or technical fields. Still, it may be less interested in traditional academic education. The number of vocational schools is still small.

The main objective of vocationalization is to increase the relevance of vocational education and guidance to developing workplace needs to create a competitive and sustainable development-oriented country and society. According to Cattington, “curriculum refers to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in classrooms” (Beacco et al., 2016). This means that the Curriculum is a standard or benchmark in achieving learning outcomes that delineate the subject content to be taught and learned in the classroom.

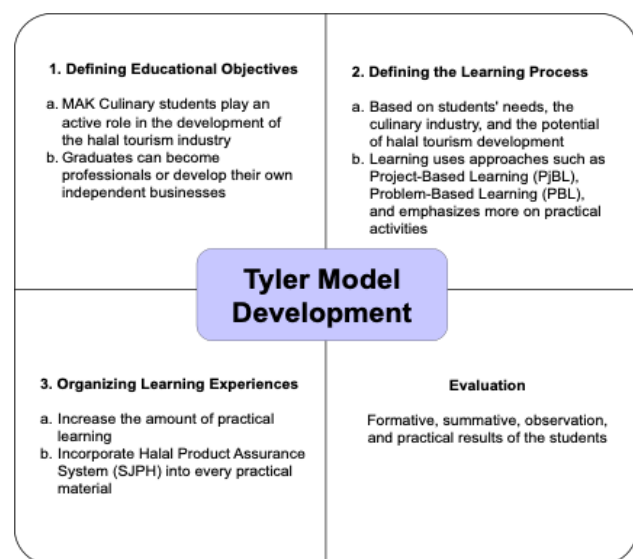
Lawrence Stenhouse gives a different view of the definition of curriculum. For Stenhouse, the curriculum is not just a list of learning materials or plans, but rather a dynamic process involving reflection and student involvement in learning (Kilag et al., 2023). The Madrasah Aliyah Plus Culinary Skills Curriculum Model Integrated with the Halal Product Guarantee System was built by paying attention to the concept of the four-step model or four steps of curriculum development. The reason for choosing Tyler’s four-step model is that it is.

Tyler’s model curriculum development emphasizes the learning experience or learning experience of students in accordance with the development of the Madrasah Aliyah Plus Integrated Culinary Skills Ha-

lal Product Guarantee System (Tyler, 1969). Another thing Taba (1970) suggests is an inductive approach in curriculum development that emphasizes the analysis of the needs of students and society.

In the context of vocational education, this model requires the active involvement of teachers in designing the curriculum, which allows the curriculum to be more flexible and adaptable to the changing needs of the industry. Taba also proposed that the curriculum be developed with a problem-based approach, which allows students to address fundamental challenges in their work.

Figure 1. Tyler’s development model in the MAN Vocational Curriculum



The figure illustrates the application of Tyler’s curriculum development model in designing a halal-oriented culinary education program. The first stage, defining educational objectives, emphasizes the role of students in contributing to the halal tourism industry and preparing graduates to become either professionals or independent entrepreneurs. The second stage, defining the learning process, highlights the importance of aligning learning with students’ needs and industry demands through approaches such as Project-Based Learning (PjBL) and Problem-Based Learning (PBL), with a strong emphasis on practical activities.

Furthermore, the stage of organizing learning experiences focuses on increasing hands-on learning and integrating the Halal Product Assurance System (SJPH) into each practical component. The evaluation stage is carried out through formative and summative assessments, including observation and practical performance. This structured model demonstrates how

curriculum development can systematically integrate technical competencies and halal principles.

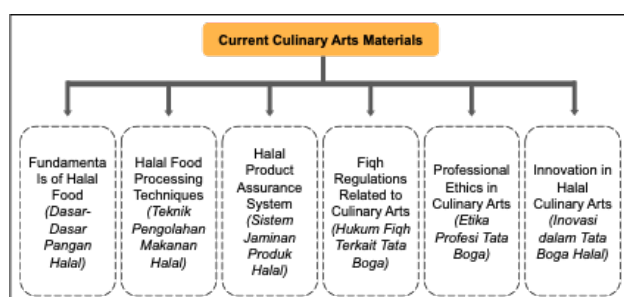
In this context, the transformation approach becomes relevant, as it focuses on individual and social change with three main objectives: providing students with skills that support personal development and social contribution, fostering awareness of the importance of social change, and building spiritual relationships with the environment so that students develop a deeper sense of responsibility and appreciation.

The Culinary Arts Curriculum at MAN 2 Banjarmasin is still oriented towards the vocational school model and does not yet systematically incorporate aspects of halal. Curriculum development has resulted in a learning model integrating SJPH into every practical and theoretical subject. Implementation is carried out through Teacher Training on SJPH, the addition of Halal Material in learning modules, and the provision of halal kitchen facilities.

The learning process can be carried out flexibly, as stated by [Garrison & Kanuka \(2004\)](#), who explain that blended learning provides space for students to develop their skills more efficiently and in line with the times. While blended learning offers numerous advantages, its success depends on careful planning, robust infrastructure, and effective teacher training. Challenges such as digital inequities and resistance to pedagogical change must be addressed to maximize its potential ([Bleicher et al., 2025](#); [Harris et al., 2009](#)).

This approach is reflected in the learning outcomes, where the evaluation shows an increase in students' understanding of halal product standards, as well as their technical skills in cooking, kitchen management, and food presentation. These results indicate that the integration of SJPH into the curriculum has a positive impact on both knowledge and practical competencies. The additional materials incorporated from the previous curriculum are illustrated in the following chart.

Figure 2. Current Culinary Arts Materials



It shows that the curriculum is composed of several

key components, including the fundamentals of halal food, halal food processing techniques, the Halal Product Assurance System (SJPH), fiqh regulations related to culinary practices, professional ethics in culinary arts, and innovation in halal-based cuisine. This structure reflects an effort to combine technical competencies with religious and ethical dimensions, which are essential in the context of halal industry development. Each component contributes to building a comprehensive understanding of halal principles, not only from a technical perspective but also from a regulatory and ethical standpoint.

However, although these materials are already present, their implementation tends to be fragmented and not yet fully integrated into a unified learning framework. The subjects are often taught separately, which may limit students' ability to connect theoretical knowledge with practical application in real industry contexts. This condition highlights the need for a more integrated curriculum model, where halal principles—particularly the SJPH—are embedded consistently across all learning activities. Such integration is important to ensure that students develop both technical skills and a holistic understanding of halal standards in culinary practices.

This perspective is in line with broader discussions on halal education, which emphasize that halal principles should be understood as a comprehensive framework rather than isolated content. The concept of *halalan toyyiban*, for example, extends beyond compliance with Islamic dietary laws to include aspects of hygiene, safety, quality, and ethical responsibility ([Kartika et al., 2024](#)). Integrating this concept into culinary education allows students to develop a more complete understanding of halal practices, linking technical competencies with ethical and professional standards required in the industry.

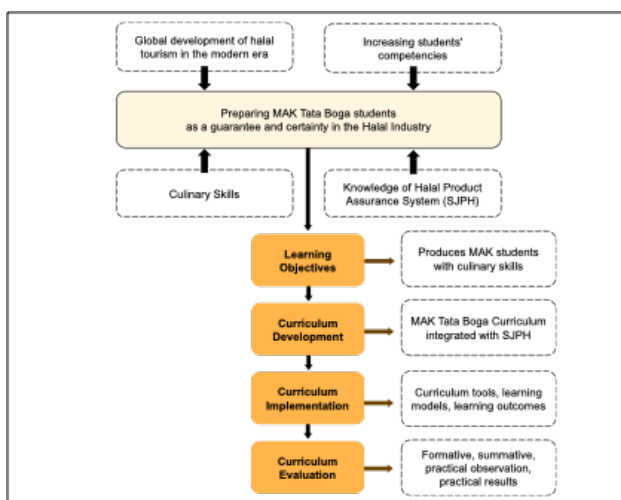
Experiences from countries such as Malaysia and Brunei further show that structured halal education systems can contribute significantly to the development of a workforce that is both skilled and knowledgeable about halal standards ([Çetinkaya, 2025](#)). These systems often integrate halal assurance processes, certification practices, and industry-based training into educational programs. Such approaches demonstrate that curriculum integration is most effective when it is supported by collaboration between educational institutions, industry actors, and certification bodies ([Pauzi et al., 2024](#)).

In addition, the implementation of halal principles in various industries highlights the importance of a sys-

tematic approach that includes clear standards, continuous training, and stakeholder involvement. Without such integration, halal-related knowledge tends to remain theoretical and disconnected from practical application. (Pieters et al., 2019; Voogt et al., 2019). Therefore, embedding SJPH into the curriculum requires not only the addition of new materials, but also the restructuring of learning objectives, teaching strategies, and evaluation methods to ensure consistency across all learning components.

Building on these considerations, the integration of halal principles into the curriculum leads to the development of a more comprehensive and structured model. This model reflects a modification of Tyler's curriculum development framework by incorporating halal-oriented competencies and industry relevance into each stage of the process. The resulting model can be described as follows:

Figure 3. Tyler's Development Model became a modified model (by Siti Aminah, Raihan, and Popi), Integration of Food Service Management and SJPH



The model begins by considering external drivers, namely the global development of halal tourism and the need to enhance students' competencies. These factors lead to the main objective of preparing MAK Tata Boga students to become competent individuals who can ensure halal standards in the industry. To achieve this, the model emphasizes two core competency areas: culinary skills and knowledge of the SJPH. This combination reflects the need for graduates who are not only technically capable but also understand and apply halal principles in professional practice.

Furthermore, the model follows a structured de-

velopment process adapted from Tyler's framework, consisting of four main stages: learning objectives, curriculum development, curriculum implementation, and curriculum evaluation. At the learning objectives stage, the focus is on producing students with strong culinary competencies. This is followed by curriculum development, where the curriculum is explicitly integrated with SJPH. The implementation stage involves the use of appropriate learning tools, models, and expected learning outcomes, while the evaluation stage includes formative and summative assessments, as well as practical observation of student performance. Overall, this modified model demonstrates a more integrated and systematic approach to curriculum design, ensuring alignment between educational processes and the needs of the halal industry.

5 CONCLUSION

1. Developing the Madrasah Aliyah Plus Culinary Arts curriculum, which is integrated with the Halal Product Assurance System, effectively improves students' technical skills and understanding of halal.
2. This curriculum can potentially become a reference model for other MAN Plus Skills in developing Islamic values-based vocational programs, while strengthening Indonesia's position as a global halal industry center.

6 RECOMMENDATIONS

Based on the results of this study, the following recommendations can be made :

1. To improve the quality of student practice, MAN Plus culinary arts schools should collaborate with the industry to develop halal products.
2. With the rapid development of science and technology today, teachers should be given training and continuously update their teaching materials related to SJPH.
3. There is a need for joint research with the government, in this case, the relevant ministries, to implement the model from the development of this research.

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