

The Strategy to Implement Work-Based Learning through Field Work Practices in Vocational High Schools (Multiple Case Studies in Malang Regency and Blitar City)

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ABSTRACT

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This study aims to identify and describe the strategy for implementing work-based learning through field work practices in vocational high schools which include (1) WBL-FWP implementation strategy planning; (2) WBL-FWP implementation strategy; (3) Evaluation of the WBL-FWP implementation strategy; (4) Supporting and inhibiting factors for WBL-FWP Implementation, and (5) Impact on WBL-FWP implementation. This study uses a qualitative approach and the type of research is Multi Cases, the research was conducted at VHS Turen and VHS Islam 1 Blitar. Sources of data were obtained from the principal, vice principal for public relations, the Chair of the WBL-FWP Working Group, the WBL-FWP Supervisor, and the WBL-FWP Instructor. Collecting data using free and in-depth interviews, study documentation and observation. The findings show that: (1) WBL-FWP implementation strategy planning is carried out by MoU with linear industry, WBL-FWP supporting industrial practice equipment, and student preparation with WBL-FWP program socialization and debriefing; (2) The WBL-FWP implementation strategy is carried out structurally, the WBL-FWP is implemented for 6 months and there is a pick-up after students complete the WBL-FWP; (3) Evaluation of the WBL-FWP implementation strategy includes the assessment of industrial work results and the assessment of supervisors; (4) The supporting and implementing factors of WBL-FWP are the enthusiasm and full support of all school residents and the limitations of the industry as the location of WBL-FWP, the presence of students to improve products, teachers gain experience and apply learning in schools, and students gain competence in industry; (5) The impact of the existence of WBL-FWP is that the name of VHS will be better known, and students will also gain knowledge outside and know more about how to communicate, socialize with those around them.

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Introduction

Work is a reality that must be done by everyone and is done because basically humans always want to fulfill their lives according to their respective desires. With a job, the economy will be fulfilled and can improve the quality of human life. According to (Yuwono 2013) work is defined as

an act or activity that is carried out continuously, openly, with certain qualities, and is income-oriented. Work is the main activity that a person does to earn money, where the results of the work are used to meet various kinds of life needs.

In the world of education, one of the institutions closest to the world of work is Vocational High School (VHS). According to (Thompson 1973) vocational education is part of a program designed to prepare individuals for profitable jobs as semi-skilled workers or skilled workers or technicians. In the Government Regulation of the Republic of Indonesia, Number 29 of 1990 Article 1 paragraph 3 states that vocational education is education at the secondary level that prioritizes the development of students to carry out certain types of work. Each department has its own character. With these majors, it is hoped that students in VHS can hone their abilities according to what they want, by honing their abilities, students will be able to have standardized competencies. In (Government Regulation Of The Republic Of Indonesia No. 32 2013) explains that "Standards of graduate competence are qualifications of graduates' abilities that include attitudes, knowledge, and skills that must be met or achieved by students from an educational unit".

Globalization requires people to always be ready to face the conditions that occur. Every moment can change the pattern of life that are not ready to be eaten by the turning of the wheel of life. In today's life or can be called the 21st century, we are faced with competition between countries with the declaration of the 2015 ASEAN Economic Community (AEC), the implementation of the AEC can have a positive impact, one of which is the flow of investment and skilled labor. freely between countries in the ASEAN region. However, each coin must have its own side, the negative impact of implementing the MEA must also be handled wisely. One example of the negative impact of implementing the MEA is the high unemployment rate, a report from the Central Statistics Agency (CSA) (BPS 2019) states that the Open Unemployment Rate (OUR) as of August 2019 for Vocational High Schools is still the highest among other education levels, which is 10.42 percent. or ± 600 thousand people right before the COVID-19 pandemic hit Indonesia. Improving the quality of human resources is one of the components to achieve development goals and suppress the unemployment rate which is still high, therefore it is necessary to have various lines of improvement of Indonesian human resources. According to (Saroni 2017) there are a lot of job opportunities in this country, it's just that the limited expertise of human resources has been the obstacle, HR expertise is still low so that important posts in work are always entrusted to other people, especially foreign nationals who are brought directly by the company. (Yoto and Widiyanti 2017) state that one thing the industry needs is human resources who are educated, reliable, able to meet challenges. (Kemdikbud 2016) In the Revitalization of Vocational Education the core strength of a nation's competitiveness lies in its people, revitalization of vocational education needs to be carried out to prepare an additional 58 million workers with 21st-century skills in the next

15 years to bring Indonesia into a country with economic power number 7 in the world in 2030. Therefore, one of the vehicles to increase good human resources is with appropriate and flexible education and learning, so that the quality of education must always be improved so that the prediction of world number 7 can come true.

(Fitriani, U. Waluya, B. 2012) stated that Work-based Learning (WBL) is a learning approach that utilizes the workplace to structure experiences gained in the workplace that contribute to intellectual, social, and social development. academic, and career of students and become a supplement in learning activities. According to (Aini 2017) WBL is a learning approach that results from the involvement of students in workplace activities with employers and is designed to improve students' knowledge and skills. On the other hand, according to the (Kejuruan 2008) Directorate General of Primary and Secondary Education Management, states that: (a) the need for students to carry out teaching factories, and strengthen basic ICT skills; (b) strengthening adaptive abilities which include mathematics and applied science skills; (c) strengthening entrepreneurial skills; and (d) strengthening the ability to use national and international languages so that students have the competence and can compete in the 21st century.

The internship program is one of the most popular and widely adopted Work-based Learning (WBL) programs in Indonesian education. The WBL internship model is considered to be one of the solutions in bridging the learning problems that occur and the demands of very fast changes in the industry. One of the WBL programs implemented in VHS is field work practice. Field work practice is an education and training of vocational skills that are systematically and synchronously between education in schools and mastery of skills programs obtained through direct work activities in the world of work to achieve a certain professional level (Anwar 2006). This is in line with (Nurharjadm 2008) which states that the dual system education held at Vocational High Schools is a form of implementation of "link and match" between the world of education and the world of work with an emphasis on professional expertise that combines systematically and synchronously between educational programs. in schools with expertise programs acquired directly in the company. With the recent government policy which states that teaching factories must be in every school so that field work practice can also be carried out in each school. In connection with this, the VHS directorate informed that in 2020 a fund of 10 billion will be given to each school to rehabilitate schools so that VHS can become fully vocational high schools.

The application of field work practice has a legal basis, namely (Indonesia 1990) government regulation number 29 of 1990 article 29 paragraph 2 namely to prepare students or VHS graduates to become workers who operate professionally. Learning in the field of work practice has the aim of developing character and work ethic including discipline, honesty, responsibility, leadership, cooperation, and others needed by the Business World or the Industrial World (BW/IW). With the

Field Work Practice (FWP) students can develop their potential abilities and skills, besides students can also gain experience about the environment in the industrial world which will later be used as provisions when the student graduates and will work. Therefore, based on the description above, there is a need for an in-depth study of the strategy for implementing work-based learning through field work practice in vocational high schools.

The research locations selected were VHS Turen and VHS Islam 1 Blitar, with the consideration that these VHS had their own uniqueness. The vocational school is a private vocational school that has connections with big companies to train students during WBL-field work practice, as well as a vocational school that is classified as having a good appeal from the community. From the initial observations of the research on September 12, 2019, and the school's official website, data obtained that VHS Islam 1 Blitar is the largest private school in Blitar Raya seen from the number of students as many as \pm 2600 students, complete facilities and infrastructure, accredited A, implementing a Quality Management System ISO 9001:2015 and also work closely with industries such as PT. PLN, PT. Honda, PT. Daihatsu, Kubota, Axio and Samsung. Islam Vocational School 1 Blitar has industrial classes, namely Daihatsu and Samsung. Then for the teaching factory of Islam Vocational School 1 Blitar to make tools and goods such as Scooter Short Move, Animal Feed Counting Machine, Smart Trash Bin, Some Examples of 3D Printing Products which were exhibited at the LKS Korwil event which was held last January. While VHS Turen is a private school that has a qualified image in the community which can be seen from its accreditation, namely A, applying ISO 9001:2008, professional teachers totaling 100 people and most of them belonging to young teachers. cooperate with industries such as PT. PINDAD (Persero) is located in Turen, PG. Krebet Baru in Bululawang, PT. Samsung, PT. Pama, PT. Honda, and PT. PLN. VHS Turen also has a teaching factory, namely the AHASS Honda partner workshop, and industrial class, namely Honda and Samsung. So that both VHS deserve to be researched. The stages of research will be carried out using a qualitative approach.

Method

This article uses a qualitative approach to this type of multi-case research. The steps taken to obtain the validity of the data in qualitative research are checking the data through triangulation, observation, and member checking. Triangulation is a method of combining data by collecting triangulation paradigms through three or more data sources (Bachri 2010). Observation activities have a methodologically strong character (Hasanah 2017). The observation method used is participant observation. (Thoma and Ostendorf 2018) Stating that member checking is done by checking the settings to verify the credibility of the information. The location of this research is VHS Turen Malang Regency, and Islamic Vocational High School 1 Blitar City. The reason for taking the VHS for research is because these VHS have their own uniqueness, namely private VHS that have

connections with big companies to train students during the WBL-FWP and VHS that are classified as having a good appeal from the community. The time of the research was carried out in the odd semester of the 2019/2020 school year right before the COVID-19 pandemic hit Indonesia. The informants in this research article are the Principal, Deputy Head of Public Relations, Head of FWP, WBL-FWP Supervisor, WBL-FWP Instructor. At the end of the data, the results of the research are presented which will then be discussed further using the relevant literature or literature review, data analysis using cross-case data analysis.

Result and Discussion

WBL-FWP implementation strategy planning in VHS

Planning an implementation strategy WBL-FWP in vocational, first performed by preparing schools to cooperate with the industry through the site selection industry-FWP WBL students to be linear with student membership program. The Vocational High School chose several industries that were by the competence of expertise in the Vocational School to be partner institutions in the WBL-FWP collaboration and then carried out an MoU. VHS Turen Malang Regency, before collaborating with the industry, begins with collecting data on the number of students first. The school must have data and the number of partner industry relations. Meanwhile, at the Islam Vocational School 1 in Blitar City, they immediately applied to the partner industry that was relevant to the VHS. With good cooperation between VHS and the industry, it can improve the quality and competitiveness of VHS students. Every VHS is required to have creative and innovative ideas to communicate the advantages of VHS to the industry. It is intended that the industry has the will to support vocational education programs (Harris, Simons, and Moore 2005).

In addition to the selection of industrial sites for WBL-FWP students which must be linear with the student's expertise program, the industry criteria as a location for WBL-FWP in planning the WBL-FWP implementation strategy must also be following the competence or program of student expertise. The existing practical equipment in the industry must also support so that the target is the industry where the WBL-FWP VHS Turen Malang Regency and VHS Islam 1 Blitar City are official industries on a macro scale. (Sukardi and Hargiyarto 2007) state that several criteria for the business world or the industrial world (BW/IW) that will be used as cooperation partners include: companies that have clear legal entities (legal companies), have and apply regulations that protect workers. work, implement a clear employment contract and ensure the safety of its workers.

At VHS Turen Malang Regency and Islam Vocational School 1 Blitar City in preparing WBL-FWP supervisor teachers were carried out by providing them first. So that in addition to the debriefing for students, the supervising teacher will also get debriefing. It is intended that supervising teachers know what to prepare starting from administration, visiting times for teachers, and monitoring has

been arranged and each study program has infrastructure that supports WBL-FWP. Islam Vocational School 1 Blitar City in the preparation of supervising teachers is carried out through the collection of supervising teachers at an internal meeting first. Then a general and specific briefing was held.

Preparation of instructors at VHS Turen Malang Regency and Islam Vocational School 1 Blitar City is carried out using coordination between VHS and industry. Basically, industrial instructors must know about the procedures for mentoring WBL-FWP students, so that between the VHS and the industry, there is a discussion to discuss agreement or equalization of perceptions about the implementation of mentoring when students carry out WBL-FWP in the industry. One of the steps taken is the implementation of guidance from the VHS in collaboration with the industry (Priyatama and Sukardi 2013). The work of the instructor in the field is handed over to the respective BW/IW parties.

In addition to the preparation of the instructor, the preparation of students begins with the first socialization of the WBL-FWP program. The preparation of students of Islam Vocational School 1 Blitar City is carried out with general and specific guidance to improve the competence of general sample students, namely WBL-FWP Placement, WBL-FWP duration, and looking for boarding houses. Specifically, the company regulations/rules, how to behave, and discuss journals. While at VHS Turen Malang Regency before the departure of WBL-FWP students is also required to fill out a checklist. From the results of the checklist, the VHS will find it easier to filter students according to the skills that stand out the most in them.

(Sampurno and Siswanto 2012) argue that the WBL-FWP program can run if the facilities and infrastructure owned by the school meet the standards for carrying out production activities in the form of goods and services according to the expertise program they have. The infrastructure comes from the school and each study program has infrastructure that supports WBL-FWP. The preparation of facilities and infrastructure that support WBL-FWP at Islam Vocational School 1 Blitar City was first prepared by the secretariat under the auspices of the WBL-FWP working group. After that, the facilities will be distributed to students during the mentoring process before the departure of WBL-FWP.

WBL-FWP implementation strategy in VHS

The implementation of the WBL-FWP strategy in Vocational Schools includes the placement of WBL-FWP students at VHS Turen Malang Regency and Islam Vocational High School 1 Blitar City. Currently, WBL-FWP students are following the competencies of the industry and the duration of placement in the industry is 6 months. (Burke 2005) states that competence is the ability to describe the expected results by the knowledge, skills, attitudes, and related professions. At VHS Islam 1 Blitar City, the preparation begins with students having to register first with the Principal

Secretariat.

Next is the process of submitting WBL-FWP students at VHS Turen Malang Regency and Islam Vocational High School 1 Blitar City which was delivered by the supervising teacher. The delivery of students also depends on the schedule agreed with BW/IW. After submitting students to industry, the teacher will carry out a student mentoring process that begins with technical guidance at school. Next is guidance in companies or industries, students are required to follow the rules both in the company and those applied at school.

The process of monitoring (monitoring) WBL-FWP students at VHS Turen Malang Regency and VHS Islam 1 Blitar City is done by direct guidance to the destination, but it can also be via cellphone. The school has to monitor the industry once a month, but communication can be done at any time. The last implementation process is picking up students after carrying out WBL-FWP at VHS Turen Malang Regency and VHS Islam 1 Blitar City which was carried out after the WBL-FWP implementation was completed, students would be picked up by the supervising teacher, but before picking up students had an obligation to complete reports.

WBL-FWP implementation strategy planning in VHS

(Sudiyanto, Sampurno, and Siswanto 2017) states that there are several methods used in evaluating activities. The evaluation of the WBL-FWP implementation strategy at VHS is carried out by evaluating the WBL-FWP implementation at the VHS Turen Malang Regency and Islam Vocational High School 1 Blitar City. The assessment has two versions consisting of an industrial assessment which is carried out by providing an independent assessment through a certificate and an assessment from the school. The aspects assessed are academic and non-academic aspects. At VHS Islam 1 Blitar City, the WBL-FWP implementation assessment was carried out through a journal that had been given to each student. The assessments in the field all come from the instructors in the company. Then the journal book is handed over to the school supervisor. From there, the cumulative value can be taken, because there are already criteria for the value.

The basis for the WBL-FWP assessment (assessment aspects) at VHS Turen Malang Regency and VHS Islam 1 Blitar City have something in common, namely that it is adjusted to the competence of the student expertise program, for example, in the TKR expertise program, the assessment aspects include engine, electricity, chassis, and so on. The assessment must be adjusted to this sub-sub. WBL-FWP activity report at VHS Turen Malang Regency and VHS Islam 1 Blitar City are carried out by students regularly. At VHS Islam 1 Blitar City, apart from students who are required to make WBL-FWP reports, the school also makes reports in the form of important notes for the next WBL-FWP implementation. The report is made by all committees so that the results of the evaluation will be known through regular meetings.

Before granting the WBL-FWP certificate, students must go through certain conditions to get a

certificate, namely, students are required to carry out WBL-FWP activities according to the schedule set by the school and complete them well and competence while students are in the industry must also be maximized. At VHS Islam 1 Blitar City, a certificate will be given when the student has completed the WBL-FWP. While VHS Turen Malang Regency is given at the same time as the graduation certificate.

Supporting and inhibiting factors in the implementation of WBL-FWP in VHS

Internal supporting factors for the implementation of WBL-FWP at VHS Turen Malang Regency and VHS Islam 1 Blitar City came from the enthusiasm and full support of all school residents. Starting from the principal, vice-principals, teachers, and staff. In addition, the most important thing is the enthusiasm of students in participating in the WBL-FWP. The school also always supports if you have to upgrade tools or facilities and infrastructure, as well as the commitment of the school with a good industry.

(Aminnurrohim, Saraswati, and Kurniawan 2014) stated that in addition to internal factors, there are also external factors. External supporting factors of WBL-FWP implementation at VHS Turen Malang Regency and VHS Islam 1 Blitar City come from the industry that always directs students on time in the field. Next comes from parents who have high enthusiasm so that students have work experience. At VHS Islam 1 Blitar City, the Education Office helped facilitate relations with industry and fully supported the implementation of the WBL-FWP.

The internal inhibiting factor for the implementation of the WBL-FWP is that the number of students is quite large, while the number of teachers is not comparable so that the time to divide the monitoring is sometimes an obstacle. At VHS Turen Kab. Unfortunately, the internal obstacle comes from students who tend to take too long in choosing to find an industry where the WBL-FWP is located and if students are given a week off, sometimes they are late in depositing the WBL-FWP site selection.

The external inhibiting factor for the implementation of WBL-FWP is the lack of available industrial places due to a large number of students so that sometimes schools cannot choose partner industries. At VHS Turen Malang Regency, the obstacle is that there are only a few officials or industrial workshops in the Turen area, so the distribution of students is a little difficult. Geographically, the location is also far, so communication is sometimes not smooth.

Impact on WBL-FWP implementation

Impact on the implementation of WBL-FWP at VHS Turen Malang Regency and VHS Islam 1 Blitar City will be considered successful in educating students and the name of VHS will also be better known. Furthermore, it will also have an impact on the extension of the MOU in the following year. The impact on the implementation of WBL-FWP in the industry is that the industry will be helped by the presence of WBL-FWP students. At VHS Turen Malang Regency, more or fewer

partner industries can find out the vocational education curriculum. The impact on the implementation of WBL-FWP in the industry is that the industry will be helped by the presence of WBL-FWP students. Impact on the implementation of WBL-FWP on VHS Turen Malang Regency and VHS Islam 1 Blitar City, namely gaining experience in the field. So that it can be implemented in learning at school. Impact on the implementation of WBL-FWP on VHS Turen Malang Regency and VHS Islam 1 Blitar City, namely students not only study at school but also gain knowledge outside and hone their hard skills, including additional ways on how students must communicate and socialize with their surroundings, not only textbooks at school and practice in workshops. With practice, the useless movements fade away and the useful action get reinforced (James Clear 2018).

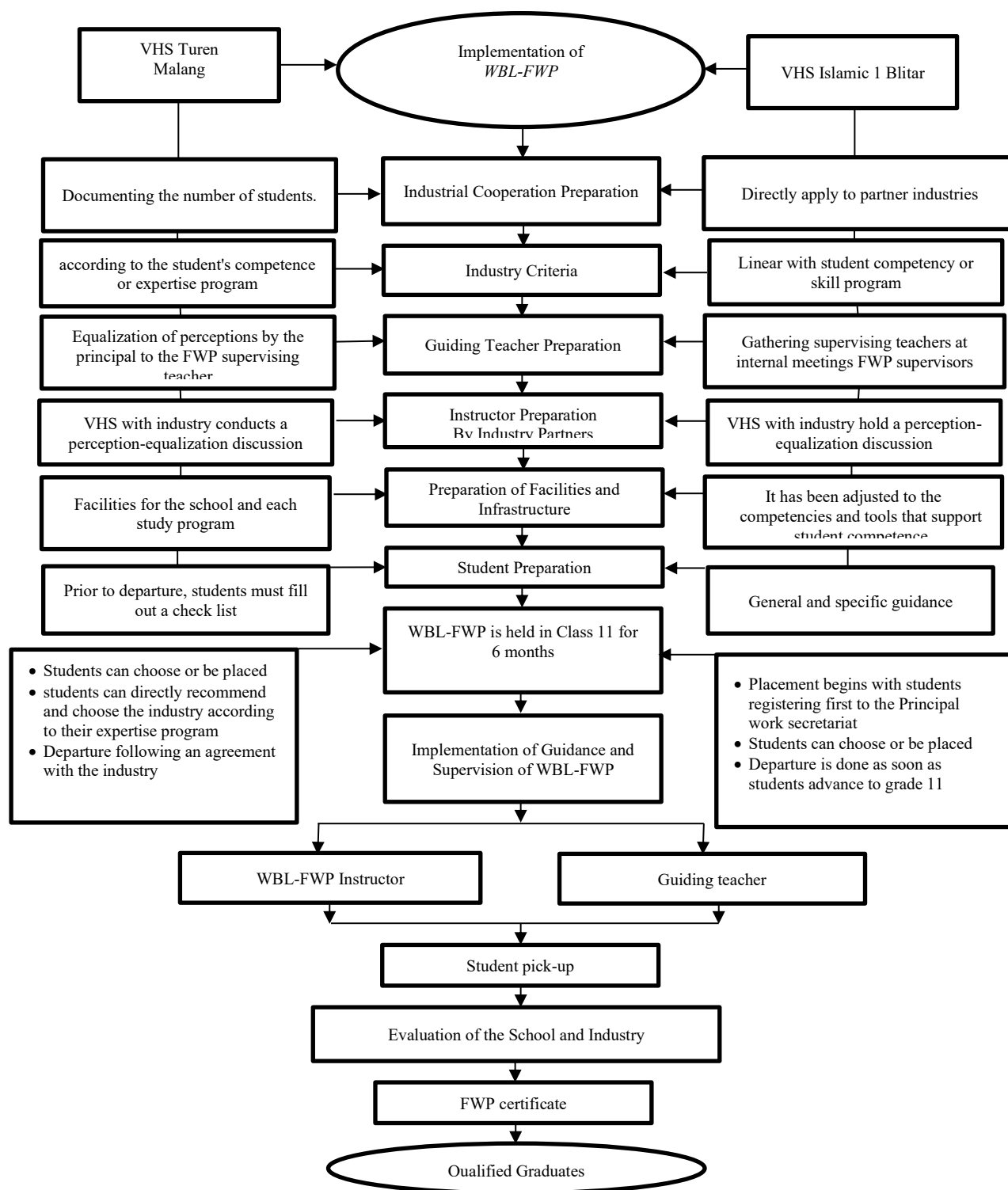


Fig 1: Model Strategy to Implement Work-Based Learning through Field Work Practices in Vocational High Schools (Multiple Case Studies in Malang Regency and Blitar City)

Conclusion

Based on the problems, research objectives, results of the analysis and discussion using relevant literature reviews described above, it can be concluded that: 1) Planning the WBL-FWP implementation strategy at VHS has been well to carry out an MoU with a linear industry with a student expertise program followed by having to have supporting industrial practice equipment, Preparation of WBL-FWP supervisor teachers is carried out with prior debriefing, Instructor preparation is carried out by way of coordination between Vocational Schools with industry, student preparation starts from socialization and debriefing at Islamic Vocational School 1 Blitar City in the preparation of students, general and specific guidance is carried out to improve student competence. While at VHS Turen Malang Regency before the departure of the WBL-FWP students is also required to fill out a checklist, which is about the extent to which the readiness of students' skills in the competencies that have been taught so far so that the checklist can be used as material for consideration of the extent to which students are ready to be placed in BW/IW. 2) WBL-FWP implementation strategy in VHS has been good with sending a letter of application addressed to the industry or company, the placement process is determined by the school for 6 months and the delivery is carried out by the supervising teacher. Student guidance is carried out in a structured manner starting with technical guidance in schools and guidance in companies or industries, monitoring is carried out once a month, and communication via cellphone is carried out at any time. pick-up is done after 6 months of WBL-FWP takes place and before pick-up, WBL-FWP students have an obligation to complete a report. (3) Evaluation of the WBL-FWP implementation strategy in Vocational Schools, namely the WBL-FWP implementation assessment has two versions consisting of an industrial assessment which is carried out by providing an independent assessment through certificates and assessments from the school. The aspects assessed are academic and non-academic aspects, namely through journal books. and Assessment in the field conducted by the instructor. In the aspect of attitude that is assessed and determined which includes discipline, responsibility, work spirit, and cleanliness. In addition to students who are required to make WBL-FWP reports, the school also makes reports in the form of important notes for the next WBL-FWP implementation. At VHS Turen Malang Regency a new certificate will be given together with the certificate. while the Islamic Vocational High School 1 Blitar City is given a diploma after students return from the WBL-FWP place. (4) Supporting and inhibiting factors in the implementation of the WBL-FWP in the two VHS provide a lot of positive support in the implementation of the WBL-FWP. One of them is the enthusiasm and full support of all school residents, starting from the principal, vice-principals, teachers, and staff. In addition, the most important thing is the enthusiasm of students in participating in WBL-FWP and parents who have high enthusiasm so that students have work experience. Internal inhibiting factors include the number of students quite a lot while the

number of teachers is not comparable and the lack of available industrial places due to a large number of students so that sometimes schools cannot choose partner industries. (5) The impact on the implementation of WBL-FWP has in common, namely that VHS will be considered successful in educating students, the name of VHS will be better known, and the MOU will be extended in the following year. the industry will be helped by the presence of WBL-FWP students, more or less industrial partners can find out the education curriculum in vocational schools. on teachers, namely gaining experience in the field so that it can be implemented in learning in schools and can be used to increase relations between teachers and industry. students not only study at school but also gain knowledge outside including how students have to communicate and socialize with their surroundings, not only textbooks at school and practice in workshops.

Based on the results of the The Strategy to Implement Work-Based Learning through Field Work Practices in Vocational High Schools the following suggestions or recommendations are proposed: (1) For VHS Turen Malang Regency and VHS Islam 1 Blitar City must of course improve facilities and infrastructure for WBL-FWP activities using more collaboration with the industry. (2) The supervising teacher is also expected to carry out observations before conducting mentoring in the industry so that before the supervising teacher takes students to the industrial place, the supervising teacher already has the provision to provide debriefing to students. (3) Students are expected to understand that in vocational schools it is an education that must prioritize skills and also students must really have insight into work and entrepreneurial insight so that when students enter FWP they are not awkward to do work. (4) The industry is advised to understand the nature of learning so that guidance in this industry must really be carried out intensively because basically, students who study in the industry will also help the industry in carrying out labor recruitment so that at the end of the WBL-FWP activity the industry can recruit children who are considered capable in work. (5) It is recommended to the education office add more supporting tools for WBL-FWP regarding regulations, decrees, and other tools in order to improve the skills of graduates, the Education Office, in this case, the VHS Directorate can provide assistance to VHS.

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