

Management of Industrial Work Practice Program in Vocational High School

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Abstract: Implementation of the Industrial Work Practice Program can also support the achievement of the Vocational High School vision in producing students who are ready to work. Management is an effort to achieve the objectives of a program. The management process includes four important functions: Planning, organizing, implementing, and controlling. This study aims to find out and describe the management of the Industrial Work Practice Program in SMK Negeri 1 Manado. The results of this study were obtained through qualitative research methods with data collection techniques in the form of interviews, observation, and document studies. The results of this study indicate that: (1) the vocational secondary schools studied carry out the four management functions (planning, organizing, implementing, and controlling) in a structured manner, (2) Limitations in the business and the industry goals that are by following the competency of Tourism Travel Business expertise in the Manado City (3) Students in the business world and industry gets more supervision and attention, (4) Controlling of Industrial Work Practice Program only focused on the results of reports and student work and the lack of follow-up in reviewing program implementation.

Keywords: *program management, industrial work practice*

INTRODUCTION

Vocational education is secondary education that prepares students primarily to work in certain fields (The Constitution Republic of Indonesia number 20 the year 2003 about National Education System, Article 15). The process of preparing students to be ready to work in certain fields is carried out by vocational high schools in various ways and strategies, one of which is through the Industrial Work Practice Program (PRAKERIN) which is a national program. According to the Directorate of Vocational Middle School Development (2016), Industrial Work Practice (PRAKERIN) is a core part of the learning model of Vocational High Schools, this program directs students to learn directly in the business and the industrial world. Field practice training programs for vocational schools have the benefit of improving student's abilities in developing vocational abilities, this way also makes students have higher mental skills and strength (Mahasneh & Amani, 2012). Hardwick-Franco (2018), in his paper on flexible education in Australia, verified Work-Based Learning on students who had a broader and broader view. This makes it easy for them to improve their abilities, increase personal development, and improve their professional quality. Implementation of field learning practices as also involves Business/industry as partners in providing support and monitoring the course of learning with theory and practice (Yoto & Widya, 2017). Vocational education is education to enter the workforce and is aimed at anyone who wants it, who needs it, and who can benefit from it. Vocational education is an education program that pays close attention to students in their preparation for entering the workforce. Achievement of the implementation of vocational education is supported by job training programs in the world of work so that students can pay attention directly to how the real work world (Rahdiyanta et al, 2019). Vocational education is defined as education that provides equipment for students to work in supporting their lives in the future. There are several characteristics of vocational education, namely: (1) preparing

students to enter the workplace, (2) emphasis on mastering the knowledge, skills, attitudes and values needed in the world of work, (3) supported by collaboration with the world of work, (4) emphasis on technological progress, (5) more emphasis on learning while doing direct experience in the world of work, (6) developing themselves according to the field of work. These six characteristics show how important it is for students to be able to learn the skills needed according to their competence and in fulfilling those skills it is deemed necessary to do learning in the work world. (Axmann, 2015). SMK Negeri 1 Manado is one of the organizers of Industrial Work Practice Program for students, but in implementation also experiences several problems and obstacles, one of which is the limited location of PRAKERIN specifically for Tourism Business expertise program, some industries provide learning to students outside of competence expertise, and control of PRAKERIN is only focused on the results of reports and student work, there is no follow-up process in reviewing program implementation.

Management is the process of managing, regulating, driving, controlling, managing, handling, organizing, carrying out, implementing, and leading (Machali & Hidayat 2016: 1-3). Management in the broadest sense is expressed as planning, implementing, and controlling organizational resources in achieving a goal (Usman, 2013). There are four management functions carried out by schools and are the focus of this research, namely; (a) planning; (b) organizing; (c) implementation; (d) controlling. Program management can be defined as a form of systemic management, directing, and executing several activities to ensure that the program's objectives are completed. Program management is a system that determines program achievement. Implementing a structured program management function will help the organization manage the system. Program management is always needed in an organization both large and small in working on a program in a structured manner so that it can achieve the results as planned. Program management will assist schools in achieving the objectives of vocational education specifically in the learning process of students in the world of work, with the management of the program the industrial work practices program that is part of an effort to achieve vocational goals can be implemented in a directed and successful manner (Dan King, P., E. 2012). To understand the management program settings of the PRAKERIN by the school, the researcher needs to analyze in full how the school manages the program by following management functions. The management process can assist the school in working on the PRAKERIN program so that it runs structurally and can achieve the objectives of the program itself. Agus Numan Faizal, et al (Manajemen Praktik Kerja Industri 2018: 139-149) put forward the findings of their research wherein with the PRAKERIN program management analysis process, it can clearly see that many obstacles are experienced both implementations that are not in accordance with planning, and the displacement of PRAKERIN because students cannot survive during the PRAKERIN period in one world industry, but then the obstacles found during researching the management process become a reference for the field of public relations in finding solutions to any obstacles and obstacles during the program. Based on these findings, it can be seen that the research carried out benefits both the school in handling problems and improving the PRAKERIN program management system to be better and by following the expected goals. By examining the four management functions in implementing PRAKERIN at the SMK Negeri 1 Manado, researchers found that the school carried out a structured management function even though the implementation of each function experienced several obstacles. Furthermore, the results of this study will discuss more deeply how schools plan, organize, implement, and control the PRAKERIN program. The results of this study help the school as a reference in re-implementing the PRAKERIN program in the next period with updated strategies and improvements in managing the program.

METHOD

This type of research uses a qualitative research method to examine the course of the management process of the Industrial Work Practice Program at SMK Negeri 1 Manado in March 2019 with a subject who is the organizer and participant of the PRAKERIN tourism business expertise program. This qualitative research refers to broader techniques and frameworks (Braun & Clarke, 2014: 4). This research instrument is the researchers themselves by using data collection techniques in the form of observation, interviews, and documentation. To see the validity of the data the researcher used the triangulation process. The triangulation method is done by comparing information or data in different ways, besides that authors can also use different informants to check the correctness of the information. In this data analysis the authors chose the method of analyzing data according to Miles and Huberman with 3 steps, namely: (1) Data Reduction, (2) Display Data, (3) Conclusion and Verification. The limitations of this method are that the results of qualitative research cannot be generalized.

RESULTS AND DISCUSSION

The results of this study show how the PRAKERIN program management function carried out by the school, seen from planning, organizing, implementing, and controlling.

PRAKERIN Program Planning.

Planning is the activity of making decisions about the goals to be achieved, what actions will be taken to achieve these goals or objectives, and who will carry out these tasks. The scope of planning is influenced by time dimensions, spatial dimensions, and technical level dimensions, these three dimensions are interrelated with one another (Machali & Hidayat, 2016: 2-4). Planning can also help leaders or organizers in creating a vision that must be achieved by the organization (Guerra et al. 2017). Planning has a role in directing collective efforts. Planning strengthens vision, mission, and goals (Fallucca, 2017). The implementation of the internship begins with preparation, namely by forming an organizational structure implementing the industrial work practice program, collecting data on students as participants in industrial work, preparing all administrative administration documents (guidebooks, correspondence), and assigning guidance teachers (Doni Gustion, 2012). Strategic planning can help develop the future. It is necessary to select the Planning team in running the activities desired by the organization (Dolph, 2016). Planning of PRAKERIN also discussed the implementation schedule and the mapping of the industry that was carried out jointly by the school using the industrial world. PRAKERIN planning in the State 1 Manado Vocational High School is divided into several.

The formation of the PRAKERIN Working Group at SMK Negeri 1 Manado is the responsibility of the PR (Public Relation) and is based on the approval of the principal. There is no special system informing the Team Working Groups, the appointment of the Team Working Groups is based on the consideration of the Head of Public Relations with the decision letter issued by the principal and consists of two members, in the implementation of the work the Team Working Groups is led by the head of Public Relations. The Working Group is also tasked with determining partner institutions to send students to industrial work practice. This working group together with the Public Relations field prepares various instruments to establish cooperation with partner institutions and the business world (Nurharjadmo: 2008).

Determination of the PRAKERIN schedule based on the Work Practice Guidelines for the Directorate of Vocational Middle School Development, Directorate General of Primary and

Secondary Education at the Ministry of Education and Culture (2017) by following a monthly time frame (6-10 months), holding this monthly PRAKERIN by distributing 6 -10 months students attend street vendors into the effective month of learning. The school takes 6 months of PRAKERIN by dividing it into two periods, namely three months in class XI even semester and three months in class XII odd semester. The appointment of this schedule is regulated by the head of the Public Relations School and in a standard manner carried out on the same schedule every year for the past four years. There were no problems and obstacles in establishing the PRAKERIN implementation schedule, but the timing was done by considering several other program schedules in the school so that there was no overcrowding of school activities and could adjust to several other large school programs.

Industrial Mapping is a process carried out by schools in directing students to search for their PRAKERIN location which they will occupy with a period of two to three months, this location search process is referred to as location assessment. Students have the authority to find their PRAKERIN location but still with the supervision of expertise programs teachers. The location assessment by students is intended so that students can choose their location close to where they live and according to what they expect so that in the future there will be no complaints about moving locations. Before students search for their PRAKERIN location, students have been given information about which industries can no longer be targeted, and industry qualifications which are those that match the competency of the expertise program/according to the curriculum. After the location assessment process is complete, the Public Relations Department which is also the TEAM Working Groups (work program implementer) PRAKERIN will map the location by creating an industrial map, this industrial map contains a number of names of business worlds that have been selected by Public Relations, namely the names of business worlds in accordance with the competency learning skills program. The school then sent a letter of cooperation to the industrial world along with the objectives of PRAKERIN and other provisions that have been arranged in a letter of cooperation between the school and the industrial world, with the cooperation letter the school has formally cooperated with industry and facilitated communication from two parties in conveying student learning needs during the PRAKERIN period. After the process of collaboration between the school and the world of the industry is created, the field of Public Relations will divide students into the world of business and the industry based on existing data and by following the capacity of the industry. This location mapping has a few obstacles because there are some students who can only get the location when PRAKERIN will be implemented soon, this happens because some business and the industry in accordance with the expertise of the expertise program have fulfilled the capacity, and the number of travel services businesses that are in accordance with the number of competency skills of students is getting smaller in the city of Manado, so some students must be placed in the business and the industrial world, which is quite far from where students live. Industrial mapping is the process of analyzing basic competencies and topics of learning or work that is in the curriculum, taking into account the carrying capacity of resources owned by the school (SMK) and the partner institutions (DU/DI). It is necessary to pay attention to the readiness of the Pair/Industry Institution in implementing the competency learning. This is intended so that in its implementation, the placement of students on target by following the competencies to be learned. O'Neill (2010) states that to ensure field experience is part of education, there must be collaborative efforts including discussions between students, areas of expertise, coordinator of the apprenticeship programs, and business/industry regarding the purpose of the internship. With the mapping of the industry, both schools, students, and the

business world and industry are becoming more prepared in implementing the PRAKERIN program.

Appointment of Field Guidance Teachers, field supervisors are selected by the head of the expertise program with direction from the PR field. Field supervisor teachers are productive teachers and expertise program whose names are proposed by the head of the expertise program to the Public Relations field. This guiding teacher was chosen to guide students during PRAKERIN through regular supervision and became a liaison between the school and the business and the industry in communicating. Maesrtz (2014) argues that schools must communicate clearly and frequently with the business and the industry to foster school relations with them. This relationship can produce results for schools in the form of ongoing internships, full-time work placements, sponsorships, and even possible donations. This may also require increased coordination, cooperation, and synergy between career-oriented staff and staff who hold traditional development roles in schools. Teacher guidance to students allows teachers to be able to know the condition and development of students while studying in the industrial world.

Organizing the PRAKERIN Program

Arikunto (2012) argues that organizing is an effort to realize cooperation between human resources involved in the organization. In organizing there is also the meaning of uniting thoughts and energy from the people in the organization. Organizing is also a continuation of the planning function in the management system. Terry (Machali & Hidayat, 2016: 2-4) explains that organizing is a basic activity of management and is a part that compiles and collects all the resources specified in the plan. This organization requires the division of work tasks, authority, and responsibilities in detail in the field and part of work in an organization or group. Organizations implementing the dual system program consist of school committees, principals, work teams, teachers, and partner (industry) institutions. On the other hand, apprenticeship has three elements: headmaster and head of department, industry, and students (Ahmad Sonhadji et al, 2015: 15-18). The PRAKERIN program at SMK Negeri 1 Manado was coordinated by the Head of Public Relations with two members of the Team Working Groups, but during the implementation process PRAKERIN also involved schools and industry. The following are the people involved in the PRAKERIN Program; a) Principal as decision-maker, b) Head of Public Relations responsible for coordinating all implementers, c) Team Working Groups are tasked with working on technical matters in managing program such as location data collection, making correspondence, making public needs maps together, and recording monitoring schedules teacher, d) Chairperson of the Program Study has the task of determining the field supervisor and supervising as well as directing the location assessment process, e) The Field Advisor is responsible for monitoring students during the PRAKERIN program, f) The Business and the Industry has the responsibility to provide direct learning during PRAKERIN students. These six elements collaborate in managing the PRAKERIN program, they work together to achieve the objectives of the PRAKERIN program. Communication from all involved in oral and written forms, and as long as all PRAKERIN have good and consistent communication and coordination, there are no special meetings scheduled by the school as long as the PRAKERIN takes place.

Implementation the PRAKERIN Program

Westra (Rahardjo, 2011) suggests that the implementation is as efforts made to carry out all plans and policies that have been formulated and determined by completing all the needs of the tools needed, who will implement, where the implementation and when the time of commencement. The training program for dual vocational schools is an innovative model that is characterized to combine embedding theoretical-practical content in educational centers in collaboration with companies. This program provides opportunities for students to study in the real environment (Ana del Carmen et al, 2017: 1026-1031). For the implementation process to go well it requires intensive communication between schools and the business and the Industrial World (DU/DI). According to (Wena, 2006: 90) the process of implementing industrial work practice is carried out by students in the industry, both in the form of large, medium and small industries or home industries.

The PRAKERIN program at SMK Negeri 1 Manado was coordinated by the Head of Public Relations and carried out by various components both the Team Working Groups, teachers, students, and also the business and the industry. The implementation was carried out by following the schedule planned by the school for 3 months in the odd semester of class XI for the first period.

Debriefing the PRAKERIN Program in Schools, is a preparation process before students are delivered to the business and the industry. This briefing was held for one week with activities in the form of seminars which presented material on the introduction of the business and the industrial world, ethics in work, rules, and conditions during PRAKERIN, assessment systems, and how to make reports, attendance lists, and also make a journal. This is done so that students have initial knowledge about the place to be visited and are more ready to carry out the PRAKERIN program. Sukarnati (2011: 130) also argues that debriefing of industrial work PRAKERINs provides an understanding of learning activities that must be carried out in partner and industry institutions. PKL debriefing materials for students include: (1) Introduction of business/industry, (2) Rules of business/industry, (3) How to fill out journal books that are useful as reports for students when the supervisor conducts monitoring, (4) How to make a report, so that students can report on Prakerin activities during Prakerin.

Implementation in the business and the industrial World. For three months 91 students in the Tourism Travel Business expertise program were in the business and the industrial world as a form of their learning in the field. There are 34 businesses and industries which are school partners and take part to support the implementation of the PRAKERIN program, the world target / industrial business that is by following the learning competencies of students in the Travel Business expertise program is Travel and Airlines. The PRAKERIN of industry or in some schools is called On The Job Training (OJT)/Internship/Job Training is a training capital that is held in the field, aims to provide skills needed in certain jobs by following the demands of the ability for work (Oemar, 2007).

As long as students are in the business world and industry students learn to understand how to work there, students are trained to be able to use-use work tools, get new skills, and PRAKERIN theories that have been studied by following the curriculum. Specifically, the Business Travel program students learn about booking tickets, publishing documents, arranging tour packages, conducting tour guides, and MICE (managing meetings, incentives, conferences, and Exhibition) while carrying out PRAKERIN in the business and Travel/Airlines industry. However, in some business/industry there are several obstacles that occur when students learn what is not included in the Tourism Travel Business Skills program curriculum, there are

business/industry that provides' additional work beyond what students should learn so that time to study work is by following the contents of the curriculum to be not maximized for three months. This received attention from the school because it was one of the findings of the PRAKERIN implementation by the field supervisor during the monitoring process.

Monitoring of PRAKERIN supervisors serves to see student learning processes, academic progress, learning activities, and their development (Gylmira Saudabaeva et al., 2016: 3532-3547). One of the duties and responsibilities of the supervising teacher is to monitor PRAKERIN students while in the business/industry, the supervising teacher needs to supervise students and ensure that there is a process of learning activities that are by following the student's competency curriculum. Field supervisor teachers for tourism business expertise program number five people who are productive subject teachers. Public Relations and TEAM Working Groups determine the schedule of visits to the business world and industry for guidance teachers as much as once every two weeks or at least five times during the period of period one PRAKERIN. Teacher monitoring activities do not only take place on every visit to the business/industry but also take place every day or every time a problem occurs during the PRAKERIN period. During the research, PRAKERIN tutors SMK Negeri 1 Manado carried out strict monitoring, in addition to regular visits they also made a group 'What's App' as a means of communication with students so that there is always the latest data from students in each PRAKERIN location. Routine communication with the business/industry is one of the efforts of nursery teachers in monitoring students and ensuring that practical learning in the business/industry is carried out well and by following the expertise competency curriculum. During the monitoring process, several findings were found by the tutor teacher, namely the incompatibility of giving work to PRAKERIN students so that the student's PRAKERIN time was not maximized to study the work by following the competency of the expertise. Students do some work outside of what has been discussed with the business/industry from the beginning, this is because there are business/industry that does not capture information clearly when students are first delivered to the business/industry and some of them are due to the amount students who are pretty much united in the business and the industrial world and cause not much workspace for students. The problem that occurs is then followed up by the guidance teacher by coming to the discussion with the leadership as well as business/industry mentors to re-explain the scope of student learning by following the competency curriculum so that students can be directed by the business/industry by following the scope of work they should, and if the business/industry continues to do the same thing, students will find another location, then the school will not send PRAKERIN students again to the business/industry in the next PRAKERIN program.

Controlling the PRAKERIN Program

The main purpose of control is to be able to know the level of achievement of objectives and avoid the occurrence of fraud (Arikunto 2012). Supervision is the process of determining goals to be achieved, what is being produced, assessing implementation, and taking corrective actions so that implementation can be carried out by following applicable plans and standards. Controlling is also an attempt to examine the activities that have been carried out (George Terry, 2005) Control is the last part of the management function which is the process of monitoring, evaluating, and reporting plans for achieving predetermined goals for corrective actions for further improvement. Control of the PRAKERIN program at SMK Negeri 1 Manado is carried out by schools and business/industry. The process of control carried out by the school is one of

them through the task of monitoring PRAKERIN supervisors, there are reports made by the tutor as a record of the work of students while in the business world and industry. Another thing that the school does in controlling is by examining the results of the student PRAKERIN report so that they can see what has been done by the students during the program, whether what is done and studied is by following the curriculum and expertise competency or not. So every student who has implemented PRAKERIN is given one week to complete their PRAKERIN report according to the format given by the school, this report will then become a reference for the school in evaluating student learning outcomes as long as it is in the business/industry.

In addition to schools, the business/industry also controls by giving an assessment of the work results and student learning with two aspects of assessment, namely student competency (booking tickets, publishing documents, arranging tour packages, conducting tour guides, MICE (managing meetings, incentives, conferences and Exhibition) and attitude assessment (discipline, craft, honesty, responsibility, initiative) assessment from the business world and industry will be submitted to the school for the assessment of student work during PRAKERIN. After the PRAKERIN is finished, students will return to school to study again as usual, but from the school did not hold a special meeting together to follow up on the results of student assessment, there was no special coordination to measure the achievement of this program. The assessment questionnaire was also not shared with the business/industry as a reference for business/industry assessment of PRAKERIN program management so the assessment is only emphasized the results of students and not the entire management process both planning, organizing, and implementing.

Benefits of the PRAKERIN Program

The PRAKERIN program can provide benefits not only to students but also to schools and businesses/industries. Company interactions can help schools gain access to experienced managers who can be invited as guest speakers and their knowledge and wisdom can provide valuable insights about the life of the company to students (Saxena & Kavita, 2012: 98-108). Apart from PRAKERIN activities, business/industry cooperation can continue to be established even in carrying out other activities by following what has been agreed through the cooperation agreement. Another benefit of PRAKERIN program management was also revealed by Vitor Gamboa et al (2012), that the quality of good internships is always related to the career development of students in the future. Industrial PRAKERIN in private companies provides more benefits to students because students can obtain more comprehensive competencies and financial support by companies (Sunar Rochmadi, 2016). A study in an art study program stated that work-based learning has a positive impact on the ability to explore, experiment and play drama seriously (Pässilä et al., 2017). Dual vocational training provides opportunities for students to study in the real environment and provides a combination of theoretical-practical content in schools in collaboration with companies (Ana del Carmen Tolino Fernández-Henarejos et al, 2016). The work-based learning process directly influences students' work readiness in the world of work (Rahdiyanta et al, 2019).

PRAKERIN prepares students for the roles they want to do in their future careers. That allows them to get a realistic picture of life in the corporate world. This gives them a realistic preview of what professional life looks like, and gives them a clearer and more accurate view of what is expected of their future work (Saxena & Kavita, 2012).

Based on the benefits stated in similar studies related to the PRAKERIN program, the school needs to properly organize, manage, and manage this PRAKERIN program so that it can run as

well as planning a goal-oriented program, organizing resources at school to synergize in implementing the PRAKERIN program, also maximize cooperation with the business/industry so that the implementation of PRAKERIN can be by following the objectives and plans of this program.

CONCLUSIONS

This study concludes as follows. Management, which is a way of managing the PRAKERIN program, has been carried out in stages, starting from the process of planning annual activities together with several school staff, considering the schedule of PRAKERIN program implementation, location mapping, and the formation of a PRAKERIN companion teacher. This planning process does not only involve teachers or school staff but also involves the business/industry and even students. The uniqueness encountered in this planning process is in the location mapping process when students are given the opportunity and authority to choose and search for their own business/industry that will be used as a place for PRAKERIN. Besides, in mapping locations, schools experienced constraints on the limited number of business/industry targets that were by following the Tourism Travel Business expertise competency curriculum in Manado city so that some students had to get a PRAKERIN location that was quite far from their location. After planning the school divides work/assignments to people who have been determined by the school to be involved in the implementation of the PRAKERIN program, this section works well because all those involved have understood what is their job. The PRAKERIN program is coordinated directly by the Head of Public Relations with the assistance of TEAM Working Groups totaling two people. The implementation of PRAKERIN begins with a debriefing of students who are held in schools, this is intended to better equip students while in the business and the industrial world. The student's PRAKERIN for three months equips students in learning the facts of the world of work or how the actual work takes place in the business/industry. The existence of students in the business world and industry gets close supervision from the accompanying teacher so that they can ensure that students learn according to their competency skills and run the program in an orderly manner. The last part of the management process is controlling to see and assess the extent to which the PRAKERIN program has an impact on students, in controlling the teacher taking an important role in monitoring and resolving problems that occur during the business and the industrial world. All implementers were involved in the control, led directly by the principal and head of Public Relations, but there was no special time provided by the school in discussing and following up on any obstacles that occurred during the implementation of PRAKERIN, and did not provide opportunities for the business/industry or students to assess the system the implementation of this PRAKERIN. School assessments only focus on the results of student achievement and lack of review of the course of management or management of the PRAKERIN program.

The PRAKERIN program provides great benefits for students when carried out regularly, clearly, and directed. The PRAKERIN implementation has a continuous impact on students, not only on school learning outcomes but also on the career path of students after completing their education in vocational high schools. This has been proven in the research findings as explained in the discussion. This great benefit is a big reason for the PRAKERIN program to be carried out continuously and continuously. The management of the PRAKERIN program at SMK Negeri 1 Manado needs to be improved so that every benefit and purpose of PRAKERIN as

expected by the school can be achieved because a program will have better quality if there are continuous improvements.

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