

Evaluation of Work-Based Learning Implementation through Internship at Vocational High Schools

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INFO ARTIKEL	ABSTRAK
<p>Riwayat Artikel:</p> <p>Diterima: 09-09-2021 Disetujui: 01-10-2021</p> <hr/> <p>Kata kunci:</p> <p>Work-based Learning Internship Vocational High School</p>	<p>Abstract: This article aims to identify and describe the evaluation of Work-Based Learning through an internship (WBL-Internship) in vocational high schools. This study is a multi-case study with a qualitative descriptive approach. The study took place at VHS 1 Bendo Magetan and VHS 1 Geger Magetan. Interviews, documentation, and observation studies were used to collect data. The results show that (1) The WBL-Internship consists of an industrial assessment and a school assessment. Academic and non-academic aspects are assessed. (2) The WBL-Internship assessment is based on attitude. (3) Reports on WBL-Internship activities are carried out by students periodically through reports and activity journals; (4) WBL-Internship certificates are given after all WBL-Internship activities are completed. (5) The enthusiasm and full support of all school and industry residents, as well as the limited number of industries for WBL-Internship, are supporting and inhibiting factors for WBL-Internship.</p> <p>Abstrak: Artikel ini bertujuan untuk mengidentifikasi dan mendeskripsikan evaluasi implementasi Work-Based Learning melalui praktik kerja lapangan pada sekolah menengah kejuruan. Penelitian ini menggunakan metode pendekatan deskriptif kualitatif dengan jenis penelitian studi multi kasus. Penelitian dilakukan di SMKN 1 Bendo Kab. Magetan dan SMKN 1 Geger Kab. Madiun. Pengumpulan data menggunakan wawancara bebas dan mendalam, studi dokumentasi dan observasi. Hasil temuan menunjukkan bahwa: (1) Penilaian pelaksanaan WBL-PKL didapatkan industri dan sekolah; (2) Dasar penilaian WBL-PKL yaitu aspek sikap; (3) Laporan kegiatan WBL-PKL dikerjakan oleh peserta didik secara berkala melalui buku laporan dan buku jurnal kegiatan; (4) Pemberian sertifikat WBL-PKL diberikan setelah peserta didik menyelesaikan seluruh kegiatan WBL-PKL; (5) Faktor pendukung dan penghambat pelaksanaan WBL-PKL adalah semangat dan dukungan penuh dari seluruh warga sekolah dan industri serta keterbatasan jumlah industri sebagai lokasi tempat WBL-PKL.</p>
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INTRODUCTION

Everyone works because they all seek to meet their specific demands in life, and employment is supposed to improve their economic well-being and the quality of their lives. Working for money is a person's primary source of income, while the products of his job strive to satisfy all his living demands. Among secondary schools,

Vocational High School (VHS) prepares its students to enter the workforce (Billett, 2011; Choi et al., 2019). Production/service personnel, such as production operators, helpers, quality control, technicians, and transportation equipment, are employed by VHS graduates in the industry (Khurniawan, 2021).

The current issue is that vocational high school graduates still account for the majority of those without jobs (Blinova et al., 2015). The rapid progress of science and technology necessitates people to adapt to changing conditions (Suyidno et al., 2018). The ASEAN Economic Community (AEC) enacted at the end of 2015 has increased the need for skilled workers and decreased the demand for unskilled people.

Among the potential benefits of the MEA's adoption is the potential for increased investment and skilled labor to flow freely across ASEAN countries. In contrast, one of the potential downsides is increasing the region's already-high unemployment rate. Since the Open Unemployment Rate in August 2018 was reported by the Central Bureau of Statistics at 7 million persons (5.34% of the total 131,01 million workers), graduates continue to have the highest TPT in the workforce. More than a tenth of the students at Vocational High School (Central Bureau of Statistics, 2018). In August 2019, for TPT VHS, 10.42 percent or 600,000 persons remained the most among other education levels (Central Bureau of Statistics, 2019).

This country has a lot of job opportunities, but a lack of expertise in human resources has been an obstacle. HR expertise is still low, so important posts in work are always entrusted to other people, especially foreign nationals brought directly by industry and business, so an acceleration program is needed to meet the needs of Indonesian workers. Human resource development is a key component of achieving development goals, and reducing the high unemployment rate is essential (Axmann et al., 2015). This remark is reinforced by Balkar (2015), who claims that enhancing the quality of education, especially vocational education, is the first step to providing a skilled workforce.

According to Yoto and Widiyanti (2017), the industrial sector requires educated, reliable, and capable people resources. The industry requires standardized and professional competencies for all personnel. Barrick (2019) asserts that a person's ability to adapt to a rapidly changing work environment is critical (Davila et al., 2017). Workplace competence is one type of skill that has been assigned to employees. Competence can be defined as a set of abilities, self-attributes, and behaviors that contribute to an individual's ability to perform well at work (Cleary et al., 2017). A competency group is necessary for the overall view of a job; it seeks to maximize the human resources' competencies (Kurniawan et al., 2019; Pratiwi et al., 2016). It's up to businesses to set their standards for what they need in terms of human resources (Bonvin, 2019).

According to the Ministry of Education and Culture's Vocational Education Revitalization (2016), people are the most significant aspect of competitiveness. Approximately 58 million additional workers must be trained in 21st-century skills in the next 15 years for Indonesia to become the world's seventh-largest economy by 2030 if vocational education is revived (Hurrell, 2016). Indonesia's population expansion can help the country's economy. The quality of education must consistently be increased so that the forecast of world number 7 might come to pass through the appropriate and adaptable teaching and learning. Work-based Learning (WBL) is a learning strategy that uses the workplace to obtain experience that adds to the student's growth in the intellectual, social, academic, and career spheres (Fitriani et al., 2012; Raelin, 2008). Students participate in work activities to develop their knowledge and abilities (Aini, 2017).

One of the most common WBL activity programs is the link-and-match program, frequently used in vocational high schools (Cimatti, 2016). WBL internships are expected to be ideal alternatives for overcoming learning challenges and adapting quickly in the sector (Billett, 2016). In VHS, the WBL program is executed in part through the internship activity. To achieve a specific professional level through direct work activities in the workplace, Anwar (2006) explains that internship activities take the shape of vocational skill training activities that are carried out systematically and in synchrony with school education.

As a result, the government mandated that every vocational school have a teaching factory where street sellers may conduct their business (Aini, 2017). Work-based learning activities are designed to help students or graduates of the Vocational Technical High School (VHS) acquire the skills and knowledge necessary to meet the needs of businesses and industries (Garnett, 2016). The goal of learning in internships is to improve students' cognitive and technical abilities (Heissenberger-Lehofer & Krammer, 2021; Lam & Ching, 2007). Discipline, honesty, accountability, leadership, and teamwork are just a few of the essential qualities in the workplace. Students benefit from internship programs because they gain hands-on experience in a business setting, which they will need when they graduate and start looking for a job after graduation.

VHS 1 Bendo Magetan and VHS 1 Geger Madiun were chosen because of their originality. State-run VHS has connections to significant enterprises for WBL-Internship training and is also a VHS with excellent community appeal. According to researchers, most of the community favors state vocational schools that have full practice facilities and infrastructure, and many graduates are employed in the job market, which the public school community considers to be superior quality to private schools.

VHS Negeri 1 Bendo Magetan at Jalan Raya Bendo, Magetan offers many benefits and a long list of accomplishments, according to data gathered through preliminary study on April 10, 2021, from the school's official website. VHS 1 Bendo Magetan has a qualified image in the community, seen from its accreditation. The accreditations are an ISO 9001:2008 implementation; professional teachers totaling 120; and most of them classified as young teachers, VHS 1 Bendo Magetan also has a teaching factory, in collaboration with PT. CUN Motor Madiun.

Based on a preliminary interview with the principal of VHS 1 Bendo Magetan (Monday, 11 April 2021 at 10.30 WIB), who stated that these achievements include the implementation of Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational High Schools in Indonesia, national adiwiyata schools, and industrial culture schools that implement 5S. Five schools have won plumbing and heating competitions at the national level by students competing in the Student Competency Competition (LKS).

An interview with Mrs. Neneng Sri Sulastris, M.Si, the deputy head of the school for public relations affairs (Wednesday, April 12th, 11.00 WIB) revealed that VHS 1 Bendo Magetan has collaborated and signed an MOU with several industrial partners, including 1) Motorcycle Engineering and Business (MEB) expertise competency with PT. Astra Honda Motor, 2) Automotive Light Vehicle Engineering.

VHS 1 Geger Madiun is a public school that has made many accomplishments, completed facilities and infrastructure, is accredited A, implemented the ISO 9001:2015 quality management system, and collaborates with industries such as PT. AHM and PT. Samsung, according to preliminary research conducted on April 15, 2021 and the school's official website. There are two industrial classes at VHS 1 Geger Madiun, Honda, and Samsung. VHS 1 Geger Madiun and AHASS CUN Motor Madiun collaborated to provide workshop services for AHASS partners in the teaching plant. Implementing WBL-Internship activities in Vocational High Schools involves several stages of activities, from planning to implementation and evaluation, analysis of supporting and inhibiting factors of WBL-Internship, analysis of success factors and the impact of WBL-Internship implementation. WBL-Internship in Vocational Schools must be studied to understand the evaluation of WBL-Internship and the elements that support or hinder its implementation in Vocational Schools.

METHOD

This research method uses a qualitative description methodology in conjunction with the type of multi-case study research that is being conducted. An interview, paperwork, and observations were all employed to gather information for this research. Then it was written in code (Kasek1/Eval/W/Kakomli/19-07-2021), which was utilized to transcribe the data analysis and transcription findings. There are two VHS: VHS 1 Bendo in Magetan and VHS 1 Geger in Madiun where this research is being conducted on the competency in Motorcycle Engineering and Business (MEB). The principal, the vice-principal of public relations, the leader of the WBL-Internship working group, the head of the MEB expertise competency, the WBL-Internship supervisor, the WBL-Internship supervisor, and the WBL-Internship industrial instructor, served as data sources for this research. This investigation was assessed using a triangulation of data sources and methods and then it was concluded and debated as a group.

RESULT

Evaluation of WBL-Internship Implementation in VHS

The findings of the WBL-Internship evaluation implementation strategy at VHS can be seen in Table 1. The evaluation of both schools has similarities and differences. An industry assessment is done by providing an independent assessment through certificates, whereas a school assessment is done by providing an

assessment from the school, as is the case in both cases (VHS 1 Bendo Kab. Magetan and VHS 1 Geger Kab. Madiun).

Table 1. the evaluation of WBL-Internship implementation strategies in VHS

Sub Focus	Case Findings I	Case II Findings
	VHS 1 Bendo Kab. Magetan	VHS 1 Geger Kab. Madison
WBL-Internship implementation assessment	Both the industry and the school analyze the internship implementation. All components are evaluated. In addition to the post-internship exam, there is a certificate value. Finally, the perfect presentation was created. Internship assessment guidelines are included in the curriculum. After the internship activities, the school transmits data to examine discipline, responsibility, morale, and administrative matters. The instructor or industrial supervisor assesses the practical ability.	Assessment of WBL-Internship implementation is done through a journal that has been given to each student. Field assessments are all done by professional instructors. It is subsequently handed to the school supervisory teacher. So that a cumulative value can be taken because the industry has already set standards for value. So, the school will assign grades and issue certificates based on industry values. If the industry does not supply or issue a certificate, the school will make one condition that students obtain the industry's signature.
Basis of WBL-Internship assessment (assessment aspects)	WBL-Internship examination on MEB expertise program is tailored to its competency. The MEB expertise program assesses machinery, electrical, chassis, and so on. The assessment must also adapt to various sub-competencies. Also, the certificate will be filled up based on the existing student test results. The assessed attitude includes discipline, accountability, work ethic, and cleanliness. The ability value is based on students' ability to perform tasks assigned by the instructor, such as changing engine oil, brake linings, tires, and batteries.	WBL-Internship evaluation includes students' neatness and precision. They are then viewed from the beginning to the finish of the practice level of students. Attendance, attitudes, behavior, and ways of working are also assessed. The industry will evaluate a student's character. Student evaluations have always been positive. Most of the practice scores are good.
WBL-Internship activity report	Students autonomously complete internship activity reports. Students received a report book and an internship journal. This can help the supervising teacher understand the students' work in the first week. There is also a daily activity journal to keep track of students' work and internships' daily activities.	The school's activity diary has a report on WBL-Internship. Some industries require students to create reports that meet industry standards since they serve as company records. Aside from students, the school also reports essential notes for the upcoming WBL-Internship follow-up plan. All committees make the report, and the results are announced at a planned plenary meeting. When WBL-Internship activities are over, the WBL-Internship committee and all supervising teachers meet at least every twice month or once a month.
WBL-Internship certificate award	WBL-Internship certificates must meet certain standards, including following the school's timetable and doing internship activities for six months. The certificate holder will be awarded at the same time. The school has an assessment concept for the certificate. The school will then issue a concept certificate for the industry to complete.	WBL-Internship certificates are issued by the industry or its workshops, while schools issue some. When an industry or workshop issues a certificate, the school does not have to issue it again. Schools must issue certificates if the industry does not.

Evaluation of WBL-Internship Implementation Strategy in both schools has similarities and differences. An industry assessment is done by providing an independent assessment through certificates. In contrast, a school assessment is done by providing an assessment from the school, as is the case in both cases (VHS 1 Bendo Kab. Magetan and VHS 1 Geger Kab. Madiun). Components of both academic and non-academic nature are evaluated.

Instructors from the company conduct all field tests. Then, the journal book is given to the school's director of instruction. With these established conditions in place, it is now possible to calculate a cumulative total. According to the WBL-Internship assessment features of instances 1 and 2, the student's TKR expertise program competency is taken into account, for example, in VHS 1 Bendo Kab. Magetan and VHS 1 Geger Kab. Madiun. Assessment factors include the engine, the electrical system, and the chassis. As a result, the evaluation of the assessment must be changed to take into account this sub-sub.

On the other hand, VHS 1 Geger school also makes essential notes for the next WBL-Internship implementation besides the students required to write reports. There are reports from each of the committees so that the evaluation findings can be discussed at the next meeting. WBL-Internship activities must be performed under the timetable established by the school and completed correctly and competently by students while they are in the industry. This is true for both cases of awarding certificates for WBL-Internships. VHS 1 Geger is where the two cases diverge. The certificates are awarded whenever students return from their WBL internships. While at VHS 1 Bendo, a certificate will be awarded together with the award of a diploma.

Supporting and Inhibiting Factors of the WBL-Internship Implementation in VHS

Findings of supporting and inhibiting factors in the implementation of WBL-Internship at VHS in two locations can be seen in Table 2. At each school, there are parallels and variances between the elements that support and impede WBL-internship implementation. Both VHS 1 Bendo and VHS 1 Geger have one thing in common: the enthusiasm and full support of the entire school community for WBL-Internship implementation. Teachers and employees are also included. Students' excitement for participation in WBL-Internship is also a major factor. In addition, the school is always ready to help if students need to enhance their tools or facilities, or infrastructure.

Table 2. Supporting and Inhibiting Factors of the WBL-Internship Implementation in VHS

Sub Focus	Case Findings I	Case II Findings
	VHS 1 Bendo Kab. Magetan	VHS 1 Geger Kab. Madison
Internal supporting factors for WBL-Internship implementation	The facilities and infrastructure significantly promote the implementation of internships from the formal workshops because students are more enthusiastic and know more about industrial culture. From the principal to the professors, the school is very supportive of internships.	WBL-Internship is being implemented with great enthusiasm by all school members. Principal, vice-principals, teachers, and staff. The key issue is the students' passion for WBL-Internship. Good industry and a good school constantly assist each other whenever you need to modernize tools, facilities, or infrastructure.
External supporting factors of WBL-Internship implementation	An external aspect supporting WBL-Internship is the industry, which guides students in an industrial work setting. Also, external considerations such as the parental desire for students to have work experience. When internships are far away from home, students require parental help to pay for meals, transportation, hotel, and other expenditures.	External variables supporting WBL-Internship implementation include industry, education office, and parents. WBL-Internship graduates are recruited by industry. Parents of kids always support schools for development in the implementation of WBL-Internship, so it can run well so far.

Sub Focus	Case Findings I	Case II Findings
	VHS 1 Bendo Kab. Magetan	VHS 1 Geger Kab. Madison
Internal inhibiting factors for WBL-Internship implementation	Making timetables and keeping up with rapid technological advancements are internal barriers to WBL-Internship deployment. The teachers' workload and working hours are likewise significant. So, monitoring internship students may not always be on time since the supervising instructor must also adjust to school activities. Another internal challenge is that students take too long to choose a WBL-Internship industry.	Due to a large number of students compared to tutors, certain students' potential is not fully realized, and they are not sent to the first batch in odd semesters, but only sent in even semesters, so when the departure schedule coincides, then Student departure activities are not optimally served. During the monitoring stage, when problems arise that require rapid attention and the supervising teacher must be present in the industry, the implementation is sometimes delayed.
External inhibiting factors of WBL-Internship implementation	External impediment to WBL-Internship implementation is a limited official workshop in Magetan. Internships are occasionally located distant from students' homes or schools. Their parents also do not encourage them for internships outside the city due to cost and parental oversight.	The biggest external impediment to the implementation of WBL-Internship is the enormous difference between the number of students and the number of industrial partners for internships. Furthermore, because each company's WBL-Internship implementation time varies, limiting student learning schedules, the business expects good marks from students by testing those who would complete WBL-Internship.

WBL-Internship implementation in both schools is supported by external circumstances, such as the fact that the industry always leads students to the field on time. In order for students to gain valuable work experience, parents must be enthusiastic about it. However, the Education Office is involved in both circumstances, and it is here that WBL-Internship is implemented with full support.

In both cases, the number of students is relatively significant, but the number of teachers is not comparable. Thus the time to divide the monitoring is an issue. When students at VHS 1 Bendo are allowed a week's vacation, they often miss the deadline for submitting their WBL-Internship selections, which is why the internal blockage at VHS 1 Bendo is different from the external blockage at VHS 1 Bendo. WBL-Internship implementation in both circumstances is hindered by a scarcity of suitable industrial places due to the large number of students, so that schools may not be able to choose their partner industries. Due to the limited number of businesses in the Magetan area, it is more difficult to distribute students between the two schools evenly.

DISCUSSION

Arthur, R. (2018) states that there are several methods used in evaluating activities. The WBL-Internship implementation strategy in VHS is evaluated by evaluating the implementation of WBL-Internship at two schools. The assessment has two versions consisting of an industrial assessment carried out by providing an independent assessment through a certificate and an assessment from the school. Academic and non-academic components are assessed. At VHS 1 Geger assesses the implementation of WBL-Internship through a journal that has been given to each student. Company instructors carry out all field assessments. Then the journal book is handed over to the school supervisor. So that from there the cumulative value can be taken, because there are already criteria for the value.

The basis of the WBL-Internship assessment at VHS 1 Bendo and VHS 1 Geger has something in common, that is, it is adjusted to the competence of the student's expertise, for example, in the MEB skill competency, the aspects of the assessment include engine, electricity, chassis and so on. As a result, the evaluation of the assessment must be changed to take into account this sub-sub.

Report on WBL-Internship activities at VHS 1 Bendo and VHS 1 Geger is done by students regularly. At VHS 1 Geger besides students required to make WBL-Internship reports, the school also makes reports in the form of important notes for the next WBL-Internship 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-Internship certificate, students must go through certain conditions to get a certificate, namely students are required to carry out WBL-Internship activities according to the schedule set by the school and complete them well and competence as long as students are in the industry must also be maximal. At VHS 1 Geger certificates will be given when students have finished WBL-Internship. While VHS 1 Bendo is given at the same time as the graduation certificate.

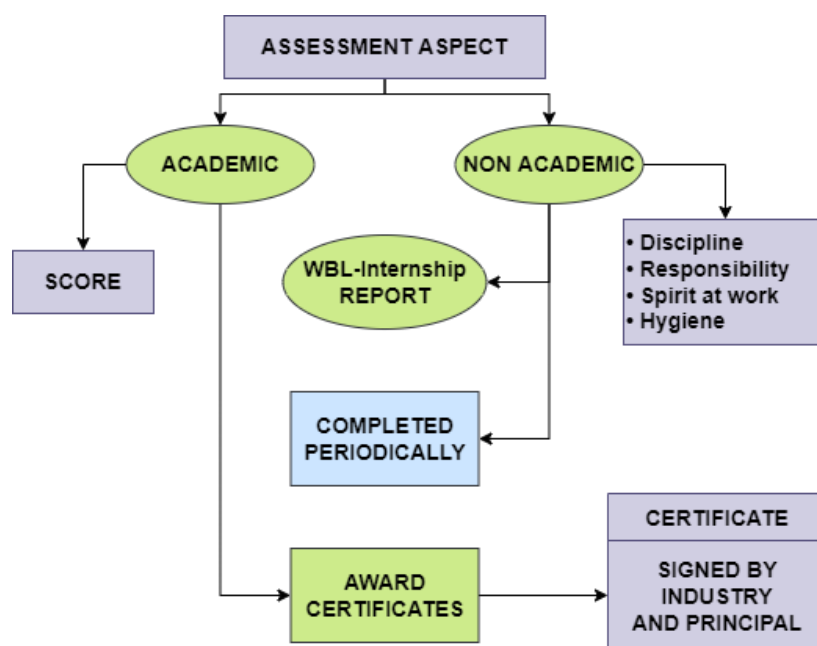


Figure 1. Evaluation of WBL-Internship Implementation at VHS 1 Bendo Kab. Magetan

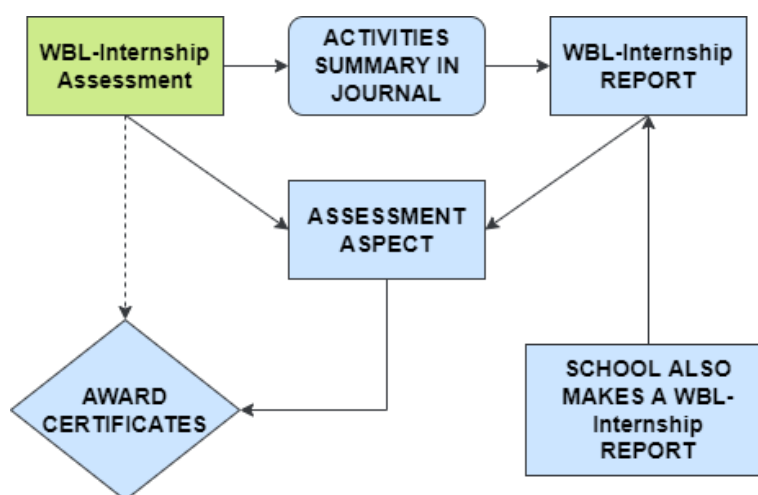


Figure 2. Evaluation of WBL-Internship Implementation at VHS 1 Geger Kab. Madiun

Internal supporting factors for WBL-Internship implementation at both schools come from the entire school community's enthusiasm and full support. They are starting from the principal, vice-principals, teachers and staff. In addition, the most important thing is the enthusiasm of students in participating in WBL-Internship. 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.

There are external and internal influences. The industry provides external support for the implementation of WBL-Internship by ensuring that students are directed to the field on time. The next source of information is from parents who are eager to help their children gain work experience. When it comes to working with industry, the Education Office at VHS 1 Geger goes above and above to assist in implementing WBL-Internship.

To split the monitoring time among so many students and teachers, it is sometimes difficult to apply WBL-Internship because of this internal constraining effect. A problem at VHS 1 Bendo stems from students taking too long to choose an industry where WBL-Internship is based, and if students are given an extra week off, they may miss the deadline for submitting their selection of WBL-Internship slots.

Because of the enormous number of students participating in WBL-Internships, there aren't always enough open industrial spaces to go around. As a result, schools have difficulty selecting industry partners. As just a few businesses in the Magetan area serve as inhibitors at VHS 1 Bendo, it is difficult to distribute students. Students must interact with learning, which includes more than just classroom instruction and workshop drills. The ability to distinguish between ineffective movements and those that provide a purpose grows stronger over time.

CONCLUSION

The substantive theoretical conclusions connected to the evaluation of the WBL-Internship implementation method in VHS may be concluded based on the comparison of the two cases. The WBL-Internship has been implemented smoothly. The assessment comes in two forms: an industry assessment with an independent certificate and a school assessment. All components are evaluated. The evaluation must be modified to the student's expertise, for example, the assessment of MEB abilities includes engine, electrical, chassis, etc. Thus, evaluative assessment should include these sub-subjects. Students often report on WBL-Internship events. Students received report books and WBL-Internship workbooks. Some companies require students to write reports that are utilized as industry records. Students must complete WBL-Internship activities according to the school's schedule and demonstrate maximum competency while in the industry before receiving a WBL-Internship certificate. Students received report books and WBL-Internship workbooks. Some companies require students to write reports that are utilized as industry records. Students must complete WBL-Internship activities according to the school's schedule and demonstrate maximum competency while in the industry before receiving a WBL-Internship certificate. Students received report books and WBL-Internship workbooks. Some companies require students to write reports that are utilized as industry records. Students must complete WBL-Internship activities according to the school's schedule and demonstrate maximum competency while in the industry before receiving a WBL-Internship certificate.

Moreover, the internal supporting component for the implementation of WBL-Internship includes passion and full support from all school members. -Principal, vice-principals, teachers, and staff Also, the students' enthusiasm for WBL-Internship is vital. Good industry and a good school constantly assist each other whenever you need to modernize tools, facilities, or infrastructure. External variables supporting WBL-Internship implementation include industry directing students on time in the field. Next are parents who are eager for their children to have work experience. A large number of students compared to teachers makes it difficult to split the monitoring time. The paucity of suitable industrial premises due to the enormous number of students means that schools cannot always choose partner industries.

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