

Program Evaluation on Work Industrial Practices at Vocational High School 6 Samarinda

Husniah Achmad¹, Thamrin Abdullah², Susilo³

¹Doctoral Program, Education Management, Jakarta State University

²Lecturer, Jakarta State University

³Lecturer, Mulawarman Samarinda State University

(¹niaahchmad2901@gmail.com, ²thamrin.abdullah@yahoo.co.id, ³susilo@unmul.ac.id)

Abstract- This research discussed on the implementation of Industrial Work Practice at Vocational High School 6 Samarinda which the aim is to know the existing problems, such as 1) The legal basis for the implementation of Industrial Work Practice, 2) Resources in the implementation of Industrial Work Practice, 3) The stages of implementation of industrial work practices, 4) The achievement of graduated competence after Industrial Work Practice, 5) The rate of graduates working in Industrial and Business World. This research used a qualitative approach, through data collection as a key instrument of the researcher itself. Techniques of collecting data using interviews, observation and documentation. The process of data analysis available from various sources such as involved Students, Alumnus, Tutor, Head of Program, Deputy Head of Industrial Relations Field, Deputy Head of The Curriculum, Industry Instructors and Industry Leaders which have been poured in field notes, personal documents, official documents, and photographs. The result of this research can be described that the Evaluation of Industrial Work Practice at Vocational High School 6 Samarinda is a real description of the findings of the researcher as an effort to give a comprehensive description of the implementation of Prakerin program, which includes Context Evaluation, Input Evaluation, Evaluation of The Process (Process Evaluation), Product Evaluation and Evaluation Outcome.

Keywords- *Evaluation, Program, Industrial Work Practice, Vocational High School*

I. INTRODUCTION

National quality education, notably on education for vocation has been one thing that is concerned by the government related to enhancement in an aspect of qualities. Enhancement of quality by the government that has sustained and applied gradually. Those aimed at developing link and match through coordination, either institution or the society. Enhancement with link and match on further could improve the relevancies between education and working field when a student has graduated later.

A. Condition and Prospective toward Vocational High School in Indonesia

Achmad (2017) states that vocational high school (SMK) as a practiced school on specific disciplinary, government's conviction and awareness were a requirement that must follow-up onwards. Considering a vocational high school which has concerned on practice instead of theoretical studies, so their preparation necessarily should be getting more consideration from neither school nor government side. These are truly difference rather than common schools. One kind of distinction could be seen in the application of Dual Educational System. Dual System is the educational performance and courses which been managed by two institutions. Two operators involved school and institution, then both of them are the sequence which cannot be separated who is purposed to on attaining competence of graduates that working fields needed (Mahmudi 2013).

Literally, Dual System was applied in the process of education, to be exact in 1994 through Work Industrial Practices (PRAKERIN). Come through PRAKERIN, vocation high school graduates have been expected to have some progression in the quality, efficiency, and relevancy in the middle of what their achieves in the school and what they did after being graduates. The continuation from PRAKERIN later was shown in the outline of the development program and improvement of vocational education that is a priority from educational development which is directing the enhancement of access, quality, relevancy, also efficiencies in a management of education. Afterward, these issues are in accordance with the constitution of Indonesia No. 20/2003 concerning on national education system. In those constitutions, there is an explanation that vocational high school (SMK) is the school who has prepared their graduates to have work in the certain field. Accentuation of Dual System in the school of vocation lies in learning by doing, which is multiplied by the practical aspect than theories.

The constitution No. 20/2003 also in accordance with a resolution of the Ministry of Education and Culture No. 0490/U/1992 and No. 080/U/1993 about the curriculum of vocation high school. In both regulations, there are descriptions in respect to the aim of vocational high school are providing

their graduates to be more productive, independent, in charge with job vacancies which are available in the business world and industries world as a middle-level workforce, corresponding with program and competence. Therefore, the structure of vocational high school curriculum has made based on the market needs in related with a middle-level workforce. The vocational high school graduates must have both of hard skill and soft skill with well-balanced and helpful when on work later (Hidayati 2015). There are some of the government rules related on vocational high school, which mean almost same in comprehension and the intention, that intensifies the quality of vocational high school's graduates in term suitable with the competences which taken by students and consorted with market needs.

Nuria et al. (2012) claimed that:

“In developing countries, the education of youths with practical oriented vocational skills is further considered and a promising means to create flexible and self-responsible learning attitudes, which might hence better prepare youths for the requirements of the modern workplace”

The quote above has explained that the developing countries like Indonesia tend to need the resources which have specific abilities to compare with the resources that mastering the theory. This matter causes the person that prevails on certain competencies and more specific would be intent more flexible and responsible. So, the preparation and role of many parties in case preparing a curriculum that effected into vocational school has due become one distinguish thoughtfulness which did for better future of the school.

B. Triumph over Vocational High School

Success criteria over vocational high school can be measured with the rate of graduate absorption within working world. However, Central Bureau of Statistics (BPS) noted in the 2012-2015 rating of unemployment vocational high school graduates get higher than another level of education (BPS 2016). This fact could be reviewed with table 1 below:

TABLE I. UNEMPLOYMENT RATES BASED ON LEVEL OF EDUCATION 2012 2015

No	Completed of Highest Education	2012 %	2013 %	2014 %	2015 %
1	Downward of Elementary High School	3,69	3,44	3,04	2,74
2	Junior High School	7,80	7,59	7,15	6,22
3	Senior High School	10,34	9,72	9,55	10,32
4	Vocational High School	9,51	11,21	11,24	12,65
5	Diploma I/II/III	7,50	5,95	6,14	7,54
6	University	6,95	5,39	5,65	6,40

These conditions were contrary to the aim of vocational high school which has been preparing their graduates being a middle-level workforce that compatible with their expertise. Pretty much the obstacles which cause high rates of unemployment from the vocational high school of graduates.

Kind of graduates of skills and market needs which going inappropriate could be the biggest reasons for the lack of graduates of vocational high school which absorbed.

C. State Vocational High School of Samarinda (SMKN 6) as Object of Research

This research conducted at SMKN 6 Samarinda on 6 packets of qualification respecting on the implementation of PRAKERIN. Author do this research in order to understanding and assessing what the PRAKERIN has gone well or not in accordance with procedures and regulations, starting with a search of industry, planning, the process of selection, execution of PRAKERIN, until with monitoring and evaluating the process. Eventually, the author very interested in doing research about “Program Evaluation of Industrial Work Practices (PRAKERIN) Vocational High School (SMK) 6 Samarinda”. The research question that would be next study in this research comprise with: (1) what is the basis of the implementation of Industrial Work Practices (PRAKERIN)? (2) What kind of any components in the implementation of Industrial Work Practices (PRAKERIN)? (3) How about the process of the implementation of Industrial Work Practices (PRAKERIN)? (4) How about competencies of graduates after the Industrial Work Practices (PRAKERIN)? (5) How about the absorption of the vocational high school of graduates in industries?

II. METHODOLOGY

This research has been purposed in describing the effectiveness of Implementation of PRAKERIN at the SMKN 6 Samarinda. As the evaluative research, the author will find the components that affecting the effectiveness of PRAKERIN. Operationally, this research was evaluated in the context, input, product, and output. Such explanation before, the research was held on SMKN 6 Samarinda with several points: (1) SMKN 6 Samarinda previously has never being a location of research; (2) Located in Samarinda and make ease of author doing research for the reason that accommodation lean to affordable; (3) SMKN 6 Samarinda was applying ISO so that these school can be said have Standard Operating Procedure (SOP) in each of activities; (4) there is a cooperation with PT. Trakindo Utama so the author could is observing the differentiation among the student that received the theories and practice from the industries directly and do not get on it; (5) SMKN 6 Samarinda has been the first school which released major of mining geological engineering.

The approaches that used in this research are qualitative approach. The reason for using this approach is because the qualitative method is an easier method which been adapting related to diverse reality and interconnecting (Guba& Lincoln in Alwasilah 2002). The author seeing there is an informant which been possessed of the information needed, then the choice of the author has going thrive like the snowball, Evolving convenient with necessity and constancy that collected. Bodgan&Biglen (1982 in Sugiyono 2016) explained that qualitative research has to cover natural condition of research so that researcher should direct down on field, output

data not by numeral formed but concerned with words and images, process more emphasized than product, analysis of data with inductive and also oppression into the meaning on the data which observed.

Furthermore, this research is using the evaluating design model program of CIPPO (Context, Input, Process, Product, Outcomes) which expanded by Stufflebeam 1971 like the illustration below:

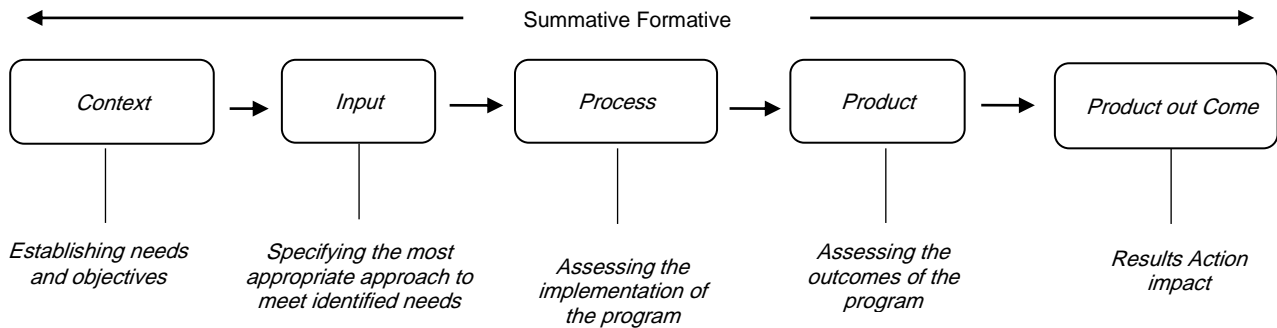


Figure 1. Evaluating Design Model Program CIPPO

The Context of evaluation encompasses a problem of analysis that related to the environment of the program or the objective condition which will imply. Analysis of this pace containing power and weakness of particular object. Stufflebeam (1983) revealed that evaluation context as being a focus for the institution to identify the opportunities and evaluate the requirement. Input evaluation is an analysis that using the exertion of resources and alternative strategies which doing further. Analysis of input has a function to consider the most appropriate of strategy and action based on own resources. Evaluating process is an evaluation which been designed and used in the practice of implementation, including the procedural identification of problem as well as the sequence of events or performed activities. Every step or the procedure of activity would be seen by the alteration. Through those note, the resolution could be taking from the completion of early decisions.

The product of evaluation is a compilation of description and measurement outcomes which having relation with context, input, and the process which later interpreted with cost and merit which given (Stufflebeam and Shinkfield 1986). This evaluation was used to provide an analysis of the product and will compare with the initial goal from those manufactures of products. This matter shows to what extent the process adequate to fulfilling either purpose or target which was at the first has appointed with those final results. An outcome method of evaluation is a technique that conducted when the program has done. So as can be said that the outcome of the evaluation was an evaluation of the performance. Evaluation outcome of methods more includes at some of the results which must achieve in short period that is learning that involving: awareness, knowledge, attitudes, and the skills. For the medium term of the period, there is an action include: behavior, practice, and the decision making. While on a long period, an expected condition covers with: the condition of economic,

condition of social, the condition of civilian, and condition of the environment.

In collecting of data, the author has uses the instrument of research which consists of five components: context, input, process, product, and outcomes. Precisely are as follows: (a) the basic implementation of PRAKERIN; (b) the components of PRAKERIN; (c) implementation process of PRAKERIN; (d) Competencies of the graduates, and; (e) the absorption of graduates on industries. Furthermore, the point of research can be seen in the table 2.

Moreover, the technique of collecting data tend to collect and record the data scientifically. It refers on Marshall Opinion (in Sugiyono 2016) which says“the fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, and document review”. The author has using participant observation methods when author take part in collecting data, in-depth interview, and documentation (Sugiyono 2016). While collecting data, the author proceeds to the technique of analysis data through two steps. At first, analysis of data during the process of collecting data; this aimed to discover what thing that still needed to find, what inquiry that unanswered, what method that should be applied to gained recent information and what fault that should be fixed.

The way is to do checking up the comprehensiveness of data, validation of resourcing data, the sufficiency of technique, completeness of tools, the coding to every single of the data source in order to facilitate researcher in forth of collecting data. Second, analysis data which after finishing collecting data; that is an analysis which to do by the researcher since field collecting data has done. This one has a purpose for pulling up the conclusion from the data which has been obtained through comparing another of resources till disparity and resemblance have discovered to derive the clear conception in processing analysis of data.

TABLE II. GUIDELINES OF THE INSTRUMENT RESEARCH

No	Variable	Indicator	Type of Instrument	Information
1	Basic Implementation of PRAKERIN	Constitution, Ministerial Regulations, Decree, MoU	- Document	
2	Components of PRAKERIN	- Students Advisor Instructor of industries Head vice of HKI Head vice of curriculum - Alumni - Curriculum - Infrastructure	- Questionnaire Interview - Document	Completed with student list as a participant of PRAKERIN
3	Process of PRAKERIN	-Mapping of Industries Correspondence Placement of the student Briefing Delivery Monitoring Pull out/ Pick up Reporting & presentation Assessment & certification	a) Document b)Observation c) Interview	
4	Competencies of Graduates	Certificate of PRAKERIN Certificate of Competence test Certificate of National Examination Results Letter of Qualification	Document	
5	The Absorption of Industry toward Graduates of Vocational High School	Amount of the graduates which accepted work in industries	Document of absorption for graduates in industries	

III. DISCUSSION

A. Component of Context

Under the implementation of PRAKERIN, SMKN 6 Samarinda has Memorandum of Understanding (MoU) that directly related to industries. Those agreement formed in corresponding to a few of legal basis which listed below:

1. Constitution number 23 on 2014 regarding the Local Government (National Sheets Republic of Indonesia on 2014 number 244; Subsidiary of National Sheets Republic of Indonesia number 5587) such as which changed with the Government Regulations substitute of Constitution number 2 on 2014 regarding amendment of constitution number 23 on 2014 regarding The Local Government (National Sheets Republic of Indonesia on 2014 number 246; Subsidiary of National Sheets Republic of Indonesia number 5589).
2. The Constitution Republic of Indonesia number 20 in 2003 regarding System of National Education.
3. Government Regulations number 19 on 2005 regarding Standard of National Education.
4. Government Regulations number 50 on 2007 regarding The Procedure of Implementation in Regional Cooperation.
5. National Education of the Ministerial Regulation Republic of Indonesia number 23 on 2006 regarding Standard Competency of Context for elementary education unit and secondary education unit.
6. Home Affairs of the Ministerial Regulation Republic of Indonesia number 22 on 2009 regarding Technical

Guidance for Procedure of Implementation in Regional Cooperation.

7. Resolution from Minister of Education and Culture number 080/U/1999 regarding Education Program and Field Work.
8. Common deal among The Government of Samarinda with: (1) PT. Trakindo Utama number 004-PERJ/CCCD/II/2013-SMK: 429.L/618/DP. SMKN-6/02/2013, (2) PT. Nusantara Borneo Motor Mazda number: 119/22/KJS-KS/V/2014-No:001/SKS/SABS/V/2014; (3) PT. Astra Isuzu number: 119/25/KJS-KS/V/2014; number: 079/A1-ISO/SMD/V/2014; (4) PT. Graha Mulia Auto number: 119/19/KJS-KS/V/2014-number: 022/ GMA. AFS/V/2014; (5) PT. Samekarindo Indah number 119/23/KJS-KS/V/2014-number:216.C/SMKI-HRGA/E/E/V/2014; (6) PT. Auto 2000 number: 119/17/KJS-KS/V/2014; number: TSQ-SRV/SMD/ PKL/001/05/ 2014; (7) PT. Mahakam Berlian Sanjaya Motor number: 119/20/KJS-KS/V?2014; number: 357/MQS-SMD/IV/2014; (8) PT. United Mobil Indonesia, number: 119/18/KJS-KS/V/ 2014-number: 050/UMI-SMD/ AS/V2014; (9) PT. Chevrolet, number: 119/16/KJS-KS/V/2014-number: 03/OL/ NAW-SMD/06/2014
9. Letter of Attorney Majors of Samarinda number: 119/42/KJS-KS/II/2015, regarding signing an authority Letter of Agreement for collaboration among Head of Education Authorities Samarinda.

B. Component of Input

Any of decisions which been produced also became its own highlights for the students. PRAKERIN has run by the school

so students may apply the material which has been taught in the school. Come through PRAKERIN, the students can be expected to apply theories also practice that gained so that students have a level of competence which would be used while getting into the working world later. In other that, PRAKERIN was expected could giving some skills to the students in terms of adapting just like any others of employee and got live experiences on working world. Not all of the students can take part of PRAKERIN, there is some necessary requirement that must fulfill, that is: done with all of the subjects on the previous semester, having an accident insurance card, respecting any order which given from school and agrees to fill in the book of journal PRAKERIN as a report. The author looks so many students in the field which have not finished the precondition of subjects however they were set on PRAKERIN. This matter exactly pressing the students because they must chase on target of the subjects that the same time required to running PRAKERIN. This complication seems like a burden for the students which turn into doubled tasks which causes students to to become not focus and depressed for that burden.

Besides of students, the author found out any problems at the location of PRAKERIN. Sometimes, many students coming late to the office, even skipping until time to learn practice has going diminished. Furthermore, the students have also frequently neglected their task of writing in a book of the journal, so that many annotations which missed and not well recorded. Missing on the fulfillment of the journal is pretty fatal, remind the primary purpose of PRAKERIN was to create the students in conceiving with clearly regarding on what happens in the working world. When students do not take note routinely, it would make the students getting losses considering

so much information which finally missed away and cannot be repeated.

Another aspect in component of input is the advisor. The author was finding that quantity among advisors and students at SMKN 6 Samarinda has unbalanced. Basically, PRAKERIN is allocating a teacher to lead on 10 students, where the teacher has matching based on their proficiencies. A small amount of the teachers has made a number of teachers which on duties being unspecific related with the proficiency. On number, each of industries has recommended to having three of advisor and can increase in accordance with a number of the students who practice does. Duty and responsibility more on supervising and directing the students during the practice of the period so the PRAKERIN process would be run as it should be. The instructor of industries could come from alumni of SMKN 6 Samarinda.

Not only the three actors, there is a Vice of Industrial Working of Partnership (HKI) which also is one of the components of input in this research. Role of Vice of HKI lean as helping the Headmaster on the field. Technical affairs like doing coordination across the head of proficiency are also being responsible for Vice of HKI. Vice of Curriculum has an active role in the arrangement of the PRAKERIN in SMKN 6 Samarinda. Vice of Curriculum has an “earlier job” than Vice of HKI, who is array an adjustment of PRAKERIN curriculum in order to uses by the students.

C. Components of Process

After doing the research through on steps which explained above, the author receiving data regard on PRAKERIN planning of SMKN 6 Samarinda for period 2014/2015. Those planning has summarized in the table below:

TABLE III. WORKING PLAN OF WORK INDUSTRIAL PRACTICES PERIOD 2014/2015

No	Description	Strategy	Indicator of Success	Performances (in Month)
1	Establishments of Commission	Management	Decree is available	June
2	Undertake to collect students data and DUDI as a partner of PRAKERIN	Worked by team K3	PRAKERIN participant data is available	July
3	Application of PRAKERIN	Worked by secretary	Letter of Application is available	Jul, Aug, Sep, Dec, Jan, Feb
4	Procurement for Book of Journal	Ordered	Book of Journal is available	July
5	Search for PRAKERIN Workplace	Coordination with the head of program/ head of proficiency	Letter of Acceptance and Letter of Disclaimer is available	Jul, Aug, Sep Dec, Jan, Feb, March, April
6	Debriefing	Coordination with the head of program/ head of proficiency	Debriefing is available	July, Aug, Sep, Dec, Jan, Feb, March, April
7	Deliver Students of PRAKERIN	Assignment of the advisor head of program/ head of proficiency	Letter of Assignment which accepted on industry/company	July, Aug, Sep, Dec, Jan, Feb, March, April
8	Monitoring I	Assignment of the advisor head of program/ head of proficiency	Monitoring document is available	August, September, December, January
9	Monitoring II	Assignment of the advisor head of program/ head of proficiency	Monitoring document is available	Oct, Nov, Feb, March, April, May
10	Picking up	Assignment of the advisor head of program/ head of proficiency	Pick up document is available	Dec, Jan May, June
11	Presentation	Worked by team K3	A score of presentation is available	Nov, Dec, Jan April, May, June
12	Production of Certificate	Coordination with secretary and Head of Program/ Head of Proficiency	Certificate of PRAKERIN is available	

Post component of input, a component of the process from this research could be seen from steps of a work plan based on the establishment of the commission in every packet of proficiencies up to the appointment of working place of PRAKERIN. That process continues with the procurement of the journal as a guide every student in the implementation of PRAKERIN, also including a book of control. While journal has done to share, the debriefing will be started with the advisors before departed to PRAKERIN workplace. The steps regarding the process of PRAKERIN can be seen detailed in the table above.

D. Components of Product

When components of process reached the end, the next component is namely components of the product. The main purpose of PRAKERIN at SMKN 6 Samarinda is to upgrading skills and knowledge of the students in according to their proficiency. Author has found out that score of PRAKERIN would be really useful while the students have finished from vocational high school and joining the working world. It is related to consideration of PRAKERIN scores when the student applying for jobs. Exclusive for graduates engineering of heavy equipment packet of proficiency (TAB) who has to fill School Proficiency Book (SPB), would perform Final Assessment and if declared passing the test, the student will be given full scholarship by PT.TrakindoUtama to continue in higher education in five of Polytechnic in Indonesia which been partner of PT. Trakindo Utama. Contrast with PT. Trakindo, when SMKN 6 Samarinda as the partnership of school is doing a change of policy on 2 period of years that is from recruitment of workforce changed into the policies with awarding a scholarship for the student which have best competencies to continue in higher education in five polytechnics which also being a partner from PT. Trakindo Utama. Those aims to escalate in skill, knowledge, and competency so that after finishes from college, on forward was already become a workforce, not only being practical force.

E. Components of Outcome

Based on graduates of data of SMKN 6 Samarinda in a period of three years, that is period of 2012/2013, amount of graduates totally 230 of students, a period of 2013/2014 as much as 264 of students, and period of 2014/2015 amount of graduates are 226 of students which been consist of six packets of proficiencies. Comparing with graduates of data that absorbed to working world and still continuing the education on college is not balanced, it means there are any graduates which absorbed in working world/world of industries (DUDI) yet, in the other words be unemployed. This condition necessarily being attention particularly by the advisors of PRAKERIN. Monitoring must be applied carefully and comprehensive. If necessary, remedial system could be given to the student that supposing not been able to fulfill standard for the graduate. Considering that PRAKERIN is "operator" to entering the working world, integration among school and students absolutely required related to affording best results that convenient for the purpose of PRAKERIN.

IV. CONCLUSION

Through the explanation above, the author derives the conclusion that SMKN 6 Samarinda has some matters related to the implementation of PRAKERIN. By evaluation of CIPPO, the author discovers few things which cause challenges on implementation of PRAKERIN at SMKN 6 Samarinda. When notice in the context of evaluation, actually there are many rules and MoU which formed the government and school whether a school with the industry. The problem lies in input that is lack of resources for the advisor and the students which have been less obeying the rules that applied to the industries so PRAKERIN has become obstructed. The process of evaluation shows that preparation for the final evaluation has well organized. That process was neatly adjusted in order to avoid mistakes among one process to the others. However, problems have returned in product and outcome when the results of PRAKERIN not suitable to what expected earlier. Indeed, this condition will press SMKN 6 Samarinda to react and improve toward PRAKERIN.

Author has a few recommendation related on results of the research, that is: (1) improvement of relationship among industries and school to accommodating some proficiencies; (2) improvement of awareness and control from the industries, including addition of instructor advisor, so results would be optimal and on target; (3) maximize of debriefing in order to make the students fully obedient with law of industries infield; (4) more strengthen in law of administration for the students which take on PRAKERIN; (5) strictly monitoring, from initial once per month become twice per week in order to more effective and supporting which related to motivating the students; (6) time alignment of PRAKERIN in every subjects of proficiency field that going more effective; (7) Agenda of evaluation among school and part of industries; (8) strengthen regulations to always write in journal or control book so there are no activities that not recorded; (9) Enhancement of human resources by part of school, principally for the advisor.

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