Journal of Architectural Research
and Education
Vol. 3 (1) 44-50
@Nurjaman, Sujiarto, Khoeriyah, Khori 2021
DOI: 10.17509/jare.v3i1.33229

MANAGEMENT OF TEACHING MATERIAL DEVELOPMENT COMPETENCY-BASED TO INCREASE LIFE SKILL VOCATIONAL HIGH SCHOOL STUDENTS

Ujang Nurjaman[1], Heru Sujiarto[2], N. Dede Khoeriyah[3], Ahmad Khori[4]
[1] UIN Sunan Gunung Djati Bandung
[2,3,4] Universitas Islam Nusantara Bandung
Corresponding author: ujangn61@gmail.com; hsujiarto@gmail.com; nenden195830@gmail.com; ahmadkhori84@gmail.com

Article History:
Received: 14 January 2021 | Revised: 28 March 2021 | Accepted: 14 April 2021 | Available online: 26 April 2021

Abstract **-** This study aims to determine the competency-based teaching materials development program to improve student life skills, implementation, problems and challenges, and future improvement steps. The method used in this research is descriptive qualitative. This research was conducted at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, West Java Province. The data collection techniques were interviews and documentation, while the data analysis techniques used were qualitative data analysis techniques using an inductive approach. The research results are: *First,* the teaching material development program carried out is planning development quality objectives, establishing a School Activity Plan, collaborating with the business world and the industrial world. *Second*, the implementation is that the partnership relationship is not optimal. Implementing the guidelines for the development of teaching materials is not optimal. Good management is needed in implementing the results of the development of teaching materials, and an additional budget is required. *Third,* the problems faced are poor management of school principals, inadequate curriculum development and cooperation, preliminary school budgets, a productive syllabus that needs to be developed, and industrial practices for production are not optimal. Simultaneously, the future challenges are the student resources managing the partnership, the students' character, and the demands for practical facilities that require special attention. *Fourth,* the corrective steps are that the regulation of material development needs particular attention, additional budget is needed, the apprenticeship material must adjust to the productive syllabus, quality learning, improved competency tests, the competence of educators needs to be improved, optimizing the acceptance of new students, completing facilities and infrastructure.

Keywords: Competency-Based; Development Management; Life Skill; Teaching Materials

Introduction

Every country needs quality human resources to positively impact a nation's growth in various fields (Pujanira & Taman, 2017). Not only in terms of the expected mastery of science and technology but also an excellent mental attitude (Wijaya et al., 2016). This is related to the free trade era of the Asia-Pacific Economic Corporation (APEC), which will begin to enter Indonesia in 2020. This era will increase competition in the business / industrial world (Hadi & Mardianto, 2016). Therefore, the industrial world in Indonesia is required to improve the quality of its human resources.

One way to improve human resources quality is to enhance education quality (Ningrum, 2016). Many developed countries place education as a priority in development (Priyatna, 2017) because they know that good quality human resources are formed through good education (Winarti, 2018). It is hoped that with quality education, quality human resources will be created, which can support the development of national development (Permana et al., 2019).

Responding to the industrial world's demands, the Indonesian government has paid more attention to Vocational High Schools (Ramadhan & Sugiyono, 2015). Vocational High School itself is a formal education with a unique training pattern to direct students to become graduates ready to plunge professionally and participate in the business or corporate world (Ramadhan, 2015). Law number 20 of 2003 article 15 describes specifically the meaning of vocational education, namely: Vocational education is secondary education that prepares students mostly to work in specific fields (Irawati & Susetyo, 2017). Vocational High Schools' primary mission is to prepare students as prospective workers ready to enter the business world / industrial world (Purba, 2015). The existence of Vocational High Schools is required to meet society's needs, namely the demand for labor (Wibowo, 2016). Students are required to have skills and professional attitudes in their fields. By the objectives of the Vocational High School in the Vocational High School curriculum that creates students or graduates: 1) Entering the workforce and developing a professional attitude, 2) Able to choose a career, be able to be competent and develop themselves, 3) Become a middle-level workforce to fill the world's needs business/industry today and in the future, 4) Become a productive, adaptive, and creative force (Wahzudik, 2018)(Permana, 2008).

However, in reality, the existence of Vocational High Schools in preparing skilled middle-level workers still needs to be improved (Romadhoni et al., 2015). Not all Vocational High School graduates have been able to meet the demands of employment by their specialties. This can be seen in the data recapitulation of the Open Unemployment Rate based on the latest education level from the Central Statistics Agency as of August 2018, where Vocational High School graduates rank second after Senior High School graduates (1,930,320 Senior High Schools, as many Vocational High Schools 1,731,743 people) (Alam, 2016). Regarding the quality of graduates, it is feared that Vocational High Schools are not optimal in managing industrial work practices so that graduates lack work readiness (Suwanto, 2016). Industrial work practices are carried out to provide real work experience for students where the material is tailored to the needs. If practical learning in schools cannot meet students' needs, then with industrial work practices, it is hoped that these deficiencies can be met.

Observation of the management of industrial work practices in Vocational High Schools about schools' educational facilities is an essential element in providing insights that may later be useful as a consideration in improving school quality and performance (Andoyo & Rianto, 2015). To determine what factors have caused the lack of optimal apprenticeship programs in Vocational High Schools, it is necessary to conduct research focused on analyzing constraint factors in industrial work practice management.

Based on national education's functions and objectives, education at every level, including Vocational High Schools, must be organized systematically to achieve these goals by developing competency-based teaching materials. This is related to the formation of independent students to compete, have ethics, have morals, courtesy, and interact with the community (Utami & Hudaniyah, 2013). It turns out that a person's success is not determined solely by knowledge and (cognitive) and useful, but also technical abilities (hard skills, but more by the ability to manage oneself and others (soft skills). The results showed that success was only determined about 20 percent by hard. skills and the remaining 80 percent by soft skills. Even the most successful people in the world can succeed because they are supported more by soft skills than hard skills. This implies that students' soft skills quality is essential to improve (Khoiroh & Prajanti, 2019).

Thus, efforts to improve life skills in the world of education are a must. Among these efforts is developing competency-based teaching materials. Therefore, research related to the management of competency-based teaching materials development to improve Vocational High School students' life skills is necessary.

Results and Discussion

1. Competency-Based Learning Materials Development Program to Improve Student Life Skills

The development of teaching materials is based on five considerations. These considerations are (a) there are essential components that need to be developed based on needs, namely: the structure of vocational teaching materials based on local wisdom to increase students' active participation in learning through a persuasive approach in vocational high schools; (b) goal-oriented, (c) product flexibility that is not bound by time and place, (d) review of product perspectives from the content and presentation, and (e) product utilization to facilitate and improve the quality of learning.

Based on this development model, development activities are carried out in four stages, namely (a) planning the content and packaging of teaching materials based on local wisdom, (b) compiling, (c) validating, and (d) testing. The following is the development procedure, along with the explanatory points.

Referring to the 2013 Curriculum signs, the Vocational High School curriculum uses a thematic learning approach. Integrative thematic learning is a learning approach that integrates various competencies from various subjects into multiple themes.

The integration is carried out in two ways: integrating attitudes, skills, and knowledge in the learning process and integrating various related basic concepts. The theme of knitting the meaning of different basic concepts so that students do not learn the basic concepts partially. Thus the learning provides complete sense to students as reflected in the various available themes.

In integrative thematic learning, the chosen theme relates to local wisdom and entrepreneurship. For grades X, XI, and XII, both provide substantial meaning to the subjects of PPKn, Indonesian Language, Mathematics, Arts-Culture and Craft, and Physical Education, Sports and Health. This is where the necessary competencies of science and social studies organized into other subjects have an essential role as a binding and developer of other subjects' critical competencies.

From a psychological point of view, students have not been able to think abstractly to understand the content of separate subjects unless classes XI and XII have started to think abstractly. The idea of developmental psychology and Gestalt provides a factual basis for integrating Basic Competencies organized into thematic learning. From a transdisciplinarity perspective, the curriculum content's strict segregation does not benefit further thinking skills.

Noting this description, the researcher found signs for implementing the content of the 2013 Curriculum. The characters are as follows: (a) Integrative thematic learning is a learning approach that integrates various competencies from various subjects into multiple themes. (b) The integration is carried out in two ways: integrating attitudes, skills, and knowledge in the learning process and integrating various related basic concepts. (c) The theme chosen relates to local wisdom and human life. (d) From a psychological point of view, students have not been able to think abstractly to understand the content of separate subjects unless classes XI and XII have started to think abstractly (Syafe'i, & Ramdhan, 2019).

Thus, the signs for packaging teaching materials based on local wisdom to increase students' active participation in learning through a persuasive approach at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, West Java Province are as follows: (a) Development of local wisdom-based teaching materials for improving life skills and active student participation in learning through a persuasive approach at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency based on integrative thematic learning. (b) Materials developed based on local wisdom to increase students' active participation in learning through the Persuasive approach in the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, integrating attitudes and skills knowledge. (c) Teaching materials based on local wisdom to increase students' active participation in learning through a persuasive approach at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, presenting themes related to automotive and programming. (d) Materials based on local wisdom increase students' active participation in learning through a persuasive approach in the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency for abstract thinking. (e) Teaching materials based on local wisdom to increase students' active participation in learning through a persuasive approach at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency can present creative models of authors community to maintain traditional values, cultural identity, and the accumulation of local knowledge.

2. Implementation and Results of Competency-Based Teaching Materials Development Program with the Industrial World to Improve Student Life Skills

It is designed at the early and mid-semester stages at the level of implementing thematic learning on body massage competencies. This study's design stage produces conceptual teaching materials and empirical models of the development of thematic learning materials. The existing education developed this at the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, such as adjusting the Core Competencies and Basic Competencies of the Expertise Program in the automotive motorbike field and the expertise program in the automotive, automotive sector, the syllabus of automotive subjects, the Learning Implementation Plan, as well as thematic textbook teaching materials. Research instruments have also begun to be prepared to assist in collecting useful data or information to answer research problems.

This study's research instrument serves to determine the validity, reliability, feasibility, and effectiveness of the thematic learning model. The development stage is the next stage after the planning stage. This stage includes: (a) validation and revision of the development of teaching materials and their tools, (b) validation of knowledge and skills assessment instruments, and, (c) validation of the practicality of the learning model, (d) Application of competency-based teaching materials, (e) evaluation. The teacher makes an assessment and provides input regarding the thematic learning model according to the validated learning objectives that will later be used in the field's learning process to adjust to the area's conditions.

The trial results were then evaluated to obtain perfect teaching materials that had an impact on improving the skills of students of Ma'arif Nahdotul Ulamma, Garut Regency. Thematic learning on enhancing student competence in the automotive field. The development of thematic teaching materials to improve student competence in the automotive sector is given materials including the practice of starting a dead motorbike engine; things to consider in machine service; Carefulness, ethics, and professionalism of a mechanic.

The development of materials in applied thematic learning consists of 3 stages based on thematic syntaxes as follows: (a) The planning stage includes: identifying the objectives of the learning process, determining the theme of learning for automotive subjects. (b) The implementation stage consists of a creative, innovative themed learning process, preventing boredom of students in the classroom so that the need for student activity in learning. (c) Evaluation stage, student competence in this learning in cognitive, affective, and skills aspects. Aspects of student attitudes are observed at the same time when students do practice so that they will gain competence as a professional mechanic, including preparation before doing work practice; when performing types, methods, body language; end practical activities and evaluate learning outcomes. Important knowledge aspects in the assessment include Knowledge of automotive and networking, Knowledge and consistent application of the principles of long-term safety and benefits, developing thinking skills, problem-solving skills; Become an independent, creative, and innovative student. The development of thematic- based teaching materials improves the competency of solution expertise that has been tested and implemented in the learning process and field practice.

a. Compilation of Competency-Based Teaching Materials

The compilation of competency-based teaching material models to improve student life skills in learning through a persuasive approach at the Ma'arif Nahdotul Ulama Vocational High School is compiled based on empirical findings of teaching materials in Vocational High Schools. These findings form the basis for designing, testing, and preparing competency-based teaching materials to improve student life skills in learning through a persuasive approach in vocational high schools. Based on these considerations, the development of competency-based teaching materials to enhance active students' life skills in learning through an effective system in the Ma'arif Nahdotul Ulama Vocational High School are as follows: (1) Learning objectives are competency specifications that must be possessed after the learning process. (2) The approach refers to the criteria for mastery of competence. (3) The weight of teaching materials is the quality or quality of learning materials. (4) The order of learning materials is the sequence of implementing the learning process. (5) The methodology of learning materials is the theory used in the learning process.

In addition to the syllabus, teaching preparation materials carried out by the teacher are also learning models. The learning model is arranged by the teacher concerned so that teaching and learning activities are by the objectives to be achieved. The learning model contains subject identity, subject matter, time allocation, and learning methods. It includes several learning materials: (1) The learning material selection model containing essential competencies, learning outcomes, and learning achievement indicators. (2) The material sequence selection model consists of; essential material, prerequisite knowledge, new knowledge, and teaching media. (3) The model sequence of activities includes; apperception, exploration, consolidation, the formation of attitudes and behavior, formative, and evaluation models.

b. Validation of Teaching Materials Model

The validation of teaching materials is a conceptual validation of competency-based teaching materials to improve vocational high school students' life skills through a persuasive approach in vocational high schools to teachers, experts, business, and industry. They conducted predictive and systemic analyzes of the results of limited trials to test: the feasibility of the system to be applied, the feasibility of the focus of the development study, the feasibility of the learning material framework, and the feasibility of its application.

Validation activities can be said as review activities. The review aims to seek advice from experts. The suggestions referred to are related to learning and competence. Learning validation is carried out to improve the content of teaching materials from experts. Language validation is carried out to improve the use of the results of the Ma'arif Nahdotul Ulama Vocational High School graduates from experts. Therefore, improvements are needed from (1) content experts and (2) automotive experts.

The selection of experts selected to assist this activity is based on qualifications. Content validator qualifications are (1) qualifying expertise at the S2 / S3 level, (2) having knowledge and skills in the field of automotive learning. Capabilities of an automotive / practitioner validator are (1) having a master's / doctoral level qualification, (2) having the stuff of automotive and learning expertise, and (3) having knowledge and skills in the automotive field.

The materials used in the validation activity are natural products. The raw product is validated in terms of content, and the duration of revisions is formulated. Natural products are also validated in terms of teaching materials, and revised matters are prepared. From the results of this validation, the product has been reviewed by content experts and practitioners. The final result of this activity is RPM, which is a ready-to-test product. The confirmation of teaching materials was carried out by three experts: an education expert, a subject teacher, and an automotive expert practitioner.

3. Problems and Challenges Faced by Vocational School Leaders in Improving Student Life Skills

a. Problems increasing life skills

The development of teaching materials for the Ma'arif Nahdotul Ulama Vocational High School in Garut Regency deals with external problems in the business world, industry, and internal issues of the school itself are the weaknesses of Vocational High Schools. Then the challenge that has come from the business world and the industrial world since a long time ago is the distrust of the competence of Vocational High Schools, so that many businesses, the industrial world do not care or do not provide opportunities to partner. Some of the problems faced are:

1) Management and Leadership. The problems faced are; (a) Planning for the development of teaching materials and additional partnerships with the business world; the industrial world has not been consistent. (b) There is no partnership arrangement for renewal. (c) The follow-up report on the development of teaching materials and partnerships is not timely. (d) The principal is still too entirely entrusted with the vice-principal, but some are waiting for the principal's instructions.
2) Curriculum Development and Cooperation Rules. Almost all texts on the development of teaching materials and partnerships on light vehicle engineering expertise's competency do not include complete rules. The terms of partnership depend on the business world, industrial world, or leave it to the business world, industrial world. It turns out that these rules are listed in the internship manual.
3) School Budget. The budget for developing teaching materials and partnerships carried out by schools is mostly sourced from student payments.
4) Productive Syllabus. Productive subject matter with the syllabus and the material being taught is sometimes not by the syllabus. For example, workshop management, FNB for automotive, is not included in the syllabus.
5) Internship in the Production unit. Industrial work practices in the production unit in motorized vehicle engineering have a partnership; even students are given the amplest opportunity to find their practice place by bringing an application letter to receive an internship.

b. Challenges ahead

The challenges faced are:

1) Human Resources managing curriculum and partnerships. Human resources, in this case curriculum managers and partnerships, need to pay attention to everything related to future developments, no less important is the issue of partnership. They must be responsive to the situations and conditions of the importance of student competencies. However, in fact, many program managers do not understand and have experience regarding the development of teaching materials as well as establishing good relationships in a partnership with the business world, the industrial world.
2) Student character. Before the implementation of the internship, the principal provided training to students regarding the discipline and responsibilities of the world of work that students would face later. Students who learn and carry out industrial work practices should have good character and behavior in order to maintain a good name and the continuity of the partnership program with the business world, the industrial world.

3) Demands for Practical Facilities, Certification and ISO. The principal together with the program coordinator conducts monitoring and selection of the business world, the industrial world that has better practical facilities and has implemented ISO standards in order to provide a better place for internships for their students.

4. Future steps for improvement in improving the quality of the process and learning outcomes

As a step forward improvement in the development of competency-based teaching materials and the partnership of the Ma'arif Nahdotul Ulama Vocational High School, Garut Regency, it is necessary to handle various problems that the trust of the business world, the industrial world in Vocational High Schools increases.

a. Partnership issues. The school principal makes an approach to the business world, the industrial world to establish good relationships, communicate well to achieve industrial work practices for the Vocational High School students he leads.
b. School Management and Leadership, among others: (1) The principal, together with the team, inventory teaching materials and establish cooperative relationships with the business world, the industrial world around the area to add colleagues or partners. Then, from the data collection results, the business world will study which industries can be used as partners in implementing the internship program. (2) The Head of the Program shall collect data on teaching materials and establish a working relationship that will be nearing the end of the grace period, then report it to the principal. After the data is obtained, the principal then delegates the Kahubin to negotiate with the business world, the industrial world to extend cooperation. (3) The principal gives a time limit for the completion of industrial work practice reporting. The principal also provides a warning one month before the reporting time limit to the program coordinator's head. (4) As an internal supervisor, the principal shall regularly supervise and assist in ensuring the implementation of work programs and partnership duties' responsibilities, which are the program head or program coordinator's responsibility. (5) Rules for developing teaching materials and partnerships. A review is conducted of the provisions for developing teaching materials and partnerships in the business world, the industrial world by coordinating directly with the business world, the industrial world. Each party has no wrong perception and has the same vision to provide benefits to each other. (6) Partnership budget. Budget is significant in terms of developing teaching materials and establishing partnership relationships. Schools can budget the operational costs for developing teaching materials and partnerships appropriately and planned. The school principal budgeted the partnership's operational costs from BOS funds and collaborated with the school committee to not be too burdensome for students. (7) Suitable materials and productive syllabus. Productive learning materials are adjusted to the syllabus, and the lesson hours are balanced with adaptive and normative material hours. (8) PRAKERIN Production unit. To make it easier for students to find places for a practical apprenticeship in production units, the principal, together with the head of the program and other coordinators, routinely collect data and visit the business world, the industrial world to make partnership offers.

Conclusion

Based on the results and discussion, it can be concluded as follows: First, the teaching material development program is planning the quality objectives of teaching material development, establishing a School Activity Plan, in collaboration with the business world and the industrial world. Second, the implementation is that the partnership relationship has not been optimal, the guidelines for the development of teaching materials are only partially implemented, the results of the development of teaching materials and partnership networks are needed for management development between the school and the business world and the industrial world for the implementation of mutually agreed program activities, additional budget is required. Third, the problems faced are poor management of school principals, inadequate curriculum development and cooperation, preliminary school budgets, a productive syllabus that needs to be developed, and industrial practices for production are not optimal.

Simultaneously, the challenges in the future are the student resources managing the partnership, the students' character, and the demands for practical facilities that require special attention. Fourth, the corrective steps are that the regulation of material development needs particular attention, additional budget is required, the apprenticeship material must adjust to the productive syllabus, quality learning, improved competency tests, the competence of educators needs to be improved, optimizing the acceptance of new students, completing facilities and infrastructure.

References

Alam, S. (2016). Tingkat Pendidikan dan Pengangguran di Indonesia (Telaah Serapan Tenaga Kerja SMA/SMK dan Sarjana). Jurnal Imiah BONGAYA (Manajemen & Akuntansi).

Andoyo, A., & Rianto, R. (2015). Program Aplikasi Nilai Siswa Pada SMK Muhammadiyah Pringsewu Sebagai Penunjang Pengambilan Keputusan Siswa Berprestasi Menggunakan Visual Basic 6 . 0. Jurnal TAM (Technology Acceptance Model).

Hadi, P. U., & Mardianto, S. (2016). Analisis Komparasi Daya Saing Produk Ekspor Pertanian Antar Negara Asean dalam Era Perdagangan Bebas AFTA. Jurnal Agro Ekonomi. https://doi.org/10.21082/jae.v22n1.2004.46-73

Hanim, Z., Masyni, M., Soe`oed, R., & Asiah, S. N. (2019). Learning Innovation Management on Effective Classes at SMPIT Cordova Samarinda. Dinamika Ilmu. https://doi.org/10.21093/di.v19i2.1586

Ilyasin, M. (2020). Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum. Dinamika Ilmu. https://doi.org/10.21093/di.v20i1.2006

Khoiroh, M., & Prajanti, S. D. W. (2019). Pengaruh Motivasi Kerja, Praktik Kerja Industri, Penguasaan Soft Skill, Dan Informasi Dunia Kerja Terhadap Kesiapan Kerja Siswa Smk. Economic Education Analysis Journal. https://doi.org/10.15294/eeaj.v7i3.28336

Ningrum, E. (2016). Pengembangan Sumber Daya Manusia Bidang Pendidikan. Jurnal Geografi Gea. https://doi.org/10.17509/gea.v9i1.1681

Nurdyansyah, & Mutala'liah, N. (2015). Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alambagi Siswa Kelas IV Sekolah Dasar. Program Studi Pendidikan Guru Madrasa Ibtida'iyah Fakultas Agama Islam Universitas Muhammadiyah Sidoarjo.

Permana, A. Y., Aprilia, D. I., & Teniola, N. Q. I. (2019). Teacher Skills Through t he Development of Design a nd Develop Learning Program Taedes 401 (gov . au) for Building Core Skill a nd Employability Skills for Vocational High School. *Advances in Social Science, Education and Humanities Research*, *379*(Veic), 385–395. https://www.atlantis-press.com/proceedings/veic-19/125927437

Permana, A. Y. (2008). Re-orientasi Pengembangan Pendidikan Kejuruan di Era Globalisasi melalui Penjaminan Mutu. *SEMINAR INTERNASIONAL Revitalisasi Pendidikan Kejuruan Dalam Pengembangan SDM Nasional APTEKINDO*, 149–160.

Ramadhan, M. A. (2015). Pengembangan Sumber Dana Sekolah Pada Sekolah Menengah Kejuruan Developing the Source of School Funds in. Jurnal Pendidikan Vokasi.

Ramadhan, M. A., & Sugiyono, S. (2015). Pengembangan Sumber Dana Sekolah Pada Sekolah Menengah Kejuruan. Jurnal Pendidikan Vokasi. https://doi.org/10.21831/jpv.v5i3.6488

Ramdhan, D. F., & Syafe'i, I. (2019). Strategic Management in Increasing Educational Participation for 12-year Compulsory Education. Jurnal Pendidikan Islam. https://doi.org/10.15575/jpi.v5i2.5233

Romadhoni, E. N. A., Widiyaningtyas, T., & Pujianto, U. (2015). Implementasi Model Waterfall Pada Pengembangan Sistem Informasi Alumni SMKN 1 Jenangan Ponorogo. Seminar Nasional Sistem Informasi Indonesia.

Su'udiah, F., Degeng, I., & Kuswandi, D. (2016). Pengembangan Buku Teks Tematik Berbasis Kontekstual. Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan.

Suwanto, I. (2016). Konseling Behavioral Dengan Teknik Self Management Untuk Membantu Kematangan Karir Siswa SMK. JBKI (Jurnal Bimbingan Konseling Indonesia). https://doi.org/10.26737/jbki.v1i1.96

Syafe'i, I., & Ramdhan, D. F. (2019). Arabic Learning Model Development In Improving Reading Skill. INFERENSI: Jurnal Penelitian Sosial Keagamaan. https://doi.org/10.18326/infsl3.v12i2.283-305

Utami, Y. G. D., & Hudaniyah. (2013). Self Efficacy Dengan Kesiapan Kerja Siswa Sekolah Menengah Kejuruan. Jurnal Ilmiah Psikologi Terapan.

Wahzudik, N. (2018). Kendala dan Rekomendasi Perbaikan Pengembangan Kurikulum di Sekolah Menengah Kejuruan. Indonesian Journal of Curriculum and Educational Technology Studies. https://doi.org/10.15294/ijcets.v6i2.26712

Wibowo, N. (2016). Upaya Memperkecil Kesenjangan Kompetensi Lulusan Sekolah Menengah Kejuruan dengan Tuntutan Dunia Industri. Jurnal Pendidikan Teknologi Dan Kejuruan. https://doi.org/10.21831/jptk.v23i1.9354

Zuriah, N., Sunaryo, H., & Yusuf, N. (2016). IbM GURU DALAM PENGEMBANGAN BAHAN AJAR KREATIF INOVATIF BERBASIS POTENSI LOKAL Nurul Zuriah 1 , Hari Sunaryo 2 , Nurbani Yusuf 3. Dedikasi.