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COMPARISON OF VOCATIONAL CURRICULUM BASED ON CREATIVE INDUSTRIES IN INDONESIA

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Abstract

Efforts to develop and enhance the creative industries in Indonesia are carried out continuously through various efforts. This development requires human resources with appropriate skills in their fields, so that they can meet the need for reliable, competent and able to compete in the creative industries. This study aims to examine the model of effective education curriculum implementation in creative industry-based schools, find out the obstacles faced in the implementation of creative industry-based education and describe the solutions that have been made. This research uses descriptive qualitative method by using the directorate's data source as the object of research, namely all SMKs that have carried out creative industry classes between technical expertise competencies and business and management expertise competencies in Indonesia. The step taken is to review and compare the two conditions of the data, to find problems and discrepancies between the needs of human resources in the business world and learning methods or learning curricula in vocational schools for the two skills competencies. The study in this study is limited to the development of SMKs that specifically develop creative products based on the curriculum in their respective schools, on both competency expertise.

Keywords: *Creative Industries, Vocational Schools, Curriculum, Technical Expertise And Business Management Competencies.*

INTRODUCTION

The government's emphasis in the world of secondary education is more focused and focused on the distinction between the composition of Senior High Schools (SMA) and Vocational High Schools (SMK). Even since 2015 the government through the Directorate General of Secondary Education confirmed the proportion and composition of the number of high school and vocational education providers is 30% compared to 70%. The government wishes that the unemployment problem can be reduced gradually by emphasizing this proportion. Meanwhile the government's attention seems to only focus on the proportion between high school and vocational high school, and it seems to forget the more important thing, what is the proportion between the competence of expertise in engineering with the competency of expertise in business and engineering rather than business and management. In some areas, it appears that the development of vocational schools in the engineering field is very encouraging, on the contrary developments in the fields of business and management have not experienced significant developments.

Therefore it is only natural that in the end the majors that are in great demand are technical, and the management department is almost abandoned and even more extreme is almost dissolved by the directorate in 2016 ago. Since the government issued a statement about the prohibition on opening business and management majors for all vocational schools, then since then the community's interest shifted to the engineering department, until there were several schools that experienced a shortage of prospective students and closed their majors and even their schools. There are currently 863 Professional Certification Institutions (LSP) -P1 Vocational Schools that have obtained licenses from BNSP.

The government continues to encourage this year to increase to 1,200 LSP-P1 licensed SMKs, so access to competency certification for SMKs continues to increase. A total of 142 expertise competencies in SMK have been available competency certification schemes qualification level II and III. In addition, to strengthen the expertise of vocational graduates, Indonesia, represented by the Ministry of Education and Culture, implemented a program of cooperation with the Netherlands, specifically for the development of Vocational Schools in Agriculture. This is an ongoing commitment and it has been agreed that the support of both parties for the two SMKs that are pilot projects will be carried out for three years and starting in 2018. The teaching factory in the SMK pilot project has been going well. At SMK 5 Jember the products are in the form of industrial standard fruit seeds. Whereas in SMKN 2 Subang, the products are in the form of vegetables directly marketed through SMK partner supermarkets or directly to the community. In accordance with this year's commitment, the directorate is in the process of identifying with the Dutch for the 30th vocational pilot project. (Indriaturrahmi dan Sudiyatno, 2016).

Meanwhile, since the revitalization of vocational high schools is done, slowly but surely is the level of absorption of vocational school graduates work which is increasing every year. In 2016, vocational school graduates absorbed by work totaled 12.1 million, in 2017 it increased to 12.5 million, and in 2018 it reached 13.6 million. (Ditpsmk, 2017). Some of the successes of the vocational high schools mentioned above prove that the implementation of the industrial curriculum in technical vocational fields showed more success when compared to the business and management fields.

Some researchers have also conducted studies on the implementation of industrial curricula in vocational schools, some of which highlight the success of the engineering department and a few that highlight the success of the business and management fields. (Widiaty, 2017) conducted an analysis of the study of the relevance of a creative industry-based SMK curriculum in the fashion department. The results of the study show that the creative industry in the fashion sector from the quality aspect requires graduates competencies that have aspects of hardskill and soft skills based on creativity. (Handayani, Mundilarno, & Mariah, 2018) conducted a different study, namely the implementation of teaching factory in SMK N 1 Kalasan Craft Study Program.

The results show that the teaching factory implementation at SMK Negeri 1 Kalasan is already good. This can be seen from the availability of competent human resources, the existence of good partnerships with companies or agencies around Jogja, the availability of adequate facilities and infrastructure, and the existence of students' work products in the form of quality leather knights. Meanwhile in Eastern Indonesia, (Yudistira, Ramadhani, Denny Indrayana, & ;Hadi, 2016) reviewed the industry-based vocational curriculum in Eastern Indonesia. The result is that the determination of the industrial curriculum in SMK influences the quality of graduates and absorption in the job market.

Meanwhile there are still many other studies that highlight the successful implementation of the industrial curriculum, especially in the field of engineering expertise. But the author feels difficult to find success stories from business and management expertise competencies in the implementation of the industrial curriculum. Overall, based on data recorded by the directorate, 2,700 vocational schools have organized vocational alignments that have been linked and matched with the industrial world through curriculum preparation, implementation in SMKs and optimization of cooperation with the business and industrial world (DU/DI) on a national scale, international pilots and revitalizing vocational cooperation with other countries. The cooperation achievements obtained by several SMKs that are included in the technical category are 90 SMKs in maritime, 160 SMKs in agribusiness and agrotechnology, 90 SMKs in tourism, and 215 SMKs in energy and technology engineering and mining. (Pardjono, Sugiyono, & Budiyo, 2015). From the data it is clear that very few successful revitalization achievements in the business and management sectors, except tourism. On the basis of this reason the author wants to conduct a comparative study of the implementation of the industrial curriculum between technical expertise competencies with business and management expertise competencies.

METHODOLOGY

The research approach used is extrapolation and the econometric approach. This approach can be used to read the current labor demand trends that can be used as "forecasting" in the future. (Cohen, 2002). This approach is also related to the importance of seeing comparatively between one object with another object, especially in the matter of the implementation of an activity. The data to be obtained in the study are qualitative data, thus the analysis of the data uses a descriptive qualitative method, which is to describe and explain the facts not based on numbers but on the description of an explanation of facts. Research conducted will discuss more aspects of the side demand (demand side) which is sourced from the creative industry data in the engineering and business management fields which will be

valuable information material for curriculum developers in SMK especially so that the curriculum developed can be relevant to the needs of the work world.

RESULTS AND DISCUSSION

The success of the SMK revitalization program

The government through the directorate has noted the encouraging development of the implementation of Presidential Instruction No. 9 of 2016. As from the issuance of the Inpres until 2018, the achievements of the program are shown with the following data:

Table 1
Development of graduates employed and unemployment

Year	Number of Vocational High School graduates working	Number of unemployed Vocational High School graduates
2016	12,37 million	9,84%
2017	13,53 million	9,27%
2018	14,54 million	8,92%

Source: (Kamdi, 2017)

Unfortunately, the description of these developments is not explained in more detail what percentage each is in the category of technical expertise and what percentage is in the business and management category, because in 2017 the directorate issued a statement that the competency of business and management expertise contributed the highest unemployment contribution compared all competence expertise in engineering. As if business and management competencies are no longer needed in the world of work. In fact, if business and management are administrative in the world of work, then administrative activities are still needed for ever.

Classification of engineering and business management departments

Broadly speaking, there are two vocational skills or competency programs, namely the technical group and the second a business and management group. In the beginning, the two skills were formed which had almost equal strengths, and at the beginning they were better known as two large schools, namely STM (mechanical engineering school) and SMEA (high economic secondary school). STM emphasizes more on technical expertise and SMEA emphasizes more on business and management expertise. However, since the government made a new policy for SMKs (more or less in the 2000s) the two names merged to become those namely SMK. The search is not just to make the same name for technical groups with business and management. More than that it brings broad impact, which is that all SMKs have the right to open all competency expertise, provided that there are adequate conditions. Since the policy, it has become increasingly difficult to separate technical and vocational vocational schools. As if there were no more boundaries between the two. Only one thing might be used as a guide to ascertain whether a SMK is dominant in technical or business and management majors.

For example, SMK 2 in an area has always been known to the community based on engineering, although the condition is now SMK 2 has opened other majors including business

and management. On the other hand, SMK 1, for example, has always been popular with business and management majors, although now it has opened several technical majors, but people still have more confidence in SMK 2 to send their children to engineering. Technical expertise competencies such as mechanical engineering, automotive, computer network engineering, multimedia, and some of the mainstays in the department deliberately approached and approached the industry. So it is only natural for the government to end up giving a lot of fresh air in the allocation of school aid funds and the development of competency expertise.

The development progress in the engineering department does not seem to be as fast as developments in the business and management majors. Especially after the government issued a number of basic policies, such as plans to close several business and management majors, no longer included several competitions in the field of business and management in the arena of Student Competency (LKS) at the national level since 2017 ago. This phenomenon weakens the existence of competency expertise in the fields of business and management, to the effect on the flow of grants that are technically strategic as well as school operational funds.

The difference in color of the SMK curriculum in technical expertise and business management competence is very clear. The difference is very striking so influential in the application of industrial class. The industrial world of engineering is loaded with technological content, therefore almost all types of industrial classes carried out in the engineering department produce results. Almost all competency expertise in the engineering field can successfully hold industry partners to carry out industrial classes. Whereas in the field of business management some of the competency expertise also appears to be successful in implementing industrial classes, however most of the others until now have entered the industrial era 4.0 is still running in a place alias can not carry it out. As a comparison between the two, we explain in more detail in the following table.

Table 2
Comparison of Industrial and Technical Business Management Classes

No	Expertise competence	Industrial partner	Curriculum	Industrial class
1	Machining technique	PT. Astra International	National curriculum and industry curriculum	Success
2	Automotive Engineering	PT. Astra International	National curriculum and industry curriculum	Success
3	Technical light vehicle	PT. Astra International	National curriculum and industry curriculum	Success
4	Heavy vehicle engineering	PT. Astra International	National curriculum and industry curriculum	Success
5	Building technique	PT. Astra International	National curriculum and industry curriculum	Success
6	Computer and Network	PT. Astra	National	Success

	Engineering	International	curriculum and industry curriculum	
7	Motorcycle engineering	PT. Astra International	National curriculum and industry curriculum	Success
8	Multi media	AXIO, Samsung	National curriculum and industry curriculum	Success
9	Broadcasting	Television	National curriculum and industry curriculum	Success
10	Agriculture and food processing	Food Processing Industry	National curriculum and industry curriculum	Success
11	Cullinary art	Hotels & restaurants	National curriculum and industry curriculum	Success
12	Fashion	Garment industry, convection	National curriculum and industry curriculum	Success
13	Tourism	Tour & travel	National curriculum and industry curriculum	Success
14	Office Automation	Not yet	National curriculum	Not Succes
15	Online marketing	Alfa class, luwes class, dll	National curriculum and industry curriculum	Success
16	Accounting	Not yet	National curriculum	Not Success
17	Beauty	Marta tilaar	National curriculum and industry curriculum	Success

Source: data processed 2019

From the table above it seems clear that when compared with the field of technical expertise, then in some competencies business and management expertise are still lagging behind in the implementation of the curriculum. A further impact is that the industrial class is not implemented as expected by the government. This phenomenon continues until it has a negative effect on acceptance graduates in industry up to the low level of community interest in entering the field of business management expertise.

Characteristics of expertise competency

There is a very significant difference between technical expertise and business management competencies. When viewed from the side of enthusiasts, the field of technical expertise is more dominated by men, while the field of business and management expertise is more colored by women. The difference is more due to the area of technical expertise is identical to jobs that require physical labor and production operations, while the area of business management expertise is more administrative and part of the back office. Therefore it is more suitable for women. However, this view is only limited to the analysis of researchers alone, because if we look at it now, even in the engineering department, it is already in great demand by women, but on the contrary the field of business and management also remains dominated by women.

Vocational schools that are at risk of automation due to technology development

As a result of differences in industry partners and types of jobs between the fields of engineering expertise and business management expertise competencies, the following logical consequences arise.

Table 3
Logical consequences of differences in expertise competencies

No	Characteristics	Technical expertise	Business and management expertise competencies
1	Industrial partner	Industrial engineering	Retail and office space
2	Type of work	Technique	Administration
3	Worker needs	Technical specialization	Bagian administrasi
4	Automation Risko	Low	High
5	Continuity of work	Low	High
6	Personal needs	Many	Little

Source: data processed 2019

Therefore facing the possibility of job automation in all fields, then as instructed by the government, SMKs should pay more attention to employment needs in the following fields:

- a. Commercial boat engineering
- b. Refrigeration and air conditioning techniques
- c. Metal fabrication
- d. Oil processing
- e. Puskesmas nurse
- f. Midwife and PMI
- g. Pharmacist
- h. Event staff organizer

However, if viewed from the direction of the directorate, there are at least 9 focus spectrum expertise competencies as part of the vocational revitalization agenda. The spectrum includes:

- a. Maritime affairs
- b. Technology and engineering
- c. Information and communication technology
- d. Business and management

- e. Health and social work
- f. Arts and creative industries
- g. Agribusiness and agrotechnology
- h. Energy and mining
- i. Tourism

Vocational development strategy

To be able to meet the needs of the industry, especially in accordance with the field and era, the following needs to be done:

- a. Fulfillment of vocational teaching staff, especially those who have certain skills (productive),
- b. Develop a curriculum that is in line with DUDI needs and refers to the SKKNI and KKNI and the development of the Industrial Revolution 4.0
- c. Fixing the screening of students so that those who enter the vocational school are qualified students
- d. Use of digital platforms in the teaching and labor market information process
- e. Collaboration between vocational education institutions and DUDI through apprenticeship
- f. Strengthen the involvement of associations, industry and society in vocational development
- g. Providing facilities and infrastructure for practical equipment that suits DUDI needs

Vocational revitalization program

In the context of the development of Indonesian human resources, one of the government's steps is to revitalize vocational education. One of the workforce that is competitive and skilled is one of which was born from quality vocational education and training and is relevant to the demands of the business and industry (DU / DI) which is constantly developing. However, data from the Central Statistics Agency (BPS) in 2017 showed that the largest proportion of unemployed were graduates of Vocational High Schools (SMK) by 9.84 percent.

Seeing these conditions, the President of the Republic of Indonesia instructed the reshuffle of the vocational education and training system, and the government must revise vocational education and training in the direction of demand driven. Through Presidential Instruction (Inpres) No. 9 of 2016, the President stressed the need for SMK revitalization to improve the quality of human resources. The Inpres assigns the Ministry of Education and Culture (Kemdikbud) to create a road map for developing SMKs; perfecting and aligning the SMK curriculum with competencies according to graduate users (link and match). In addition, the Ministry of Education and Culture is also tasked with increasing the number and competence of vocational school teachers and education personnel; enhance cooperation with ministries/institutions, Regional Governments, business and industry; and improve access to SMK graduates' certification and SMK accreditation; and forming vocational development working groups.

Vocational Revitalization is implemented in the fields of maritime affairs, agriculture, creative industries, tourism, engineering technology, mining energy, information and communication engineering, health and social work, and business management. Meanwhile, for the strategic issues that are prioritized there are six things, namely alignment and curriculum updating; learning innovation; fulfillment and improvement of the professionalism of teachers

and education personnel; and school partnerships with DU/DI and universities; standardization of main facilities and infrastructure; and institutional arrangement / management. Technically, the vocational education revitalization program will be carried out by the Ministry of Education and Culture by revitalizing 569 Vocational High Schools (SMK) consisting of 300 major revitalization SMKs and 269 SMKs that are touched by other revitalization programs. In addition, there are as many as 3,000 vocational schools that will get other vocational education development programs. (Ditpsmk, 2017).

Revitalization of Vocational Schools at present For the past three years, the Ministry of Education and Culture and related stakeholders have undertaken revitalization of vocational education. The Director of Vocational Development of the Ministry of Education and Culture stated that the challenge faced in the revitalization of SMKs was the availability of adequate budget support to support the field of revitalization, especially for standardization of infrastructure.

Therefore, the effort made is to conduct advocacy so that related parties can support the revitalization of vocational schools, including us, supporting the Ministry of Industry who initiated the provision of super tax deduction for companies that contribute to vocational vocational / revitalization programs. It is intended to attract industries to play a greater role and provide support to SMKs. Although there are challenges, the achievements that have been quite encouraging have been felt since the revitalization of SMK in 2017. From one of the strategic issues, namely the partnership of schools with DU/DI and universities for example, as many as 3,930 SMKs consisting of 655 parent SMKs and 3,275 alliance SMKs have carried out Vocational Alignment that links and matches with the industrial world through the preparation of an implementation curriculum in SMKs and the optimization of cooperation with DU/DI.

Adjustment of curriculum and industrial cooperation

To develop vocational education that is aligned with the competency needs of graduate users (link and match), the Ministry of Education and Culture has made adjustments and development of vocational education curriculum. If previously using a supply-driven approach, now the curriculum has been adjusted to be demand-driven so that the business world and the industrial world (DUDI) are increasingly actively involved in the vocational education process at SMK. If all this time the Vocational School is running based on perceptions from the educational side only, as if later it will be needed in the world of work. Now Vocational School runs in accordance with the demands of the business and industrial world. Namely by developing a curriculum by working with DUDI.

Even DUDI was given a portion to determine the curriculum by 70 percent. The long-term commitment that is mutually beneficial between SMKs with the business world and industry also continues to be strengthened. Since the revitalization of the SMK, there have been 2700 industries that have established cooperation with SMKs, and that is cooperation that is real in nature. In order to increase the competency and employment of vocational school graduates, the Ministry of Education and Culture encourages vocational school capacity building to become a First-Party Professional Certification Institute (LSP-P1). The Director General of Primary and Secondary Education said that based on data from the Directorate of Vocational Education, there are currently 64 level 2 and 3 certification schemes used by LSP-P1 Vocational Schools.

Until early 2019, the Ministry of Education and Culture together with BNSP has prepared a qualification certification scheme level II and III for use in SMK LSP-P1 and is expected to increase access to certification for SMK students. Since 2016, 184,816 vocational students have been certified by the National Agency Professional Certification (BNSP). Until the beginning of

2019, the Ministry of Education and Culture together with BNSP has adjusted 146 competencies of vocational education skills in SMKs, and as many as 1650 SMKs have synchronized the curriculum. (Kamdi, 2017).

It should be noted that the certification activities in the engineering department are right on target because the party conducting the certification is an industry that is an industrial class partner. Meanwhile in the field of business and management the implementation of certification does not pay much attention to the needs of its industry. The party carrying out the certification does not pay much attention to the competency unit being tested whether it is still relevant and in line with the needs of the industry or instead has expired and is not in accordance with its era.

Productive teacher fulfillment

The President hopes that more vocational high school (SMK) teachers will be skilled in guiding their students to have good work skills and competencies. Teachers who are skilled in productive fields must outnumber normative teachers. The Ministry of Education and Culture continues to strengthen vocational teachers through various training programs, short courses, and industrial internships both at home and abroad, as well as dual expertise certification programs. This is to encourage vocational revitalization as a whole and can produce graduates who can compete in the world of work.

Until the end of 2018, the program to Increase the Number and Competence of Vocational Teachers and Education Personnel has been implemented, namely the Improvement of Vocational Teacher Competency. The achievements are 1) Preparation of Candidate Competency Test Participant (UKK) Data Collection System; 2) Identification/Mapping of Teacher candidates for the Target of Competency Competency Test in 219 vocational schools revitalizing; 3) Productive Teacher Training, in 104 productive teachers in Technology and Engineering, Energy and Mining, Information and Communication Technology, Business and Management, as well as Arts and Creative Industries.

Growth of entrepreneurial interest

The development of learning that is oriented towards developing student competencies in the industrial era 4.0 is one of the focuses of the Ministry of Education and Culture. Material for the Development of the contents of the Industrial Revolution 4.0 became a compulsory charge for vocational recipients of revitalization assistance. The nine types of industry 4.0 content include Augmented Reality / Virtual Reality (AR / VR), 3D Printing, Tourism Promotion, Game Development, Smart School, Internet of Things, E-Commerce, and Entrepreneurship. In addition to working in industry or continuing studies in tertiary education, vocational graduates are also encouraged to become creative entrepreneurs. One good alternative is to encourage children to become entrepreneurs. Especially children who have strong imagination, have big dreams, should be prepared to become entrepreneurs.

The Entrepreneurship Vocational School Program encourages learning about ethics, values, abilities and behavior in facing life's challenges to obtain opportunities with various risks faced. The development of Entrepreneurship Learning in Vocational Schools has been implemented in various forms of production and business-based learning through several approaches, including teaching factories, techno parks, business centers in schools.

The Directorate of Vocational Development and The Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat has produced 3,132 entrepreneurial students through the Batch 1 Entrepreneurship Printing Program (SPW) from Batch 1 to Batch III. This

program has been participated by 175 Vocational Schools in 34 Provinces. A total of 206 certificates have been distributed to students who are able to generate a turnover of Rp. 5 million to > Rp. 25 million in 3 months.

CONCLUSION

Vocational curriculum in the field of technical expertise and business management that is relevant to the needs of the creative industries from the quality dimension related to the development of hard skill and soft skills competencies that are based on the value of creativity is largely determined by the curriculum design in each vocational school. Soft skill competencies that are relevant to the needs of the industry are creativity, openness, and the ability to take advantage of the latest technological developments. Hard skills competency that is relevant to the needs of the creative industry is the skill to produce goods that contain technological value. The creative industry in the engineering field is the highest field that has absorptive capacity, job opportunities, and the number of businesses available. On the other hand, the SMK curriculum in business and management will be relevant in the context of the quantity dimension when directing expertise programs to be able to fill business opportunities that are non-administrative.

The relevance of the SMK curriculum in the field of engineering from the location dimension, shows the characteristics of the development of creative industries in technology in Indonesia. Meanwhile the SMK Business and Management expertise program in terms of both quantity and quality has not yet become a strategic target to be developed.

The relevance of the developed SMK curriculum in the technical field refers to the creative industry from the time dimension believed to be able to significantly improve the country's economy in the present and the future. Meanwhile the curriculum in business and management still hasn't found an answer for its future.

The curriculum gap between technical competence with business and management is very visible, among others, in products produced both from teaching factory activities and industry classes. For engineering majors, it is not difficult to show the product physically, but this feels difficult for business and management expertise competencies.

Technical certification is in accordance with the needs of the industry, this is clear because the party conducting the certification is an industry which incidentally is a partner in industrial class activities. On the contrary in the business and management field, certification is still merely the implementation of the demands of government obligations without regard to whether the competency units tested are still relevant to their industrial needs or not. The logical consequence of this is that the results of business and management certifications have never been responded to by the industry, aside from the fact that their competency units have expired, also because the industry also does not understand the certifications carried out by SMKs, especially in the business and management fields.

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