Journal of Tourism Education

The Effect of Block System on Learning Interest of 11th Grade Students of ULP SMKN 9 Bandung

Rizal Rizky Ramadhan*, Gitasiswhara, Shandra Rama Panji Wulung

Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: rizalrizky880@gmail.com

A B S T R A C T

This study examines the effect of the SMK learning block system on the learning interest of 11th grade ULP students with a Classroom Action Research (PTK) approach. Starting from the description of the block system learning and student interest in learning when the learning model takes place. with quantitative descriptive methods through simple linear regression data processing to determine the value of the influence of the vocational learning block system variable on student interest in learning Data collection is carried out through classroom observations, filling out questionnaires to students, and interviews with teachers as well as the curriculum vice-secretary and human resources (HR) bidand. This research is located at SMKN 9 Bandung, West Java. The results showed that there is no influence between the block system and students' interest in learning, there are other stronger factors that affect the interest in learning of students in class XI of the ULP.

A R T I C L E I N F O

1. INTRODUCTION

The tourism expertise program is one of the vocational groups in the vocational school environment. The world of tourism has the characteristics of growing and developing rapidly with the times, one of the main outcomes of this vocational education is to prepare students who are competent in their fields. In line with the world of tourism which requires commitment from the business actors themselves and their staff involved in the hospitality industry. In (Djunaid, 2021) it is said that businesses that have a mecca for tourism and service

relationships will depend on good and positive customer advice or input, ratings and reviews to build confidence or trust as well as brand value and sustainable sales growth. Tourism expertise programs have long prospects in the advancement of tourism in the world, especially Indonesia. In addition, it requires the alignment of competent human resources to support standardized expertise.

The need for competent human resources in their fields is born from vocational education graduates. This refers to teachers as educators who have the task of conveying knowledge to students. In (Zuhriyah, 2016) An educator who has high performance should have a positive attitude towards the work or tasks that are his responsibility, including working seriously, maintaining the quality of his work, integrity as well as high dedication and so on. The quality of learning will have an impact on student achievement, which in turn is useful to equip them to enter social life and society independently in various contexts (Harsiwi, 2016). This is in line with the role of the teacher to become a facilitator of students who have high competency values. competence. The government also provides exposure as stipulated in the Law of the Republic of Indonesia Number 14 of 2005 Article 20 concerning educators or teachers and lecturers. The professional duties of teachers are planning learning, implementing assessing and evaluating quality learning outcomes.

In (Supriana & Sukmana, 2018) Vocational school Tourism Teachers still have obstacles in the teaching process which is still carried out conventionally, this has an influence on students' interest in learning which is considered not maximal. In other words, the quality of learning will be greatly influenced by the quality of lesson planning used by Vocational Tourism Teachers. This refers to the learning system implemented by the vocational school and updated through the curriculum to implement good learning process results for students. In this case, the government has aligned the vocational learning curriculum with the business world and industry with the implementation of block system learning.

The block system is one of the learning models used at the Vocational High School (SMK) level. Therefore, according to (Wibowo et al., 2019) the learning model has an important correlation to be considered or considered in order to achieve completeness in learning. The use of the right learning model, targeting thus the motivation of students will increase, so that the level of completeness in learning is also high. In (Mawardi, 2019). According to Suwati (2008) block system learning is a grouping of effective or productive learning hours in a summarized unit of time that allows students to follow and receive learning material optimally and completely. In this case, the implementation of the block system that is often used by SMK is the Normative and Productive Blocks. The difference between the two blocks lies in the subjects. In (Anggraeni & Akbar, 2018) according to McGriff the learning process must have attention to contexts and experiences that can make students have an interest and can carry out learning activities "learning interest".

In relation to learning, each student has a different interest in learning. Interest is also an interest in an important point or activity, without coercion and tends to pay greater attention to that thing or activity where individuals will receive a sense of comfort in their activities. (Wibowo et al., 2019) in Slameto (2010) While according to Agus Sujanto (2004) "Interest is seen as a center of attention that is present with full willingness and depends on hobbies as well as interests and environmental influences". Based on the understanding of the experts above, interest in learning can be interpreted that the interest of each individual student appears in the learning process with a happy feeling to carry out a learning activity. Learning interest will be easily measured through 4 indicators mentioned by (Slameto, 2010), namely interest in learning, attention in learning, motivation to learn and knowledge.

Class XI of the ULP of SMKN 9 Bandung has just implemented a block system in the 2019/2023 school year. The block system began to be used in the ULP class to support the Teaching Factory (TeFa), schools must be able to provide valid information and evidence about existing resources about the Teaching Factory both at school and in the environment around the school (Akyuwen et al., 2023). As a PK SMK (Center of Excellence) also in 2019 the Ministry of Education and Culture along with the Ministry of Tourism, Ministry of Manpower, National Professional Certification Agency (BNSP), and SEAMEO-SEAMOLEC collaborated to implement the ASEAN standard curriculum/Common ASEAN Tourism Curriculum (CATC) in Vocational Schools which was prepared based on the ASEAN Common Competency Standard on Tourism Professional (ACCSTP).

Several studies related to the effect of the block system on learning interest that have been conducted previously (Wibowo et al., 2019) discuss students' interest in learning the block system in PE subjects conducted at SMK-TI Pontianak. (Johandi & Rasmawan, 2017) explained the effect of the block system on student learning achievement conducted on class XI students in the Chemical Industry Process (PIK) subject of SMK-TI Pontianak. (Hakiki & Drifanda, 2022) examined the analysis of the effectiveness of the implementation of learning with a block system located at SMKN 11 Semarang in entrepreneurship subjects. (Wahono, 2022) explains the strengthening of elementary school teacher education on the block learning system for implementing the independent curriculum, the research has a focus on Hindu religious subjects. (Ilmi & Hariselmi, 2021) In this study, SMK Permata Harapan became the study location and identified how to evaluate the implementation of block system scheduling at the school. Previous research that has been collected shows that there is no Tourism Vocational School as the object of research. In this case, research can be carried out that has subjects and objects of students from Tourism Vocational school.

Based on the above background, research can be carried out with the title "The Effect of the Block System on Student Learning Interest in Class XI ULP SMKN 9 Bandung" to find out the effect of the block system on student learning interest with the Classroom Action Research method.

2. METHODS

In the research on the planning stage which includes cycles contained in the PTK method. The cycle in this study uses the Kemmis & Tagart model, consisting of four components, namely; planning, action, observation, and reflection.
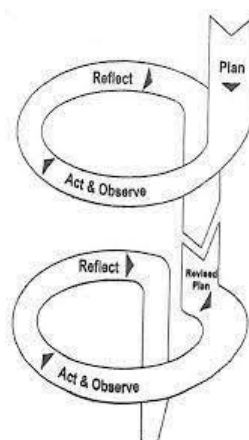

Figure 1 Kemmis & Tagart Model (1990)

The following is the research design according to the created cycle:

1) Cycle I
   a) Planning
      To answer the formulation of the problem, there is planning at the stage of this cycle which begins with giving a questionnaire / questionnaire research instrument to students regarding the block system learning they face.
   b) Action
      Enter the classroom to apply or give questionnaires / surveys to students to be done according to the filling instructions.
   c) Observation
      After filling out the questionnaire / questionnaire, observations are made to show the results in cycle I.
   d) Reflection
      At this stage the results are seen to guide the next cycle. The guide in it can inventory the shortcomings in cycle I.

2) Cycle II
   a) Planning
      To answer the formulation of the problem, there is planning at this stage of the cycle which begins with giving a questionnaire / questionnaire research instrument to students regarding student interest in learning.
   b) Action
      Enter the classroom to apply or give questionnaires / surveys to students to be done according to the instructions for filling out.
   c) Observation
      After filling out the questionnaire / questionnaire, observations are made to show the results in cycle II.
   d) Reflection
      At this stage the results are seen to guide the next cycle. The guide in it can inventory shortcomings in cycle II.

2.1 DATA ANALYSIS TECHNIQUES

Data editing is an activity of examining data that has been collected through questionnaires, observations, and interviews. The activity of checking the data means sorting out the data taken during the research. The data editing activity by checking the incoming data also ensures to see deficiencies in data filling. If there is a lack of data, refilling can be done. In addition, the next solution is to eliminate or not use data that is less eligible for analysis.

Data coding is giving certain codes to each data obtained, especially the results of filling out the questionnaire. In quantitative research, the data coding presented is in the form of a score. Data change or transformation into quantitative data is carried out with the guidelines of the measurement scale rules.

The scale in measuring the data uses the Likert Scale method. The Likert scale itself is a type of scale that has a high tendency of reliability to measure the opinions of respondents or individuals (Nasution, 2000). The Likert scale will provide data information that is relatively easy to understand. Scores that are in a high category indicate a higher level or intensity of attitude than lower scores (Nasution, 2000). The Likert scale used is as follows.

Table 1 Likert scale

Respondent's Answer	Respondent Score
Strongly Agree	5
Agree	4
Indecisive	3
Disagree	2
Strongly Disagree	1

3. RESULTS AND DISCUSSION
3.1. BLOCK SYSTEM ASSESSMENT RESULTS IN CLASS XI ULP SMKN 9 BANDUNG.

The block learning system for vocational schools was socialized in 2015, so SMKN 9 Bandung began using the guidelines provided by the Ministry of Education and Culture through the directorate of vocational high school development. According to Ms. Yanti, the Deputy Head of Human Resources who also previously served as Deputy Head of Curriculum, "The block system has a good impact on student creativity and it can be seen that during block learning, students have a strong focus on their vocational field."

In this study, variable X (SMK Learning Block System) is described into 5 (five) dimensions, namely lesson hours, subjects, rotations, equipment, and amount of infrastructure. The interpretation guidelines for each dimension are in the table below

Table 2 Indicator range value

Range Value	
0,01 – 1,00	Very low
1,01 – 2,00	Low
2,01 – 3,00	good
3,01 – 4,00	Excellent

The following are the results of the description of each dimension through the basis of the calculation of general trends contained in the results of the Weight Means Score (WMS) technique, which are as follows:

1. Study Time
   Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.203 which is in the good category. In this case, students receive information on class hours in accordance with the academic calendar. According to Mr. Yadi as Deputy Head of Curriculum "Every new school year, there will be a meeting to compile an academic calendar. Likewise, the block schedule is compiled and will later be approved by the principal".
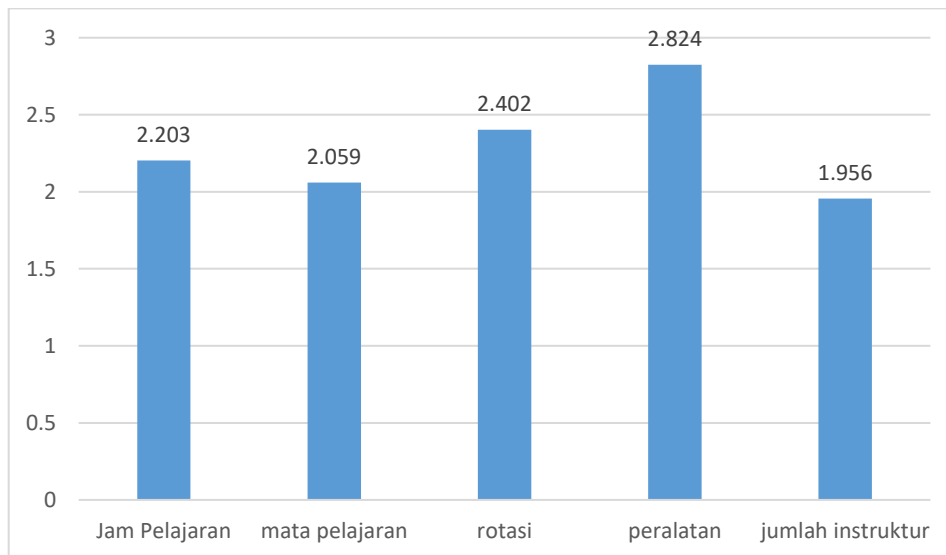
Source: Research Results (2023)
Figure 2 Learning Block System Dimensioning Results

2. Subjects

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.059 which is in the good category. In this case, the material obtained by students is in the appropriate corridor. Subjects with the content of the material presented are well received by students.
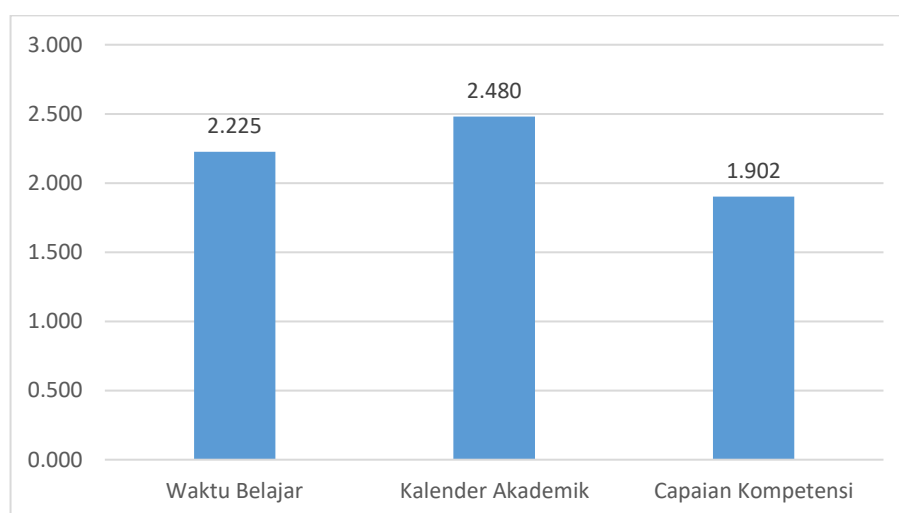
3. Rotation

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.402 which is in the good category. In this case, the transfer between the schedule of adaptive normative and vocational teaching and learning activities is well implemented. Students receive appropriate information regarding the transfer of teaching and learning schedules between normative adaptive and vocational.

4. Equipment

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.824 which is in the good category. In this case, the efficient use of facilities to support teaching and learning activities is well covered. Such as computer labs and practical equipment for Tourist Service Business classes can be used properly.

5. Number of Instructors

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 1.956 which is in the low category. This dimension is said to be low because the new block system was implemented in the 2022/2023 school year. According to Mr. Yadi and Mrs. Yanti as Deputy Head of Curriculum - Deputy Head of Human Resources, "The position of adaptive normative teachers and vocational teachers at the beginning of the block system implementation is still making adjustments" the situation of the number of teaching staff is still sufficient, but some teachers' teaching schedules are not well organized

Source: Research Results (2023)
Figure 3 Results of Lesson Hours Indicator

For details of the average value of the indicators obtained based on the calculation of the Weight Means Score (WMS) table:

a) Study time

Based on the results of the indicator data, an average of 2.225 is obtained which is in the good category. In this case, students carry out teaching and learning activities according to the specified study time. There is no excess or shortage of learning time received by students.

b) Academic Calendar

Based on the results of the indicator data, an average of 2,480 is obtained which is in the good category. In this case, students receive academic calendar information for an overview of the school activity schedule for 1 school year or for 2 (two) semesters.

c) Competency achievement

Based on the results of the indicator data, an average of 1.902 is obtained which is in the low category. In this case, it can be said to be low because it has not been fully conveyed by the teacher when teaching and learning activities take place. The overall teaching and learning activities in the good category are shown in the average of this dimension (Lesson hours) 2.203 (good).

Furthermore, the correlation coefficient test has a function to determine whether there is a relationship or not between the two variables in a study (variable X and variable Y).

The basis for decision making in the correlation coefficient test is as follows:

If the Significance value is <0.05, then it is correlated (positive/negative)

If the Significance value > 0.05, then it is not correlated.

The following are the results of the correlation coefficient test calculation using the SPSS Version 2.4 application:

In making a decision, the r value will be consulted with the interpretation table of the r value, which is as follows:

Table 3 Interpretation Guidelines for the r Value

Coefficient Interval	Relationship Coefficient Level
0,00 – 0,20	Very Low / Very Weak (No Correlation)
0,21 – 0,40	Low / Weak
0,41 – 0,60	Medium/Sufficient
0,61 – 0,80	Strong/High
0,81 – 1,00	Very Strong / Very High

Source: Research Methodology (2000)

Table 4 Correlation Coefficient Results

Correlations

|		Sistem Blok	Minat Belajar
Sistem Blok	Pearson Correlation	1	.282
	Sig. (2-tailed)		.106
	N	34	34
Minat Belajar	Pearson Correlation	.282	1
	Sig. (2-tailed)	.106	
	N	34	34

Source: Analysis Results (2023)

Based on the results of these calculations, the coefficient value between variable X (Vocational School Learning Block System) and variable Y (Student Learning Interest) is 0.282.

Figure 4. Block System Learning in Class

3.2 THE RESULTS OF THE DESCRIPTION OF LEARNING INTEREST IN CLASS XI ULP SMKN 9 BANDUNG

Student learning interest will be related to individual attitudes in receiving subject matter or teaching and learning activities which have different directions of tendency. Therefore, it can be seen through the dimensions of learning interest interpreted in the research results. In this study, variable Y (Student Learning Interest) is described into 4 (four) dimensions, namely physical, liking, interest, attention, and involvement. The results of the general tendency for each dimension are depicted in the following diagram:
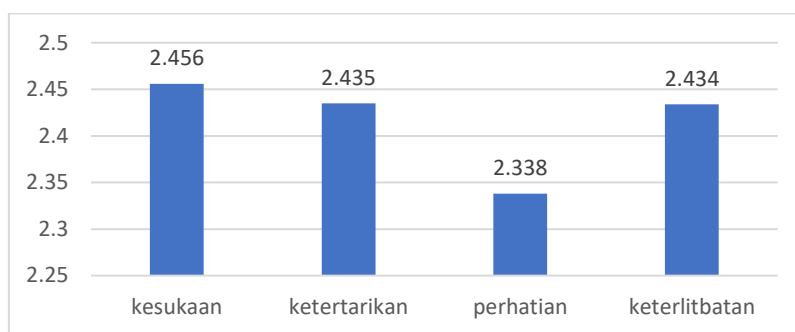
Source: Research Results (2023)
Figure 5. Learning Interest Dimension Results

The following is a description of each dimension based on the calculation of general trends using the Weight Means Score (WMS) table, which is as follows:

a) Favorite

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.456 which is in the good category. In this case, the level of favorability dimension is related to passion and initiative. This result is positive because it is in accordance with the conditions when teaching and learning activities take place.

b) Interest

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.435 which is in the good category. In this case, the level of liking dimension is related to responsiveness and freshness. This result is positive because it is in accordance with the conditions when teaching and learning activities take place.
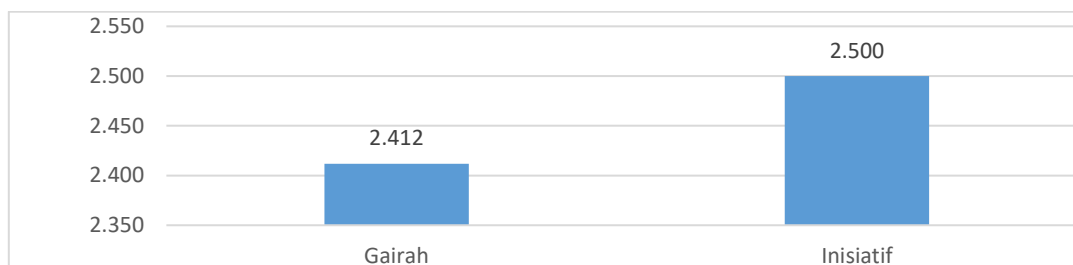
c) Attention

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.338 which is in the good category. In this case, the level of favorability dimension is related to concentration and accuracy. This result is positive because it is in accordance with the conditions when teaching and learning activities take place.

d) Involvement

Based on the calculation of the Weight Means Score (WMS) table, the average value of this dimension is 2.434 which is in the good category. In this case, the level of favorability dimension is related to willingness, tenacity, and hard work. This result is positive because it is in accordance with the conditions when teaching and learning activities take place.

The following is the average value of the indicators obtained based on the calculation of the Weight Means Score (WMS) table:

Source: Research Results (2023)
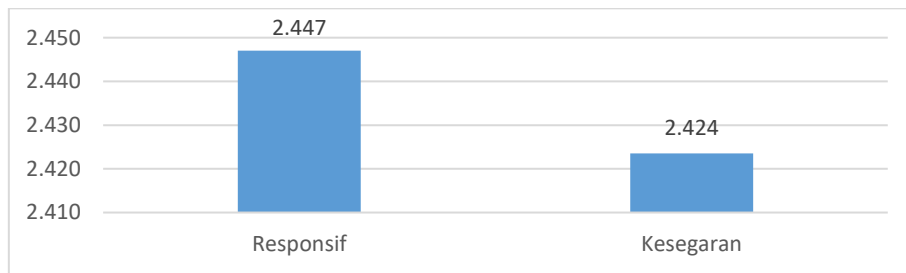**Figure 6.** Favorability Indicator Results

a) Passion
Based on the results of the indicator data, an average of 2.412 is obtained which is in the good category. In this case, students have a good passion or enthusiasm for learning in teaching and learning activities.

b) Initiative
Based on the results of the indicator data, an average of 2.500 is obtained, which is in the good category. In this case, students' initiative to ask questions and be active in teaching and learning activities is in the good category.

The following is the average value of the indicators obtained based on the calculation of the Weight Means Score (WMS) table:

Source: Research Results (2023)
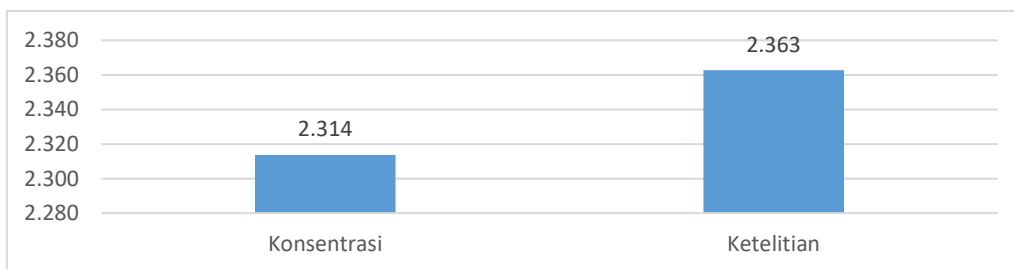**Figure 7.** Responsive and Freshness Indicator Results

a) Responsive
Based on the results of the indicator data, an average of 2.447 is obtained which is in the good category. In this case, the level of dexterity or quickly capturing learning material is in the good category.

b) Freshness
Based on the results of the indicator data, an average of 2,424 is obtained which is in the good category. In this case, the physical condition as well as the classroom atmosphere is in the good category. Students show positive results for this indicator.

The following is the average value of the indicators obtained based on the calculation of the Weight Means Score (WMS) table:

Sumber : Hasil Penelitian (2023)
Figure 8. Concentration and Thoroughness Indicator Results
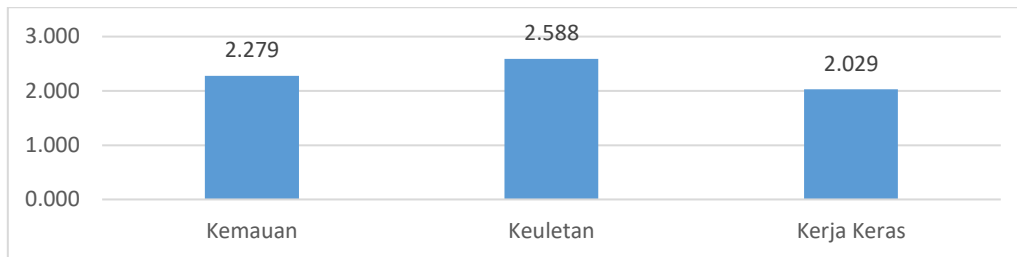
a) Concentration
Based on the results of the indicator data, an average of 2,314 is obtained, which is in the good category. In this case, the level of student concentration is still in the

good category. However, with a score that is close to the low limit, it shows that students have deficiencies with the level of learning concentration.

b) Thoroughness

Based on the results of the indicator data, an average of 2.363 is obtained which is in the good category. In this case, students have a level of rigor in the good category. However, with a score that is close to the low limit, it shows that students have shortcomings with accuracy in learning as well as doing a task.

The following is the average value of the indicators obtained based on the calculation of the Weight Means Score (WMS) table:

Source: Research Results (2023)
Figure 9. Willingness, Tenacity, and Hard Work Indicator Results

a) Willingness

Based on the results of the indicator data, an average of 2.279 is obtained which is in the good category. In this case, students show a willingness to learn in the good category.

b) Tenacity

Based on the results of the indicator data, an average of 2,558 is obtained which is in the good category. In this case, students have a sense of responsibility as well as seriousness in learning in the good category.

c) Hard Work

Based on the results of the indicator data, an average of 2.209 was obtained, which is in the good category. In this case, students show a struggling nature to accept teaching and learning activities from the beginning of the subject starts until the last subject schedule is completed.

Figure 10. Classroom learning process

3.3 THE RESULTS OF THE DESCRIPTION OF THE EFFECT OF THE BLOCK SYSTEM ON LEARNING INTEREST

To find the effect, the study conducted a determination test, correlation significance test, and simple linear regression test. The following is the data from the research; The coefficient of determination test or commonly abbreviated (R2) aims to find the results in the form of how many percent (%) of the influence of the independent variable.

Referring to the results of these calculations, the Adjusted R Square value (coefficient of determination) is 0.051. If this value is calculated with the calculation KD = (r2) x 100, it results in a coefficient of determination of 5%. These results mean that the level of relationship between variable X (Vocational Learning Block System) and variable Y (Student Learning Interest) is 5%. So it can be concluded that the SMK learning block system on student learning interest has an effect of 5%, and the remaining 95% student learning interest is influenced by other factors outside the vocational School learning block system.

As for the next picture, the correlation coefficient significance test aims to determine the effect between the independent variable (independent) on the dependent variable (dependent) significantly or not.

Referring to the results of these calculations, the results of the t-test were obtained with a value of 1.663. In making a decision, the correlation coefficient is considered significant if tcount> ttable. The t-count result obtained from the calculation is 1.663 and the t table value with (dk = n - 2) is 1.694. So obtained thitung>ttabel (1.663> 1.694). Thus H0 is accepted, namely that the product moment correlation value is not significant. With the conclusion that there is no significant influence between variable X (vocational school learning block system) on variable Y (student learning interest) class XI ULP SMKN 9 Bandung. For the final picture, using a simple linear regression test is used to test the effect and the independent variable (independent) on the dependent variable (dependent).

Based on the results of these calculations, the table above explains the value of the correlation / relationship (R) which is 0.282. From this output, the coefficient of determination (R Square) is 0.080 which means that the effect of the independent variable (SMK Learning Block System) on the dependent variable (Student Learning Interest) is 8%. From the output it is known that the value of F count = 2.767 with a significance level of 0.106 <0.05, then the regression model cannot be used to predict variable Y (Student Learning Interest) or in other words there is no influence of variable X (Learning Block System) on variable Y (Student Learning Interest).

It is known that the Constant (α) value is 35.900, while the value of the SMK Learning Block System (b/ regression coefficient) is 0.282, so the regression equation can be written:

$$\widehat{Y} = \alpha + bX$$

$$\widehat{Y} = 35{,}900 + 0{,}282X$$

The equation can be translated:

The constant of 35.900 means that the consistent value of variable Y (Student Learning Interest) is 35.900. Then the regression coefficient X of 0.282 states that every 1% increase in the value of the Vocational Learning Block System, the value of Student Learning Interest increases by 0.282. The regression coefficient is positive, so it can be said that the direction of the influence of variable X (Vocational Learning Block System) on variable Y (Student Learning Interest) is positive.

4. CONCLUSION

The Learning Block System of Class XI ULP SMKN 9 Bandung is in the good category. So it can be said that according to respondents, in general, the SMK Learning Block System runs in the class in good condition. This is based on measurements based on the dimensions in the SMK Learning Block System, namely lesson hours, subjects, rotations, equipment, and the amount of infrastructure.

Learning Interest of Class XI ULP Students of SMKN 9 Bandung is included in the good category. This is based on measurements based on the dimensions that exist in Student Learning Interest, namely liking, interest, attention, and involvement. Based on the results of the calculation of the research hypothesis test, the results show that the SMK Learning Block System has no influence on Student Learning Interest with a low correlation level. This shows that the SMK Learning Block System requires a process to run as expected, with the subject of class XI ULP which only implemented the block system in the 2019/2023 school year.

So it can be concluded, based on the hypothesis testing that has been carried out, the results show that the hypothesis needs further analysis regarding the effect of the block system on interest in learning about the relationship or positive correlation in further research.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

Akyuwen, J. S., Kempa, R., & Rumfot, S. (2023). *Peran Kepala Sekolah dalam Pengembangan Teaching Factory (TEFA) pada SMK Pusat Keunggulan yang Ada di Kota Ambon*. *4*, 1145–1154.

Angelina, P., Gusrita, R., Turinah, T. T., & Handayani, V. A. (2023). Efektifitas Pembelajaran Dengan Sistem Blok. *Jurnal Sintak*, *1*(2), 21–28.

Anggraeni, P., & Akbar, A. (2018). Kesesuaian Rencana Pelaksanaan Pembelajaran Dan Proses Pembelajaran. *Jurnal Pesona Dasar*, *6*(2), 55–65.

Daryani, R., Rostini, D., & Tedjawiani, I. (2022). Manajemen Lembaga Sertifikasi Profesi Sekolah Menengah Kejuruan dalam Meningkatkan Mutu Lulusan SMK di Kota Bandung (Studi Kasus Pada SMK Negeri 3 dan SMK Negeri 9 Bandung). *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(5), 1323–1334.

Djunaid, I. S. (2021). Penyuluhan Pentingnya Pemahaman Siswa Smk Pariwisata Tentang Skill Yang Dibutuhkan Dalam Dunia Kerja Pariwisata Di Smk Darmawan Bogor. *Jurnal Pengabdian Dan Kewirausahaan*, *5*(1), 36–46.

Friantini, N. R., & Winata, R. (2008). Analisis Minat Belajar Pada Pembelajaran Matematika. *Gramedia Pustaka Utama*, *4*, 70–75.

Hakiki, F. N., & Drifanda, V. (2022). Analisis Efektivitas Pelaksanaan Pembelajaran Dengan Sistem Blok Di SMK N 11 Semarang. *Spirit Edukasia*, *2*(01), 109–120.

Harsiwi, F. D. (2016). Pelaksanaan Pembelajaran Sejarah Indonesia dengan Sistem Blok di SMK Negeri 3 Salatiga. *Indonesian Journal of History Education*, *4*(1), 9–16.

Ilmi, M., & Hariselmi. (2021). *Evaluasi Implementasi Sistem Informasi Penjadwalan Sistem Blok Pada SMK Permata Harapan*. *9*(3).

Jatmoko, D. (2013). Relevansi kurikulum SMK kompetensi keahlian teknik kendaraan ringan terhadap kebutuhan dunia industri di Kabupaten Sleman. *Jurnal Pendidikan Vokasi*, *3*(1),

1–13.

Johandi, H., & Rasmawan, R. (2017). *Pengaruh Pembelajaran Block System Terhadap Prestasi Belajar Proses Industri Kimia Siswa Kelas Xi Smti Pontianak*. 1–13.

Johandi, Hairida, & Rasmawan, R. (2017). Pengaruh pembelajaran block system terhadap prestasi belajar proses industri kimia siswa kelas XI SMTI Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, *6*(3), 1–13.

Kartika, S., Husni, H., & Millah, S. (2019). Pengaruh Kualitas Sarana dan Prasarana terhadap Minat Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Penelitian Pendidikan Islam*, *7*(1), 113.

Khurniawan, A. W. (2015). *Grand Design Pengembangan Teaching Factory dan Technopark di SMK*.

Korompot, S., Rahim, M., & Pakaya, R. (2020). Persepsi Siswa Tentang Faktor yang Mempengaruhi Minat Belajar. *JAMBURA Guidance and Counseling Journal*, *1*(1), 40–48.

Majid, D. A., Mukhadis, A., & Poerwanto, E. E. (2011). Pengaruh Model Penjadwalan Pembelajaran Dan Motivasi Berprestasi Terhadap Hasil Belajar Perawatan Sepeda Motor Siswa Smk. *Teknologi Dan Kejuruan*, *34*(1), 35–48.

Mawardi, I. (2019). Evaluasi Penerapan Pembelajaran Sistem Blok di Jurusan Teknik Pemesinan SMK Muhammadiyah Prambanan. *Jurnal Pendidikan Vokasional Teknik Mesin*, *7*(2), 127–134.

Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, *1*(1), 128.

Parmuji, G. M., & Hernawan, A. H. (2004). *Analisis Kebutuhan Pengembangan Kurikulum Pelatihan Kompetensi Mice Bagi Guru Smk Usaha Perjalanan Wisata*. (1), 1–14.

Prayitno, W., Hastuti, W. S., & Setyaningsih, E. (2021). Peningkatan Minat Belajar Matematika Melalui Media Powtoon dalam Pembelajaran Daring. *Educatif Journal of Education Research*, *5*(1), 152–158.

Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris Smk Kota Surabaya. *Jurnal Gramaswara*, *2*(2), 49–62.

Subijanto, Sumantri, D., Martini, A. I. D., Mustari, I., & Soroeida, T. (2020). *Revitalisasi kurikulum SMK pariwisata: Kompetensi keahlian tata boga*.

Supriana, I. W., & Sukmana, I. T. (2018). Peningkatan dan Pengembangan Pengajaran Berbasis Teknologi Bagi Guru-Guru di SMK Pariwisata Margarana. *Jurnal Widya Laksana*, *7*(1), 47–54.

Wahono, T. (2022). Penguatan Pendidikan Guru Sekolah Dasar Agama Hindu Pada Sistem Pembelajaran Blok Implementasi Merdeka Belajar. *2*(8.5.2017), 2003–2005.

Wibowo, A. D., Haetami, M., & Puspa, H. (2019). Minat Belajar Peserta Didik Terhadap Pembelajaran Sistem Blok Pada Pelajaran Penjas Di Smti Pontianak. *Journal of Equatorial Education and Learning*, *8*, 1–8.

Zuhriyah, S. (2016). Faktor-Faktor Yang Mempengaruhi Kinerja Guru Smk Negeri Kelompok Pariwisata Di Daerah Istimewa Yogyakarta. *LITERASI (Jurnal Ilmu Pendidikan)*, *6*(2), 203.