

Evaluation of industrial work practice program in Vocational High School 1 Rejotangan

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ABSTRACT

This study aims to evaluate implementing the Industrial Work Practice (Prakerin) program at the Vocational High School (VHS) of 1 Rejotangan. This type of research is evaluative with a descriptive qualitative method using the CIPP model. The population of this study was 15 students involved, five work of world instructors, 21 teacher councils, and the headmaster of VHS of 1 Rejotangan. Data collection techniques use interviews and observations. Interviews are conducted openly and behind closed doors. The interview was conducted with the headmaster of VHS of 1 Rejotangan. The observations made by the researchers aimed to capture data on pre-employment activities, sincerity, and cooperation of participants and instructors during the activity. The results of this study are (1) synchronization of the joint curriculum to the world of work at the evaluation stage of the context of the VKS of 1 Rejotangan industrial practice program. At this stage, (1) the signing of an MOU between the world of work schools, a student readiness plan (competency mapping), and a placement plan (world of work Placement Mapping); (2) input evaluation obtained information that a cooperative organization was formed. The cooperative organization between schools and the business world and industry in the industrial practice program has two aspects: departmentalization and division of labor. The division of labor comprises principals and teachers from the business/industrial world. Meanwhile, departmentalization consists of mapping students. Place students in existing competencies and an appropriate world of work; (3) process evaluation, a collaboration between schools and the world of work for student development, is flexible and consistent with each school's policies; (4) product evaluation. The internship program has many benefits for schools and the world of work.



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INTRODUCTION

Education is the key to development that enables developing countries in global competition (Kotabe & Kothari, 2016). Another function of realizing education is as a solid foundation for building a prosperous, developing, and independent society (Husbands & Pearce, 2012). However, trying to improve education in Indonesia will encounter obstacles. Some of these obstacles are (1) the low level of facilities, infrastructure, and teacher quality; (2) low educational needs and efficiency (Hargreaves, 2019). Furthermore, education has an essential role in improving the quality of human resources (HR). Creating quality human resources will not escape the institutions that protect them

(Hanafi, 2020). So that with education, human resources owned by a nation can compete in the era of globalization

Meanwhile, the main challenge in education needs to be followed up. The Curriculum Center of the Research and Development Agency of the Ministry of National Education has identified six main issues in the national education system, namely: (1) the deterioration of students' character and morals; (2) unequal learning opportunities; (3) the internal efficiency of the education system is still low. (4) institutional status; (5) management of education that is outside of national development; (6) unprofessional human resources. Vocational Secondary Education prioritizes the preparation of students to enter the workforce and develop professional attitudes.

Sukardi (2011) argues that the success of vocational education is how high the level of absorption of graduates in the world of work is. If an educational institution can produce graduates who meet the requirements in the world of work, then the learning process directs students to have the skills needed. To achieve this goal, VHS makes various efforts to improve the quality of education natural Vocational High School is one of the schools whose learning materials change relatively quickly according to the demands of the job market.

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the aims of Vocational High Schools (VHS) are (1) to prepare students for the transition to higher levels and expand their foundation education; (2) to improve students' abilities as community members to maintain relationships with society, culture, and the natural environment; (3) improve students' development abilities With the advancement of science, technology, and art; (4) Prepare for work and develop a professional attitude. All VHS graduates must have the skills and willingness to work so that VHS graduates can be avowed in the business/industry world.

Ardiani and Ridwan (2020) explain that vocational high school graduates able to enter the business world need to be in a Dual System Education program (PSG) or Industrial Work Practice (Prakerin). The industrial world work practice program directs vocational graduates to have a background in the business world (Tao & Gao, 2017). The program is a realization in schools and the corporate world. Prakerin is a form of an activity-driven business program. Work directly in the world of work to reach a professional level. This industrial world work program provides opportunities for vocational students.

Especially vocational interest in industrial disciplines to adapt to the climate of the real-world work environment. Prakerin provides input and feedback for educational improvement and progress (Nirmawati, 2012). Each supervising teacher must supervise all aspects of student activities in the field at least once a month and coordinate with the field supervisor (Phillips & Johnson, 2022). Teachers must do it track student progress through journal checks, baseline visits, and discussions with industry and students at the internship location.

The Ministry of Education and Culture of the Republic of Indonesia stated that: (1) teachers who are educators who are responsible for preparing students are supervisors, and (2) students are participants in Prakerin activities in the Business/Industry World (DU/DI). (3) Equipment is a device that helps to achieve fast, accurate, and effective results. (4) Materials are materials used to make a product. (5) teaching materials are a set of materials that teach students to achieve the level of skills and competencies needed in the world of work, (6) methods are methods of delivering materials used to achieve learning objectives, and (7) schedules are tools for implementing school activities. Furthermore, in the workplace, with who, what, and where the behavior occurs (8) software/administration is a tool to carry out teaching and learning processes that differ from school to school and in the world of work, and (9) funding (cost of capital) is a fixed cost that must exist for its implementation.

It is necessary to evaluate the results of implementing the industrial world work practice program. In essence, program evaluation is determining the achievement of objectives, informing decision-makers, comparing performance against benchmarks to see if there is a gap, and systematically investigating the value/quality of objects (Ananda & Rafida, 2017). The program must be evaluated to determine whether the stated objectives have implemented the intervention or assistance.

This model chosen is CIPP to be evaluated as a complete and comprehensive system. In addition, the CIPP assessment concept is that the principal purpose of the assessment is not to prove

it but to improve it. Many factors, such as the following prompted researchers to choose VHS 1 Rejotangan as a research location, namely: (1) VHS is a vocational high school; (2) Collaborating with businesses and large industries; and (3) A large number of graduates from both institutions are employed by businesses or industry, especially graduates with a high level of proficiency in their profession.

RESEARCH METHOD

The type of research chosen by the researcher is evaluative research. This research aims to determine the extent to which a program is carried out. Evaluation is an activity to collect information, then the information already obtained can be used as an alternative when making decisions. Evaluation research is defined as a combination of research and evaluation. That is, evaluation research is neither research nor purely program evaluation. The population of this study was 15 students involved, five worlds of work instructors, 21 teacher councils, and the headmaster of Vocational High School of 1 Rejotangan.

Qualitative data will be obtained through observation and interviews. Interviews are conducted openly and behind closed doors. The interview was conducted at the principal of VHS 1 Rejotangan. The observations made by the researchers aimed to capture data on pre-employment activities, sincerity, and cooperation of participants and instructors during the activity. Interview grids with school principals adopted from [Stufflebeam and Zhang \(2017\)](#) can be seen in [Table 1](#) and [Table 2](#).

Table 1. Grills of Industrial Work Practices Interview with Headmaster

No.	Evaluation Stage	Researched aspects
1	Context	Legal basis
2	Input	Schedule. Mechanism, number of participants, and material
3	Process	Duration of pre-employment and scope of prekerin
4	Product	Benefits for schools

Table 2. Grills of Industrial Work Practices Observation with Headmaster

No.	Evaluation Stage	Researched aspects
1	Context	Legality of prekerin, Pre-employment program background, Vision and mission of VHS 1 Rejotangan, and identify student needs and market needs for pre-employment
2	Input	Participants of the pre-employment program, scheduling of pre-employment program implementation, pre-employment program implementation strategy, management and budget of the pre-employment program process, facilities and infrastructure and human resources
3	Process	Identify the process of implementing the pre-employment program and implementation of the pre-employment program
4	Product	Quality of pre-employment programs and pogram improvement interpretation

Qualitative data analysis was obtained from several stages: data reduction, presentation, and conclusion ([Miles et al., 2019](#)). The evaluation method used is the CIPP model. CIPP is an acronym for Context, Input, Process, and Product. The meaning of the CIPP model is that evaluation is related to a program's context, inputs, processes, and outcomes. The most important thing from the CIPP model is at stages of improving the evaluation of the currently implemented program. Information can be obtained with the help of the CIPP model to help improve academic activities and bring get the efficiency desired by an educational institution ([Ghafari et al., 2016](#)). The data analysis technique proposed by [Miles et al. \(2019\)](#). Data analysis is interactive and continues until the data is saturated. Before concluding, the data are sequential, starting with concessions and data display.

FINDINGS AND DISCUSSION

Prakerin from VHS 1 Rejotangan is fully managed by the Prakerin working group. The working group prepares management issues from license files to revocation and evaluation files. The Working Group cooperates with all skill supervisors from VHS 1 Rejotangan. In other words, the Prakerin working group manages all the expertise of VHS 1 Rejotangan.

Context evaluation is carried out to determine the plan and suitability of the Prakerin program according to supervisors, students, and teachers. The industrial work practice planning process begins with a joint meeting between the coordinator, the Deputy Director of Public Relations, and members of the Pokja Prakerin consisting of the Pokja Chair, Curriculum Leader, and Main Teacher, which discusses the preparation of the internship program to: Follow the Schedule Curriculum and Pokja Prakerin. In addition, 3 to 6 months to complete an internship at VHS 1 Rejotangan consists of 2 periods and two waves.

From the interviews above, information is obtained that several components form the basis for the success of the Prakerin program. First, the role of teachers and instructors. The teacher is an educator who has the task of preparing students to enter the world of work. When detailed in more detail, the teacher's duties are (1) to provide moral support; (2) explore information related to the development and difficulties of students; (3) create problems and find solutions to problem-solving; (4) observe all activities carried out so that they can be used as material in improving the quality of industry and schools. Instructors are supervisory staff from the world of work who have the task of educating and teaching students to have a professional spirit. The rest of the duties of the supervising staff are (1) to provide support during implementation by facilitating all student needs, (2) to describe various things related to the industrial world, such as the nature and work ethic, (3) to realize the training according to a predetermined schedule, and (4) deliver penalties to students who violate the rules in the industrial world.

Second, students. Before implementing the internship program, students are prepared with sufficient knowledge and skills. The supplies given to students will get easy for students to contribute to the world of work. Third, tools and equipment for obtaining products quickly and precisely. Fourth, teaching materials. Teaching materials are a horde of several materials that will deliver to the students. Teaching materials are several materials that will be delivered to students. Arranged teaching materials prepared later can assist students in increasing their level of skills and competencies to the needs of the world of work. There is a link between curriculum and teaching materials to form each student's competence.

The results of the Prakerin location survey by the working group team will be held together to discuss the competencies required by the world of work. The purpose of the meeting held by the school with the world of work is to equalize perceptions about the competencies taught to students. The agreement that resulted from the meeting can be used as information material and develop the curriculum. The meeting also resulted in several activities at VHS 1 Rejotangan.

The activities carried out at VHS 1 Rejotangan are designed for (1) drafting an agreement, (2) the process of mapping/mapping internships, (3) the location survey process and the student placement process, (4) practice of productive subjects, (5) mapping/ mapping of students, (6) budget planning/making RAB, (7) identification, application letters, which are needed during the internship program, (8) information and motivation to teach students' mental preparation courses or face the world of work and industry, (9) collaborate with a world of work to provide teaching/guidance, (10) the process of planning supervision and mentoring of internships if there are no students with problems, followed by intensive guidance by curators and curriculum leaders onsite and instructors or supervising teachers.

VHS 1 Rejotangan must prepare several components in dealing with the internship program: making a curriculum in the internship program compiled by the world of work, making curriculum analysis to introduce work production methods, does not interfere with implementing the curriculum and normative subjects. The next step in the planning process is to map students according to their competencies. The Working Group of VHS 1 Rejotangan consists of the Pooja Chair, Curriculum Supervisor, and Guiding Teacher. The three of them work together to develop student data and the needs location data according to student competence.

The school will also send a readiness letter to the world of work, which is ready to welcome students to carry out their duties. Welcoming done through the working group's chairman has like with the authorities. Then, the working group team drafted a student placement plan at several predetermined locations. The student placement itself is organized to the approval and form regarding student data desired by the business world.

Input evaluation is used to determine the readiness of industrial practice programs by supervisors and students. This stage is divided into departmentalization and division of labor activities. A departmentalization is a group of work activities. An organization that allows similar and related activities to be carried out together. Reflected in the official structure of the organization and displayed on the organization chart. The division of labor is the division of work tasks so that everyone in an organization is responsible and carries out limited activities. Organizing can be done in three stages: (1) detailing all the work that must be carried out to achieve organizational goals; (2) dividing the workload.

The distribution of work is carried out in two stages, namely, a structured division of labor and a structured and unstructured division of labor. The structured division of labor is reflected in the organizational structure of VKS. The organizational structure was formed by considering aspects of implementing school collaboration with the world of work, distribution of the Rejotangan working group, instructors, and leaders in business and industry. The unstructured division of labor begins with the activities of the planning stage in the work experience program.

The principle of the industrial work practice program at VHS 1 Rejotangan leads to a SWOT analysis. SWOT analysis systematically defines various factors to state a strategy while optimizing strengths and opportunities and minimizing solutions to weaknesses and threats. The implementation of the SWOT analysis can be seen in Figure 1.

Streight	Opportunities	Weakness	Threats
Creating a curriculum together with world of work. The creation of a supporting laboratory The creation of a professional teacher.	The creation of approval from world of work in conducting the internship program. Implementing the internship program with world of work in accordance with the established skill program.	The low competence of students in reproduction	World of work positions students not according to their expertise. There is an implementation schedule that is in line with other institutions.
SO Strategy	WO Strategy	ST Strategy	WT Strategy
Recruitment of students after the implementation of the prakerin program	The creation of an agreement with world of work when direct guidance by the world of work supervisor	The creation of a world of work Joint agreement to make it easier for teachers to observe student progress	Arranging the schedule for prakerin implementation so that it does not coincide with other institutions. Placement of students in prakerin programs.

Figure 1. SWOT Analysis at VHS 1 Rejotangan

The SWOT analysis is used to identify in detail the events that occur in the field. If a problem occurs, armed with a SWOT analysis that has to carry out can make it easier to find a solution. The SWOT strategy developed is more focused on the deliberation process carried out by a member of an organization. Of course, members of the organization have responsibility for the program implemented.

Process evaluation is carried out to determine the process of implementing Prakerin in the field according to teachers, supervisors, students, and instructors. The process of implementing the internship program is carried out through several tasks: (1) efficient world of work data collection, (2) another world of work over a certain period, (3) Prakerin students, (4) student survey program,

(5) appointment of coaching teachers and sending students Prakerin, (6) Prakerin implementation reports and guidance, (7) Prakerin student monitoring, and (8) internship student recruitment.

A good Prakerin program is realized by meeting the needs of schools and industry needs. The on-the-job training model is used to develop the management of the internship program implementation. At the time of implementation, the training and material sections must be synchronized. The importance of doing this program is one of the means to foster students with competencies that follow qualifications that are following the demands of the job market. Students can integrate knowledge into the real world of work. Moreover, the internship program forms students' work ethic, skills, abilities, or competencies following those required by the world of work.

The internship program at VHS 1 Rejotangan is offered to Class XI students in odd and even semesters. This program, organized by the world of work, has partnered with schools. There is also assistance or providing theory and knowledge when implementing production methods at VHS 1 Rejotangan. The quality standards of each examination program of each educational institution have carried out the provision of competencies. In its implementation, the competency provision is integrated into the real world of work. The goal is to shape students' work ethic, skills, abilities, and graduate competencies. The achievements of some components are also accustomed to the provisions during the implementation of the Prakerin program.

The internship program is a means of preparing vocational school graduates to meet market qualifications. In school, using Prakerin in integrating education and skills delivery will shape student achievement in the world of work requirements. Theories, guidance, and competencies are built from the start. The effective steps are teaching students to participate in the learning process and teaching and mentoring in schools. Another activity that has contributed to the success of the internship program is field visits, which students can use as a vehicle for review while working in the industry. In this case, cooperation becomes important as a coordinator organizes this activity.

The principle applied to the internship program is learning while working. These principles are used as the basis for developing self-competence independently. The teacher only conveys brief information to the students. The rest of the students are asked to find solutions to problems independently. Thus, students will get a better experience and impression.

Administrators, students, and instructors must do product evaluations to determine the benefits of internships. The internship program assists students and especially their needs. The Internship Program offers excellent student benefits tailored to the student's needs. The Prakerin program benefits students and educational institutions by providing opportunities for students to apply the knowledge they have learned in real terms. In addition, institutions/schools can also cooperate with industry to distribute graduates. The benefits of the Prakerin program at VHS 1 Rejotangan are excellent, but further improvements are needed to address or predict potential problems.

Meanwhile, the results of the observation sheet stated that from the context evaluation, the connector dived into the legal basis, the background, vision, and mission, and the objectives of implementing the pre-employment program. The supervisor also understands the suitability of the pre-employment program with the needs of the world of work and the needs of competencies that should the school should learn viewed from the evaluation of inputs; the mentor understands the prerequisites that must be met by students in participating in the pre-employment program and the targets of the pre-employment program. In addition, the supervisor dived into the agreement between the school and the world of work on the pre-employment program and conducted socialization on the pre-employment program activities. When the pre-employment program activities occur, a fee is charged to the participants.

Although the facilities still need to be completed, the school still provides them. This is shown by most students still using their laptops to facilitate learning activities from the point of view of process evaluation, namely the conformity of the scope of implementation of the pre-employment program with the competence of the expertise. The needs of the participants of each division in the world of work are different. As a result, the entire participant is placed in different rooms. Through the conformity between the volume of work and the target competence of the electorate

Industrial work practice program actions must be evaluated immediately (Devani & Refdinal, 2020). There are to determine if the previously planned program is still relevant to DUDI's

requests or wants. According to Nasution (2000), assessment is always necessary for all productive actions. Feedback is acquired via evaluation, then utilized to enhance or amend all forms used—materials, techniques, and program implementation.

Accept Rumanti's (2002) view that assessment must always be a priority in an organization, such that evaluation is carried out in each activity and as a whole. Evaluation will reveal the impediments to planned projects. Furthermore, the company will develop a suitable solution so that future program implementations operate smoothly.

Industrial work practice activities will run smoothly due to the delegation of authority given to subordinates under the supervision of the leadership or head of the organization, which is sufficiently capable of giving freedom to each person to express thoughts, concepts, and attitudes (Yansahrita, 2020). Assessment operations are carried out in each organization according to the evaluation strategy (Igartua et al., 2021). The evaluation plan includes information about the work program to be assessed and a description of the activities, timing, and techniques to evaluate the program.

In addition, evaluation findings are demonstrated in the results and efforts to address problems or provide solutions. It is very important to evaluate to measure the effectiveness and achievement of the programs that have been implemented (Guyadeen & Seasons, 2018). The existence of collaboration between schools, the business world, and the industrial world (DUDI) in the implementation of industrial work practice activities are evaluated using evaluation sheets for students which contain components of attitude and competency assessment (Casmudi et al., 2022).

CONCLUSION

Based on the results of the interviews and observations above, there are several findings. First, synchronizing the curriculum with the world of work at the evaluation stage within the framework of the industrial work practice program at SMK 1 Rejotangan. At this stage, an MoU was signed between the world of school work, the Student Readiness Planning Section (Competency Mapping), and the Placement Planning Section (World of Work Placement Mapping), which is used for fieldwork based on student competencies needed by the world of work. Second, information has been obtained in the input evaluation that a cooperative organization was formed. Cooperative organization between schools, the business world, and industry in the industrial practice program has two aspects: departmentalization and division of labor. The division of labor comprises teachers/principals and teachers of the business/industrial world. Departmentalization consists of mapping students' placement of students in existing competencies and the appropriate world of work. Third, at the evaluation stage of the process, collaboration is established between the school and the world of work for student development that is flexible and consistent with each school's policies. The last stage is product evaluation. The internship program has many benefits for schools and the world of work.

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