

Development of Internship Program Evaluation Instruments for Vocational High Schools (SMK) at Patra Semarang Hotel & Convention in 2024

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Abstrak : Pendidikan kejuruan diartikan sebagai pendidikan mencari penghasilan bagi kehidupan atau pendidikan untuk bekerja (*education for work*), Sekolah Menengah Kejuruan (SMK) merupakan sekolah yang mempersiapkan tenaga kerja terampil yang siap pakai dan siap kerja. Praktik kerja lapangan/magang dilakukan melalui tahapan perencanaan, pelaksanaan, penilaian, serta monitoring dan evaluasi, pada penelitian ini peneliti mencoba untuk masuk di tahap evaluasi dengan mengembangkan instrumen evaluasi program magang yang disusun sesuai dengan kebutuhan perusahaan. Tujuan dari penelitian ini diharapkan dapat mengembangkan instrumen penilaian program magang di Patra Semarang Hotel & Convention menjadi bersifat objektif, dapat membuat kisi-kisi sebagai petunjuk pengisian lembar instrumen, dan dapat menghasilkan instrumen yang valid dan reliabel berdasarkan uji validitas dan reliabilitas melalui analisis software SPSS. Peneliti menggunakan metode mix method dengan pendekatan kualitatif dilakukan melalui wawancara untuk menggali kebutuhan perusahaan terkait pengembangan instrumen serta pendekatan kuantitatif melalui uji validitas dan reliabilitas menggunakan software SPSS Statistics. peneliti memutuskan untuk menggunakan skala likert dalam metode penilaian dengan skor 1=sangat buruk, 2=buruk, 3=cukup, 4=baik, dan 5=sangat baik, serta peneliti memberikan kisi-kisi dalam setiap butir pertanyaan. Instrumen yang telah dikembangkan dikonsultasikan dengan pihak manajemen hotel dan diuji cobakan kepada 25 siswa magang, hasil ujicoba kemudian dianalisis menggunakan software SPSS Statistics dan didapatkan nilai r dari setiap butir pertanyaan mencapai diatas 0.396, sedangkan pada uji reliabilitas didapatkan nilai Cronbach alpha sebesar 0.840. Hasil uji validitas dan reliabilitas menunjukkan bahwa instrumen yang telah dikembangkan masuk dalam kategori valid dan reliabel.

Kata Kunci: Instrumen, Evaluasi, Magang

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Abstract: Vocational education is defined as education aimed at earning a livelihood or education for work. Vocational High Schools (SMK) are institutions that prepare skilled labor ready for employment and work. Fieldwork/internship is carried out through stages of planning, implementation, assessment, as well as monitoring and evaluation. In this research, the researcher attempts to enter the evaluation stage by developing an evaluation instrument for the internship program that is tailored to the needs of the company. The aim of this research is to develop an assessment instrument for the internship program at Patra Semarang Hotel & Convention to be objective, to create a framework as a guide for filling out the instrument sheet, and to produce an instrument that is valid and reliable based on validity and reliability tests using SPSS software. The researcher employs a mixed-method approach, with qualitative methods conducted through interviews to explore the company's needs regarding instrument development, as well as quantitative methods through validity and reliability testing using SPSS Statistics. The researchers decided to use a Likert scale in their assessment method with scores of 1=very poor, 2=poor, 3=fair, 4=good, and 5=very good, and they provided a rubric for each question item. The developed instrument was consulted with the hotel management and tested on 25 intern students. The results of the trial were then analyzed using SPSS Statistics software, and it was found that the r value for each question item reached above 0.396, while the reliability test yielded a Cronbach alpha value of 0.840. The results of the validity and reliability tests indicate that the developed instrument falls into the category of valid and reliable.

Keywords: Instruments, Evaluation, Internship

Introduction

Warnings of a potential global recession in 2023 have become a central focus for countries around the world. The issue of a recession has been reinforced by numerous financial institutions worldwide, which have echoed these concerns. The origins of this issue can be traced to the actions of many financial institutions that have raised interest rates to curb inflation (Wulan Sari et al., 2023). Previously, the International Monetary Fund and the World Bank predicted a global recession in 2020. These leading economic institutions projected that global economic growth would decline by up to 2.8% from 2019 levels. Before this global recession prediction, these institutions had forecasted that global economic growth in 2020 would increase by approximately 3%, driven by the Fourth Industrial Revolution. However, the outbreak of the Covid-19 pandemic, which originated in China, had a profound impact on all industrial sectors, leading to a visible global economic downturn, including national economies.

The current economic crisis affecting many countries has directly resulted in a narrowing of employment opportunities and an increase in layoffs. Recent graduates are finding it increasingly difficult to compete, both in terms of academic achievements, skills, and strategies for navigating the recruitment process. Vocational education is defined as education aimed at earning a livelihood or education for work (Bukit, 2014a). Vocational High Schools (SMKs) are institutions that prepare skilled and ready-to-work labor forces. Although not all graduates will be absorbed into the labor market, vocational education, according to the National Education System Law (Sisdiknas) of 2003, prepares students primarily for employment in specific fields and equips them to continue their education at higher levels. Vocational education is characterized by education as preparation for work or additional education for work; it is available through formal school education and non-formal education pathways, and it is oriented towards specific fields of work (Bukit, 2014b). Thus, vocational education in the school system prepares students for employment in specific fields. As stated in Article 15, Section 2 of the National Education Law (UUSPN), vocational education in the formal school system is conducted at the secondary education level, namely Vocational High Schools.

Badan Pusat Statistik (BPS) reported that the highest unemployment rate by educational level was among Vocational High School (SMK) graduates. Although the unemployment rate among SMK graduates decreased in 2022, it is ironic that SMK graduates continue to contribute the largest share to the unemployment rate each year (Badan Pusat Statistik, 2023).

In a dynamic and highly competitive business environment, industries are increasingly seeking competent graduates (Rahardja et al., 2019). As a result, educational institutions have given special attention to this issue. One of the strategies implemented by educational institutions is the internship program. This program is conducted before students graduate, allowing them to gain experience before entering the workforce (Mardi, 2021). Internships involve temporary work placements, often undertaken voluntarily by students at the secondary or tertiary levels (Agussani, 2021). Internship programs are

mutually beneficial for both students and the organizations where they intern (Chotimah & Suryani, 2020).

Many industries prefer to hire experienced graduates rather than fresh graduates who lack experience (Saulina Panjaitan et al., 2022). One of the key outcomes of internship experiences is the direct connection to students' ultimate career goals (Masitowati & Deritia, 2019). Moreover, these programs can produce graduates with practical work experience, skills, and knowledge (Riyanti & Kasyadi, 2021). Internship programs not only provide significant career and income benefits for students but also enhance their self-confidence and satisfaction in lifelong learning (Rahardja et al., 2019). This situation underscores the critical role that internships play in education, with numerous benefits for students' post-educational lives. Additionally, through internship programs, educational institutions can strengthen ties with the business world and build their own reputations, as seen in Indonesia, particularly in SMKs, which aim to equip students with competencies in specific fields to meet industry demands. However, in reality, a significant portion of SMK graduates (86%) still do not meet the workforce needs of businesses or the industrial sector (Musfah, 2021).

The internship program is regulated by Permendikbud No. 50 of 2020 concerning Fieldwork Practice for Students. The objectives of the Fieldwork Practice Program are to enhance students' competencies in line with workforce needs, foster professional work culture and character in students, and prepare them for independence in employment and/or entrepreneurship (Article 2). The regulation stipulates that fieldwork practice is conducted by SMKs/MAKs, SMALBs, and LKP in collaboration with the business and industrial sectors, state-owned enterprises/local government-owned enterprises, government agencies, or other institutions, both domestically and internationally. Fieldwork practice can be conducted either offline or online (Article 8). Fieldwork practice/internships are conducted in stages: planning, implementation, assessment, and monitoring and evaluation (Article 10). The assessment stage is conducted to measure students' competency achievements, covering aspects such as attitudes, knowledge, and skills. The assessment is carried out by the internship program supervisor from the workplace. The final stage involves monitoring the implementation of the internship program and evaluating the planning and outcomes of the internship program. Monitoring and evaluation are conducted at least once per internship period.

The assessment method used involves assessment forms from both the school and the internship location, with each having its own assessment forms to evaluate the outcomes of the internship program.

At a single internship location, there can be more than one school conducting internship programs, such as at Patra Semarang Hotel & Convention. Patra Semarang is a workplace that receives many students for internships, like in 2023, when Patra Semarang received students from 8 vocational high schools (SMK) from Semarang City and Semarang Regency. These schools included SMK 2 Semarang for administrative roles, SMK 6 Semarang, SMKN Bawen, SMKN Kendal, and SMKN Weleri for hospitality roles, SMK Widyapraja Ungaran and SMK Fransiscus Semarang for IT roles, and SMK Theresiana for

culinary roles. Patra Semarang offers many areas of learning for students because it operates in the hospitality industry, which includes Food and Beverage (FnB), Hotel Management, Hotel Administration, Engineering, Logistics, and Finance, allowing educational institutions from various disciplines to conduct internships at Patra Semarang. Given the number of students interning at Patra Semarang, it's necessary to conduct an evaluation of the internship program that has been implemented. While Patra Semarang already has an evaluation form for assessments, the evaluation sheets are still subjective and do not yet cover all the necessary evaluation aspects comprehensively.

Methodology

This study employs a mixed methods research design, combining the collection, analysis, and integration of both quantitative and qualitative research methods in a single research sequence to better understand the research problem (Creswell & Vicki, 2017). The quantitative method is used to develop test instruments and analyze the collected data, while the qualitative method provides input and suggestions for the development of non-test instruments. The quantitative approach in this study is applied during the item analysis of questions created by the researcher, whereas the qualitative approach is conducted through interviews using source triangulation as the data collection process. The three sources interviewed include the implementers (8 vocational high schools from Semarang City and Regency), the vocational program participants (students from vocational high schools in Semarang City and Regency), and the company (Patra Semarang Hotel & Convention).

The subjects or targets of this research are Patra Semarang Hotel & Convention, the internship program participants, and 8 vocational high schools from Semarang City and Regency, which include: SMK 2 Semarang, SMK 6 Semarang, SMKN Bawen, SMKN Kendal, SMKN Weleri, SMK Widayapraja Ungaran, SMK Fransiscus Semarang, and SMK Theresiana. The research was conducted in June-July 2024. Primary data sources will be obtained through interviews with three parties: the implementers (8 vocational high schools from Semarang City and Regency), the vocational program participants (vocational high school students from Semarang City and Regency), and the company (Patra Semarang Hotel & Convention). Secondary data sources will be obtained through document studies related to the implementation of the internship program, such as the instruments that have been used so far, internship program manuals, and internship program regulations. After obtaining the necessary data, the researcher will begin developing the instruments using the following steps: 1) Preparing the measurement tool specifications, including the grid and indicators, 2) Writing the questions, 3) Reviewing the questions, 4) Conducting a trial, 5) Analyzing the instrument items, and 6) Assembling and labeling the instrument. In the final stage, the instrument developed by the researcher will be evaluated by testing it on internship students at Patra Semarang Hotel & Convention from 8 vocational high schools in Semarang City and Regency to conduct validity and reliability tests.

The research begins with in-depth interviews conducted with the company receiving interns under the internship program, specifically Patra Semarang Hotel & Convention. The

primary objective of these interviews is to identify the specific needs of the company in evaluating the performance of internship participants. Through this interview process, the researcher aims to comprehensively understand the key aspects deemed important by the company, such as technical competencies, interpersonal skills, and the interns' adaptation to the company's work culture (Daryono et al., 2023). The information gathered from these interviews will serve as a foundation for developing an assessment instrument that is relevant and aligned with the company's expectations and requirements. Once the company's needs have been identified, the next step is to conduct an item analysis of existing or newly developed assessment instruments. This process involves a thorough evaluation of each item within the assessment instrument to ensure that each one accurately reflects the company's needs and expectations.

The researcher will consider various aspects, including the alignment of items with the evaluation objectives, the clarity and specificity of the items, and the relevance of the items to the expected competencies (Eriyanto, 2011). This process aims to produce an assessment instrument that is not only accurate but also easy for company evaluators to use and understand. After the assessment instrument has been developed, the researcher will conduct a trial run with the internship participants. The purpose of this trial is to test the validity and reliability of the instrument, ensuring that it accurately measures the intended constructs with a high level of consistency. In this phase, the researcher will utilize SPSS software to analyze the data obtained from the trial. Validity testing will assess the extent to which the instrument measures the intended constructs, while reliability testing will evaluate the consistency of the results produced by the instrument. The outcomes of these validity and reliability tests will determine whether the assessment instrument can be effectively used to evaluate the internship program at Patra Semarang Hotel & Convention.

Result and Discussion

The basis for developing the instrument is determined by the company's needs in evaluating the internship program. Based on this, open interviews were conducted on Monday and Tuesday, June 10-11, 2024, at Patra Semarang Hotel and Convention with the management of Patra Semarang Hotel and Convention, who are also the final evaluators of the internship students. The interviews involved 9 respondents who are section head-level employees, including the Executive Assistant Manager, Front Office Manager, Public Relations Manager, Sales Manager, Head Chef, Banquet Manager, Information Technology Supervisor, Human Resources Manager, and Accounting Manager. The purpose of the interviews was to explore the company's needs regarding the development of the internship program evaluation instrument. The list of questions in the interview instrument is as follows: 1) Who is involved in the internship program evaluation process? 2) How has the internship evaluation process been conducted so far? 3) Has the current internship instrument been able to assess all evaluation aspects? 4) What challenges have been faced during the internship evaluation process? 5) What are your expectations regarding the development of the internship program instrument?

Based on the interview results, the internship program evaluation process is conducted 1-2 weeks before the internship students are withdrawn. The process of filling out the internship program evaluation instrument is carried out by section head-level employees during working days. All respondents indicated that there is no need to change the substance of the existing instrument, which is an assessment to measure three aspects: technical skills, personal skills, and comprehensive skills. Seven respondents expressed reluctance to increase the number of items on the evaluation sheet, stating that the current number of evaluation items is sufficient and does not need to be added. The open-ended question about the challenges faced during the internship program evaluation process revealed that most respondents found it difficult to assign an appropriate numerical score to the interns, due to the evaluation form using a numerical range from 0-100. In addition to clarity in scoring, respondents also expressed a desire for the internship program evaluation instrument to include guidelines for scoring, which would improve efficiency in completing the instrument and ensure it is more targeted.

Based on the interview results, the researcher sought to develop the existing instrument by considering the respondents' suggestions. The steps taken include changing the scoring system from using a numerical index from 0-100 to a Likert scale. According to Sugiyono (Dr. Sugiyono, 2010), the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Instruments using this type of scale are commonly utilized by researchers for measurement purposes. For example, measuring the student work ethic index using a 1-5 scale (Wahyono et al., 2014) and assessing learning interest using a Likert scale (Retnawati, 2014). With the Likert scale, the variable to be measured is broken down into variable indicators, which then serve as a basis for constructing instrument items that can be in the form of statements or questions. The 5 points used in this research's Likert scale are as follows: 1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Very Good The variables to be measured will be explained through several indicators, and each indicator will have sub-indicators.

The three competency aspects included in the indicators are crucial in evaluating the internship program at hotels, as each represents a key area necessary for the hospitality industry. Technical competence refers to the ability to perform tasks effectively (Dharmawan & Ardianto, 2017), encompassing the practical skills and knowledge required for specific tasks in the hotel industry, such as food and beverage handling, hotel management software usage, or guest service techniques. Technical competence ensures that employees can carry out their duties efficiently and in accordance with operational standards. Personal competence involves soft skills related to personality and attitude, such as communication, teamwork, work ethic, and the ability to manage oneself and others (Musyawir & Loilatu, 2020; Hadromi et al., 2021). Personal competence is vital for creating positive guest experiences and maintaining a harmonious work environment. On the other hand, comprehensive competence includes the ability to see the bigger picture, solve problems, make sound decisions, and understand various job aspects holistically (Pourhosein Gilakjani & Sabouri, 2016). Comprehensive competence ensures that

employees can think critically and act proactively, which is essential for the sustainability and quality improvement of hotel services.

These three aspects are integral to the assessment of the entire internship program activities due to the complexity of roles within a hotel. The hospitality industry requires a combination of strong technical skills, positive personal attitudes and behaviors, and a thorough understanding of hotel operations. An evaluation that focuses on only one aspect would neglect other important dimensions necessary for job success. Assessing these three aspects together ensures that the evaluation of interns reflects their abilities in a comprehensive and balanced manner (Isnaeni et al., 2021). This approach helps hotels more accurately identify individual strengths and weaknesses. Moreover, interns assessed based on these three aspects are better prepared to face complex workplace challenges because they are evaluated not only on what they know but also on how they interact with others and understand the overall operations. Through the results of interviews with internship program evaluators and adjustments to the assessment using a Likert scale, instrument development can be conducted and compiled, as shown in Table 1.

Table 1. Development of the Internship Program Evaluation Instrument for Patra Semarang Hotel & Convention

N	Indicator	Point				
		1	2	3	4	5
Assesment of Technical Skills						
1	Ability of Interns to Understand Their Field					
2	Capability of Interns in Understanding Their Field					
3	Utilizing Educational Background to Solve Technical Problems in the Real World					
Assesment of Personal Skills						
4	Self-Awareness of Interns in Performing/Offering Work Initiatives					
5	Work Enthusiasm of Interns in the Routine of the Internship Program					
6	Responsibility of Interns Towards Assigned Tasks					
7	Discipline of Interns During the Internship Program					
8	Appearance and Neatness of Interns During the Internship Program					
9	Behavior Towards Customers and Hotel Staff During the Internship Program					
Comprehensive Assesment						
10	Ability of Interns to Collaborate in Facing Real-World Problems					
11	Level of Honesty of Interns During the Internship Program					

12 Level of Loyalty of Interns in Upholding the Reputation of the Hotel and the School

In this research, the quantitative research method is used after the researcher has conducted a trial of the developed instrument to measure its validity and reliability. Validity and reliability tests are conducted using SPSS Statistics version 26. The evaluation instrument for the internship program in Semarang was tested on 25 internship students, detailed in Appendix 3. The internship supervisors from each department at Patra Semarang Hotel & Convention attempted to fill out the evaluation forms for the interns they supervise by using Google Forms and the Likert scale for assessment. A guideline was also provided to assist the internship supervisors in completing the instrument. To determine the validity of each question item, calculations are needed to find the r value compared to the number of respondents, which in this case is 25 people. The r value calculations are performed using SPSS Statistics version 26. According to the r -table with a significance level of 5% and a sample size of 25 respondents, a question item is considered valid if the r value is greater than 0.396. Based on the SPSS calculations, all question items are considered valid as they all have values greater than 0.396. The next step is to conduct a reliability test to determine if the instrument can be used repeatedly with consistent results. A questionnaire instrument is considered reliable if the Cronbach's Alpha value is greater than 0.6 (Boone, 2016). From the reliability test results using SPSS Statistics software, the Cronbach's Alpha value for the entire instrument is 0.840. With Cronbach's Alpha values for each instrument above 0.800, the internship evaluation instrument for Patra Semarang Hotel & Convention can be considered reliable.

Conclusion

To ensure that interns from various schools are evaluated efficiently, validly, and reliably, the researcher developed the internship evaluation instrument using a mixed-method research approach with a qualitative approach through interviews based on the company's needs. According to the interview results, the company's needs related to the internship evaluation are clarity in scoring interns, guided by the instrument's rubric. Respondents from the company also indicated that the number of questions does not need to be increased, but rather the existing ones should be refined, considering the efficiency of time in evaluating the internship program. Efficiency in the evaluation process also needs to be improved as the evaluation is conducted during working hours.

To address these issues, the researcher developed the existing evaluation sheets based on the interview results and in accordance with the company's guidance by detailing each item on the instrument used. The evaluation process was changed from using a range of 0-100 to using a Likert scale with a rating model of 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Very Good. This change aims to reduce respondent bias in scoring the internship program. Additionally, the researcher provided clear guidelines for each question item to offer a clearer picture to evaluators when assessing interns. To meet the company's need for increased efficiency through the use of technology, the researcher created the instrument

using Google Forms. Data collected via Google Forms is automatically stored in a digital format, facilitating the analysis process. The next step in developing the internship evaluation instrument for Patra Semarang Hotel & Convention involved a quantitative approach to test the validity and reliability of the developed instrument. According to the *t*-table with a 5% significance level and a sample size of 25 respondents, all question items are valid as they all have values greater than 0.396. Reliability testing using SPSS Statistics software resulted in a Cronbach's Alpha value of 0.840, indicating that the Patra Semarang & Convention internship program instrument is reliable.

Based on all calculations, it can be concluded that the developed instrument is both valid and reliable. The instrument can be used by the company for future internship program evaluations with the expectation of addressing the company's needs and improving the efficiency of the internship evaluation process. The researcher acknowledges that this study was conducted exclusively at a single institution, namely Patra Semarang Hotel & Convention, and is applicable only to the hospitality sector due to time and resource constraints. The researcher hopes that this study can be applied across various institutions and encompass a wide range of disciplines.

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The reference is written in Palatino Linotype 12-point font and follows the APA (American Psychological Association) Style guidelines. The reference consists of scholarly literature references (80% primary sources and 20% secondary sources). Primary sources include journals, research reports, and conference papers. Secondary sources include books, theses, dissertations, and internet sources. It is recommended to use the Mendeley reference manager application for citation purposes.

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