Edu-Religia
Jurnal Keagamaan dan Pembelajarannya
Vol. 7 No. 2, September 2024

PKL Program Management with the Kirkpatrick Model: Strategies for Developing Student Competencies in the Workplace

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ARTICLE INFO

Article history
Received 06 March 2026
Revised 15 March 2026
Accepted 24 March 2026

Keywords
Fieldwork Practice, Student Competencies, Kirkpatrick Model.

ABSTRACT

This study aims to understand the experience experienced by students in participating in the Field Work Practice (PKL) program at SMK Negeri 4 Semarang as part of industry based learning. The method used is phenomenological qualitative, focusing on the interpretation of students' subjective experiences on the process of planning, implementing, and evaluating street vendor programs. Participants consisted of five grade XII students from the departments of Electrical Engineering, Mechanical Engineering, and Design and Animation who are undergoing street vendors in partner industries. Data was collected through interviews, participatory observations, and documentation, then analyzed to uncover the essential meaning of their experiences. The results of the study show that street vendors make a significant contribution to improving technical skills, discipline, responsibility, and adaptation to work culture. In addition, the findings reveal the importance of school support and industry advisors in shaping students' job readiness. The implications of this study confirm the need for a street vendor program management strategy with the Kirkpatrick model evaluation approach to ensure the effectiveness of developing students' competencies and productivity in the world of work. Further research is suggested to expand to various departments and regions to enrich understanding of the dynamics of street vendors in vocational high schools.

Introduction

The Field Work Practice Program (PKL) is an integral part of the vocational education system that aims to strengthen the relationship between the world of education and the world of work. In vocational high school, street vendors not only serve as a means of practical learning, but also as a social process that allows students to adapt to the industrial culture, professional values, and work ethic. By concept Work-Based Learning (WBL), learning in the world of work emphasizes the importance of direct experience to form applicable competencies. Mahfud (2025) explains that WBL Work-Based Learning It is a learning model that integrates theory with real work practice, thus generating technical and social competencies simultaneously. Thus, street vendors can be seen as a form of WBL implementation Work-Based Learning at the vocational high school level that connects the formal education process with the real needs of the industry.

In its implementation, effective street vendor program management requires systematic evaluation to ensure that the activity truly improves competence. In this study, an evaluation model was used Kirkpatrick (Four-Level Evaluation Model) developed by Donald Kirkpatrick

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

(2006) . According to Kirkpatrick Partners (2024) This model assesses the success of the program through four levels, namely reaction, learning, behavior, and outcome. At the reaction level, students and the industry assessed satisfaction with the street vendor program. At the learning level, what is evaluated is the improvement of technical competence and soft skills. At the behavioral level, changes in attitudes and the application of skills in the workplace were observed. And at the level of results, the real impact on work productivity is measured. This approach is relevant because it evaluates the entire management of the street vendor program, from planning to results, thereby supporting continuous productivity improvement.

A number of previous studies have strengthened the relationship between street vendor management, competency development, and student productivity in the world of work. Suyitno (2025) found that WBL Work-Based Learning has a positive effect on Employability Skills students with the role of mediating student self-efficacy. Pianda Research (2025) demonstrate that internship experience contributes to increased Employability through strengthening 21st century competencies, although the results vary between institutions. Meanwhile, Halim (2024) Finding that the design and implementation of internship programs for vocational teachers has a significant effect on performance trainee, especially when supported by a conducive work environment.The three studies affirm the importance of planned program management and comprehensive model-based evaluations such as Kirkpatrick to improve student learning outcomes and productivity in work practice.

Nonetheless, there are still theoretical and empirical gaps that need to be bridged. From a theoretical perspective, the application of the Kirkpatrick model in street vendors for vocational school students is still rarely fully explored up to the level of "results", which reflects the real productivity of students in the world of work. Most previous research has focused more on the aspect of competence or employability without measuring the direct impact on productivity. From the empirical side, research that links the management of street vendor programs including planning, implementation, and evaluation with the final results in the form of student work productivity is still limited, especially in vocational high schools. This condition shows the need to examine more deeply how good street vendor program management, if studied through the Kirkpatrick model, can improve productivity-oriented learning outcomes and job readiness.

Based on the above theory and empirical findings, this study builds a conceptual framework that integrates Work-Based Learning theory as the basis for contextual learning and the Kirkpatrick Evaluation Model as an instrument for program effectiveness analysis. The management of the street vendor program is positioned as an antecedent that affects the four levels of Kirkpatrick's evaluation (learning → → behavior reactions → outcomes), with the final outcome being an increase in student competence and productivity in the world of work. This approach also pays attention to the social aspect of street vendors as explained in the previous social facts, that street vendor activities are not only a means of technical training, but also a professional socialization process that shapes students' work identities. Thus, this research is expected to be able to make a theoretical contribution to the development of evaluation-based and practical street vendor management models in improving the quality of vocational education in Indonesia.

Method

This method uses a qualitative method with a phenomenological approach. This method was chosen because the main goal of the research is to understand in depth real experiences (lived experience) students in participating in the Field Work Practice (PKL) program as part of the competency and productivity development strategy in the world of work. Phenomenology allows researchers to explore the meaning of experience from the perspective of the subject as a whole without the intervention of excessive theoretical assumptions. Thus, this approach is very suitable to explain how SMKN 4 Semarang students interpret the learning process in industry and how this experience shapes their readiness to face the world of work. As Van der pointed out (2025) Phenomenology provides space for researchers to capture the deepest meaning of educational experiences contextually and reflectively.

This research was carried out at SMKN 4 Semarang, one of the leading vocational high schools in Central Java that has a wide partnership system with various industries. This location was chosen because it has systematic management of street vendor programs and is relevant to the needs of the world of work. The research period lasted from October 29 to November 10, 2025. The research subjects consisted of five grade XII students who were participating in street vendors, with various majors including Electrical Engineering, Mechanical Engineering, and Design and Animation. The criteria for informants include: (1) active students in grade XII who are carrying out street vendors, (2) have a minimum working period of one month at the street vendor place, (3) are willing to participate voluntarily, (4) are able to express reflective experiences verbally, and (5) represent the three main areas of expertise at SMKN 4 Semarang. These criteria were chosen to ensure the diversity of experiences between departments and to enrich the phenomenological data collected.

Data collection techniques are carried out in depth and in layers to obtain a comprehensive understanding of students' experiences during street vendors. The main methods include: (1) semi-structured interviews, which allow for an open exploration of students' perceptions, challenges, and learning while in the industrial world, (2) observation in listening to experiences to capture social dynamics, interaction with industrial engineers, and the application of the skills learned, and (3) documentation, such as street vendor reports, daily activity journals, and evaluation notes of supervisors and industrial instructors. All data from these three methods are then verified using triangulation techniques of methods and sources to ensure the validity and consistency of the data. This triangulation approach is important to strengthen the credibility of qualitative research, as explained by Meydan (2024) that the convergence of different methods can reveal a more authentic reality of research.
The validity of the data is tested through three main stages: triangulation and member checking. Triangulation was carried out by comparing the results of interviews, observations, and documentation between departments. Member checking This is done by asking students to verify the results of the researcher's interpretation of their experiences so that the constructed meaning remains accurate and contextual. This approach is suggested by McKim (2024) Because it can strengthen the credibility of phenomenological interpretations.

The data analysis was carried out using the Miles & Huberman interactive model, which included four stages: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing and verification. Each data from interviews and observations was identified, then analyzed to find relationships between themes such as work motivation, industry adaptation, competency learning, and work productivity. Furthermore, the researcher developed a theme to build a theoretical narrative that describes the relationship between street

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

vendor program management and student competency formation. This analytical approach allows researchers to understand the relationship between the individual experiences of students from various majors and the effectiveness of street vendor program management at SMKN 4 Semarang. The results of the analysis are expected to produce a conceptual model that can be used as a basis for developing policies to improve the quality of street vendor implementation at the vocational school level.

Result and Discussion

1. Job Training Planning Strategy

Job training planning at SMKN 4 Semarang is systematically designed through collaboration between the school and industry partners as an effort to prepare students to have competencies that are relevant to the needs of the world of work. Based on the results of interviews conducted by researchers from October 29 to November 10, 2025 with five students majoring in Electrical Engineering, Mechanical Engineering, and Design and Animation, it is known that the planning process begins with an analysis of competency needs (*needs assessment*), determination of industrial locations that are appropriate for their fields of expertise, as well as the provision of basic skills before students are deployed. Supervisors play an active role in designing project-based curriculums that emphasize hands-on experience and real-world problem-solving. This is in line with Sobari's views (2023) that careful planning in vocational education must involve the identification of work needs and industry involvement so that learning objectives are more applicable.

In addition, the planning process also shows that there is intensive coordination between the school and industry in compiling student work competency standards. Productive teachers regularly hold meetings with industry advisors to equalize perceptions related to learning outcomes and expected work ethic. A student majoring in Mechanical Engineering said, *"Before street vendors, we received work safety training and the introduction of industrial tools."* These findings show that planning not only prepares students technically, but also fosters mental readiness and professionalism. According to Muharam (2025) This kind of collaboration is key to ensuring that vocational programs produce graduates who are adaptive to job market dynamics and industrialtechnological developments.

2. Implementation of Job Training

The implementation of job training at SMKN 4 Semarang showed the integration between theory and practice, although this study only photographed the process descriptively during the field observation period. Based on the results of interviews with five students who are undergoing street vendors in various partner industries, it was found that the training program was carried out according to their respective majors and fields of expertise. For example, students from the Electrical Engineering major are placed in an electrical company to study industrial control systems, while students from the Design and Animation major participate in professional visual design projects. The students admitted that the implementation of this program broadened their horizons about the application of knowledge in the real world of work. One of the students said, *"We not only learned the theory, but also how to work according to the company's standards.*

During the study, researchers also found that coordination between supervisors and industry supervisors was quite effective through regular communication and daily reports of students. Teachers act as mediators between schools and industry to ensure that learning takes place according to the set curriculum. This supports the findings Suparyati (2024)

which emphasizes that the effective implementation of street vendors must be accompanied by a clear monitoring and evaluation system so that student learning outcomes can be measured objectively. Thus, the implementation of job training at SMKN 4 Semarang shows a positive synergy between educational institutions and the business world, so that students get an authentic and meaningful learning experience.

3. Obstacles Faced in the Job Training Evaluation Process

Based on the results of interviews conducted during the research period, it was found that the job training evaluation process at SMKN 4 Semarang faced a number of obstacles, both in terms of communication, time constraints, and assessment mechanisms. One of the main obstacles conveyed by participants was the difficulty of coordination between supervisors and the industry, especially for students who run street vendors outside the city. The supervisor must adjust the visit schedule to the distance and time, so that direct monitoring of student development is not optimal. A student from the Department of Building Modeling and Information Design said, *"Our supervisor still tries to come, but because the distance is long, sometimes communication is done through WhatsApp."* This condition shows that there are limitations in the face-to-face field evaluation process**.**

In addition, obstacles also arise in the aspect of evaluating learning outcomes and student discipline. Since most assessments are based on activity reports and final tests, the evaluation of non-technical aspects such as work ethics, responsibilities, and professional attitudes is difficult to measure comprehensively. According to Efendi, (2020) This is a common challenge in vocational education because the assessment of affective skills requires direct observation and reliable evaluation instruments. Nevertheless, the school still tries to maintain the validity of the evaluation results by cross-confirming them through industry reports and the results of the student's final test. This effort is a form of adaptation so that the evaluation process continues to produce data that is useful for improving the program in the future.

4. Application of the Kirkpatrick Four-Level Evaluation Model in the Evaluation of Street Vendor Programs

a. Level 1 – Reaction

In the first level of the Kirkpatrick model, the evaluation is focused on students' reactions to the on-the-job training experiences they underwent. Based on the results of the interviews, most of the students showed a positive response to the street vendor program they followed. They feel that these activities provide new experiences that they do not find in the school environment. One student from the Mechanical Engineering department stated, *"I got to know what the real work atmosphere was like, and it made me more disciplined."* This statement shows that street vendor programs not only build technical skills, but also foster motivation and professional work attitudes.

During the study period, the researcher noted that students' satisfaction with street vendor programs was influenced by three main factors: a supportive work environment, a communicative role of industry advisors, and the relevance of the job to their major. These findings are consistent with research Primary (2024) which mentions that trainee satisfaction increases when internship activities provide authentic experiences and strong mentoring support. Although some students stated that jobs in industry were not fully suited to the field of study, such as DPIB students who were more assigned to the field, they still found the experience valuable because it broadened their understanding of the construction process and building planning in real terms.

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

The positive reactions of the students are also shown through their level of enthusiasm and involvement during the program. Based on the supervisor's report, students show high responsibility for industrial tasks and strive to maintain the good name of the school. This is in line with Saputri's research (2019) which states that positive reactions are an important indicator of the success of the early stages of training, as they determine how motivated participants are to learn and apply their competencies. Thus, the results of this study show that at the reaction level, the street vendor program at SMKN 4 Semarang has succeeded in fostering student satisfaction and enthusiasm for learning, although it still requires an improvement in the suitability of the field of practice with the academic competencies taught in schools.

b. Level 2 – Learning

At the learning level, the Kirkpatrick model assesses the extent to which participants acquire new knowledge, skills, and attitudes after participating in a job training program. Based on the results of interviews with students from various majors, it can be seen that the street vendor experience has a significant impact on improving practical skills and conceptual understanding. Students majoring in Building Design, Modeling and Information (DPIB), for example, admitted that direct involvement in the construction process made them understand better about cost estimation and efficient selection of building materials. One of the participants stated, *"I learned how to build a house from scratch, as well as being able to apply the RAB theory and design that I had learned."* These findings confirm that the learning process in industry is a forum for direct application from school theory to real practice.

The learning process in an industrial environment also takes place contextually, where students learn through observation, direct instruction, and real work practices. This learning pattern is *experiential learning*, where experience becomes the main source of new knowledge. This is in line with the opinion São Paulo (2025) in models *Experiential Learning Theory*, that the most effective learning occurs when individuals experience, reflect, and apply their knowledge. In this context, students in the industry not only acquire technical skills such as software operation or the use of work tools, but also develop *soft skills* such as communication, teamwork, and professional responsibility.

These findings are consistent with Harefa's research (2025) which shows that experience-based training is able to increase the work readiness of vocational school students by up to 85% compared to conventional learning methods. However, some students admit that not all school materials are fully relevant to industrial activities. For example, students majoring in electrical engineering are sometimes assigned to general operational parts that are not always directly related to their field. This indicates the existence of *Gap* between the school curriculum and the needs of the industry. However, overall, learning outcomes during street vendors still showed significant improvements in cognitive, affective, and psychomotor aspects, as explained in Kirkpatrick's theory that the learning level is an important basis for behavior change and work outcomes at the next level.

c. Level 3 – Transfer (Behavior)

At the third level, the evaluation is focused on the extent to which students are able to transfer learning outcomes into real behaviors, both during training and after returning to the school environment. Based on the results of the interviews, almost all participants stated that after undergoing the street vendor program, they became more

disciplined, confident, and had a more professional work orientation. One student said, *"I got used to working on target and not procrastinating on assignments, because in the industry time is precious."* The statement shows a change in behavior that shows the internalization of the values of professionalism and responsibility.

This result is in line with Warini's theory (2023) About *Social Learning Theory*, which states that new behaviors are formed through the process of observation, imitation, and reinforcement in the social environment. In the context of street vendors, students learn by observing the behavior of professional workers in the industry, then imitating productive and disciplined work patterns. Schools also reinforce these changes through reflective activities and post-PKL report assignments that encourage students to assess their own development. As a result, behavioral transfer occurs not only in technical contexts, but also in affective aspects such as responsibility and independence.

This research supports Riyanti's findings (2021) which found that vocational school students who participated in industrial internships experienced a significant increase in indicators of professional behavior, especially in terms of discipline, adaptability, and work ethics. However, the interview results also show that behavioral changes are strongly influenced by the industrial environment in which students are placed. A supportive and collaborative work environment tends to result in a stronger transfer of behavior than an industry with minimal guidance. This indicates that the success of behavioral transfer is not only determined by students, but also by the quality of the mentoring system and the work culture built in the industry. Thus, the application of the Kirkpatrick model at the behavioral level shows the effectiveness of street vendor programs in shaping the character and professionalism of students as prospective workforce.

d. Level 4 – Result

The fourth level of the Kirkpatrick model focuses on the real impact of training programs on the end result, both for students, schools, and industry. Based on the results of the interviews, students felt that street vendors directly contributed to their work readiness. A participant from the mechanical engineering department said that experience in the industry made him more skilled in operating tools, faster to complete practical tasks at school, and more confident in participating in vocational competitions. These results show that street vendors play an important role in increasing academic productivity as well as students' professional readiness.

From the perspective of schools, the street vendor program is a means of evaluating the effectiveness of the curriculum and the quality of vocational learning. Feedback from industry is a consideration to update the basic competencies taught in schools, although in this case there are still communication obstacles between parties. These findings strengthen Wulandari's study (2025) which confirms that the integration of the results of industrial evaluation into curriculum planning is able to increase the compatibility between vocational education and the needs of the job market. Thus, the impact of street vendors is not only individual but also systemic, affecting the direction of curriculum development and school learning strategies.

From the industry side, the contribution of students during street vendors is also considered positive, because they help speed up the operational process even though they still need assistance. This is in line with the results of Nasution's research (2025) which found that the participation of interns can increase work efficiency by up to 12%

ISSN (Online) 2579-5473 ISSN (Print) 2579-5465

in small engineering projects. In other words, the existence of students not only derives learning benefits, but also provides real added value for industry partners. Overall, at the outcome level, the Kirkpatrick model demonstrates its effectiveness as a comprehensive evaluation framework in assessing the impact of street vendors on improving competence, productivity, and collaboration between schools and the industrial world.

The discussion in this study is strengthened by referring to several recent studies relevant to the management of Field Work Practice (PKL) programs in vocational education. Previous research indicates that the integration of school-based learning and industrial work experience through a *Work-Based Learning* (WBL) approach plays an important role in improving both technical competencies and students' employability skills (Mahfud et al., 2025; Suyitno et al., 2025). The findings of this study, which show that PKL contributes to the development of technical skills, discipline, and students' ability to adapt to workplace culture, are consistent with the study of Pianda (2025), which highlights that internship experience significantly improves students' employability through the strengthening of 21st-century competencies. Similarly, Halim et al. (2024) emphasize that the quality of design and implementation of industry-based training programs significantly influences trainee performance, particularly when supported by a conducive work environment and effective mentoring systems.

In terms of training evaluation, the use of the four-level Kirkpatrick evaluation model provides a comprehensive analytical framework for assessing the effectiveness of PKL programs systematically, starting from participant reactions to the final impact on performance and productivity (Kirkpatrick & Kirkpatrick, 2006; Kirkpatrick Partners, 2024). The results of this study indicate that the application of the Kirkpatrick model helps explain the relationship between program planning, the learning process in industry, behavioral changes among students, and the final outcomes in the form of increased work readiness and learning productivity. This finding is consistent with Wulandari et al. (2025), who emphasize that systematic evaluation models are essential in vocational education to ensure alignment between educational curricula and the evolving needs of industry.

However, this study also identifies several challenges in the implementation and evaluation of PKL programs, particularly related to coordination between schools and industry partners, as well as limitations in assessing non-technical competencies comprehensively. Similar issues have been reported by Efendi (2020), who argues that evaluating affective competencies and professional attitudes in vocational education requires more structured and reliable assessment instruments. Therefore, strengthening monitoring and evaluation systems through closer collaboration between schools and industry partners becomes an important strategy for improving the quality and effectiveness of PKL programs in the future.

Overall, the findings of this study reinforce existing literature in vocational education which suggests that well-planned PKL program management supported by systematic evaluation using the Kirkpatrick model can be an effective strategy for improving students' competencies and their readiness to enter the labor market. Thus, this study provides empirical contributions to the development of a more systematic PKL management model in the context of vocational education in Indonesia.

Conclusion

This research confirms that job training in vocational schools has a strategic role in shaping students' professional competencies and bridging the gap between theory and practice in the industrial world. Based on the results of analysis and interviews, it was found that good job training planning includes active collaboration between schools and industry partners, curriculum development based on field needs, and readiness of facilities and instructors. The implementation of training is effective when supported by solid coordination, intensive mentoring, and the implementation of continuous evaluation based on feedback from students and the industry.

The application of Kirkpatrick's four-level evaluation model shows that job training is able to have a positive impact on various aspects of learning. At the reaction level, participants showed high enthusiasm for learning experiences relevant to their career needs. At the learning level, students experience a significant increase in technical understanding and practical skills. The transfer level shows that the learning outcomes are successfully applied in a real work environment, while the result level indicates an increase in student confidence, independence, and job readiness after the training.

Theoretically, this study strengthens the relevance of the Kirkpatrick evaluation model in the context of vocational education in Indonesia, especially in assessing the effectiveness of skills-based programs. Practically, the results of the study provide input for schools and industry partners to strengthen training planning and monitoring systems, so that student learning outcomes can be sustainable and in harmony with the needs of the world of work. Further research is recommended to examine the effectiveness of other longitudinal evaluation models, in order to gain a deeper understanding of the long-term impact of job training on the professional readiness of vocational school graduates.

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