

Management of Implementing the Independent Learning Curriculum: Linking and Matching Vocational High School with IDUKA

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ABSTRACT

The research is aimed at: analyzing the head of the study program and productive teachers in the analysis of basic competencies according to the needs of IDUKA; analyzing the concept of application of independent curriculum learning according to IDUKA's needs; and analyzing industrial work practices following a prakerin program at IDUKA for at least 6 months. This research uses qualitative research models with descriptive methods. The data analyzed is data from interviews, research papers, observations, and making field records with the Head of State Vocational Education of 1 Lima Puluh, Head of Multi Media Studies Program, Chair of Hospitality Study Program, Chief of Program Studies of Crafts, Deputy Head of School Curriculum, and Teacher of Lectures related to the Management of Application of Curriculum Merdeka Learning Through Link and Match. The results obtained from this research are: (1) The efforts made by the Head of the School have reached the Planning and Implementation Stage; (2) proof of the MOU/MOA already done by 3 entrepreneurs relevant to the skill and competence of the student as a place to test the competence of the place of the CPL/student; (3) teachers create an active learning atmosphere; (4) conduct practical activities; (5) facilitate additional information from the Internet and Platform of Enterprises, seeing the latest developments and trends; and (6) link and match with IDUKA with practical modules relevant to industry needs.

KEYWORDS

application management; free curriculum; learning through link and match.

INTRODUCTION

One of the programs presented by The Ministry of Education and Culture is a driving school program. This school program is meant to facilitate every school in creating a generation of lifelong learners who have the personalities of Pancasila students (Setyawan & Masduki, 2021: 346). On the other hand, this is a package of initiatives by the government to reform the quality of education in Indonesia. As expressed by the Minister of Education, Nadiem Makarim education reform cannot be done solely using the administrative approach but must also involve cultural transformation (Satriawan et al, 2021: 2).

21st-century competencies include a broad understanding focused on knowledge, attitudes, and skills that emphasize what students need in school, in the workplace, and their lives (Bamalli, 2013; Chen, 2017: 35) in line with the Industrial Revolution 4.0 (Hendra, 2017: 10). Improving the quality of education today is a top priority to generate competent human resources to face globalization (Baro'ah, 2020: 54).

The curriculum that is currently promoted by the government, especially the Minister of Education, is the Curriculum of Independent Learning. This concept of independent learning emphasizes the granting of freedom in the field of education (Faiz and Kurniawaty, 2020: 43). In this case, the teacher acts as a facilitator for the student, providing learning. For that, development in the education sector needs to be designed so that the various challenges and problems that arise can be overcome. The world of national education needs to be designed to give birth to a generation that has an edge in the age of globalization as it is now. The 4.0 era is an industrial era, which is a great opportunity for vocational schools to reconstruct curricula that can adapt to today's needs. Vocational education aims to teach students working competencies that fit the needs of the industrial world (Gultom, 2022: 11).

Application of the Free Curriculum Learning in vocational high school can help vocational high school graduates easily get employment. With the application of modules taught in schools with the same modules at the place of practice, vocational high school students will be able to apply the materials taught by teachers at the time they are doing field practice. A separate curriculum requires the hard work of the head of the school and the team of teachers to build relationships with the world of industry. The needs of the industry world can be a positive input for vocational high schools to be able to adapt the skills or expertise of vocational high schools to the needs of the workplace. Independent curricula should refer to the competence and skill in the field and the world industry as the users of graduates of vocational high schools will be helped and complement each other when there is connectivity between the curriculum in vocational high schools and the skills or skills required of the world. In line with that, the Ministry of Industry targets as many as 2,600 vocational high schools and 750 industries to be involved in vocational education programs linked to and matched by 2019.

The head of the school has a huge role to play in the success of an educational institution. (Fitrah, 2017: 6). The head of the school is the highest leader in an educational institution. The educational objectives are achieved based on the competence and wisdom of the head of the school because the head is a professional leader in the school institution who works to organize the whole base of the institution and has a similar role as teachers in guiding the pupils in achieving the educational learning objectives. The head has four functions, namely, to arrange the curriculum of teaching and learning, design organizations to emphasize the process of collaborative decision-making between different stakeholders, develop the academic vision of the school and provide guidance, and understand and develop teachers.

Management is the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently for a specific goal (Hasibuan, 2012: 1). Management, according to Ahmad (2002: 4), is a science and also the art of making others willing to work toward a goal that has been formulated together; therefore, management requires a basic concept of knowledge, the ability to analyze situations, conditions, existing human resources, and think of the right way to carry out interrelated activities to achieve goals. In essence, human activity is managing to regulate. Here it takes the art of how others need to work toward a common goal.

Wahyudin (2015: 5) wrote that Nickel and McHugh wrote that "management" is the process used to accomplish organizational goals through planning, organizing, directing, and controlling people and other organizational resources. Management is a process carried out to realize the goals of an organization through a series of activities such as planning, organizing, guiding, and managing people and other organizational resources.

Management is a social process that is planned to ensure the cooperation, participation, intervention, and involvement of others in achieving certain targets effectively (Usman, 2013). It's seen that with management, things will be easy to organize and learn how to use a group of people who are in the facility to be involved in a particular purpose. Management is a typical process consisting of actions of planning, organization, movement, and monitoring, implemented to determine the goals set through the use of human resources and other resources.

The school management has the same meaning as education management. However, education management has a wider scope than school management. According to Rohiat (2010: 14), school management is the management of resources owned by the school. It means school management, which is carried out with and through the resources that the school has to achieve its goals.

Education management in general and school management in particular is the management of institutions (schools) carried out with and through educators and educational personnel to achieve school goals effectively and efficiently. Two things that are at the core of school management are the management functions and aspects of school affairs. Government Regulation Number 19 of 2005 concerning National Education Standards mentioned that management standards relate to the school management function that includes the planning, implementation, and supervision of educational activities at the level of the educational unit or school to the efficiency and effectiveness of the maintenance of education.

School management in the same sense introduced by Myers and Stonehill, quoted from Umaedi (2008: 4.3), is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to the district and the respective schools so that the head of school, teachers, pupils, and the parents of pupils have greater control over the educational process.

Curricula are very varied in terms; for example, J. Galen Saylor and William M. Alexander, in their book *Curriculum Planning for Better Teaching and Learning*, say that curricula are any school effort to influence the child's learning, whether in the classroom, on the school page, or outside the school, including the curriculum (Nasution, 2008: 3). The curriculum also covers extracurricular activities. According to this view, it is widespread and covers all school activities that relate to the learning experience of students, occurs not only in the school environment but also outside the school, and can influence students in learning, so it is called curricula. Another view, Harold's, in *Reorganizing the High School Curriculum* (1957), argues that the curriculum is not only limited to subjects but also includes other activities within and outside the classroom that are under the responsibility of the school.

The curriculum that has been reformed with the needs of the world of work will eventually provide answers when students are confronted with situations and conditions in the world of work. The modules used by teachers when teaching must be by the standard or SOP in place of an internship or practice. This is meant so that students are not confused when doing the practice and can easily adapt to the real situation and conditions in the workplace.

A Merdeka curriculum is a written document that relates to the formula of objectives, the collection of materials to be taught, the methods or approaches to be used, and the evaluation to be carried out. The process dimension or implementation means that the curricula are a process when applied in the teaching-learning activities. This dimension of the curriculum can be seen from the process aspect, and this is the actual course of study.

In the dimensions of the process, many are involved, such as students, teachers, educational forces, means, and facilities. This dimension can be used as a basis for evaluating the independent curriculum, which is mainly related to the competence and performance of teachers. The result dimension: this dimension means that it can be seen from the aspect of the result or output as a graduate. It means that the independent curriculum is compiled and developed looking at the results desired or needed by the graduate user, in this case, industry. The developers and designers of curricula in vocational high schools can start their planning by seeing that the output produced has the skills and competence required in the world of industry and industry as vocational high school graduate users.

The curriculum is organized into three groups, namely: national load, qualification load, and vocational equipment load, which are simplified into two groups, i.e., general group and professional group. A general group is a group of subjects that form the student into an integral person, according to the phase of development, relating to the norms of life both as a divine being, individual, and social citizen of the United Republic of Indonesia as well as as a world citizen. A professional group is a group of subjects that functions to form the student as an individual to have competence according to the needs of the world of work and science, technology, art, and culture.

Link and Match is a combination of graduate competencies with job soft skills suitable or adapted to the needs of industry, the business world, and the world of work. Link and Match is a form of cooperation constructed constructively with the involvement of stakeholders of both elements of government, company owners, entrepreneurs, and industries bound by the MoU and MoA. Link and match in this case is a school consciousness to be able to determine and establish the profile of graduates who are ready to enter the work world according to their respective background skills.

In the process of learning link and match, what is meant in this research is link and match between schools with IDUKA, which is connected with the MoU and MoA. Implementation link and match here means the modules and terms used by students when learning are formally adjusted to the terms of the practice context of an internship. Here, the roles of schools, teachers, students, and stakeholders are mutually collaborative to take their respective roles so that the end goal of the education of students can be achieved integrally and the needs of IDUKA can be answered in a conference.

The concept of linking and matching schools with IDUKA should also be in line with the wisdom made by the government. Along with the increasingly complex needs of IDUKA, schools also have to follow IDUKA's development to be able to empower their graduates. Policy synchronization with the needs of the world of work will help create the synergistic cooperation between schools and IDUKA that is expected to create the graduates of school that are mentally, physically, and skilled, ready for today's work world.

The concept of Link and Match between Vocational High School and IDUKA here is to use approaches actively to establish intensive and serious cooperation through normative, planned, structured, and measured ways. One of them has the same vision and mission set out in the IDUKA basic budget and has the same mission and vision as the school's goals.

The MoA is a written agreement between Vocational High School and IDUKA, which is legally an administrative force and can be used as a legal force for cooperation for a common purpose in different ways. The MoA is an agreement in writing agreed upon by Vocational High School, or IDUKA, and legally has administrative power as a job or activity or as a student internship policy that is tailored to the skills and needs of students at IDUKA. The pattern used by the school The term pattern here is the implementation of the results of the MoU and MoA of Vocational High School/IDUKA that is realized in the

form of an internship student at IDUKA who has already cooperated with Vocational High School in writing and legal terms. The interns themselves must also adapt and adjust the standards required by IDUKA, not just the magistrates, but can also guarantee that they have the skills they can use to test IDUKA's interests. This is where the role of the school and the teacher who composes the internship module must be able to adapt the terms they teach in the school to the real conditions at the intern, with the intention that the students are familiar with these terms and are accustomed to the methods and SOP of the job at an intern. The strategy used by the school. The strategy referred to here is the tactics and motives of Vocational High School in putting its students in internships. The internship is a contract of employment. After vocational high school students have completed their education, they can work and be accepted as their interns or at their place of practice. This should be the special attention of the head of vocational high school to convince IDUKA with vocational high school graduate skills who have reliable competence.

IDUKA (Industry, Business World, and Work World) is an inseparable part of the independent learning program; the industry is a partner or school father performing its functions in the special vocational high school community or vocational school; and the industrial world becomes the majority of vocational high school graduates in Indonesia. The competence of vocational high school graduates is expected to provide concrete answers to the issues of SDM in industry, whether it relates to electrical engineering, machinery, mono-factory, garment, or digitalization of the program.

There must be a good relationship between Vocational High School and industry actors engaged in cooperative relationships that need each other for the survival of Vocational High School and industry. This can be done by establishing a MoU and MoA between the school and the world of industry. There is something that should be the focus of Vocational High School to establish an effective cooperation with the industrial world, among other things: (1) Vocational High School represented by the Head of School must engage in active consultation with entrepreneurs or the World of Industry, both for the micro and macro scale; (2) Vocational High School should better adapt the skill or competence relevant to the needs of the business and industry world, if there is an agreement in the implementation of the curriculum with the Module at the place of practice rather increasingly strengthen and convince the industry actor with the skill and competence of Vocational High School graduates ready to work; (3) Head of school should be more active in discussing with my interests in the Ministry of Education, District Government and City, even the province to form a broader network of work with performing the competences of graduates trained for Vocational High School and certified that the School must have the competence that Vocational High School Graduates must have; (3) the head of school must be more actively in the discussion with the candidates in Ministry, Government district and city, even in order to create a more extensive work network with the ability to conduct the graduates to be trained and qualified.

The formula of this research is: (1) How are the Head of School, the Chair of the Study Program, and teachers productive in making a basic competence analysis that matches the needs of IDUKA? (2) How do teachers understand the concept of applying independent curriculum learning to vocational high school by adapting learning according to the situation IDUKA needs?

RESEARCH METHODS

This research was conducted to study the management of the implementation of free learning in vocational high schools in State 1. Lima Puluh, the approach used is qualitative research. This study aims to find out and see how the application management of the free

learning curriculum and the implementation of independent learning through Link and Match with IDUKA. The qualitative approach that I will use is descriptive, where in this research more emphasis is on the meaning, picture, circumstances, and processes than the outcome of an activity.

The research subjects that become the source of this research are those who know, understand, and experience the problems raised in this research. The subject of this research is the Head of School, Teachers, and Industry Operators who are working with Vocational High School State 1 Lima Puluh.

The sources of data used to obtain data in this study can be divided into two types: (1) primary data sources, i.e., primary data sources received directly from the head of the school, the deputy head of the school, and the teacher; and (2) secondary data resources, in other words, supporting or supplementing data sources. It is obtained from documents, data, and reference books that deal with the problems of the research, which is derived from the cooperation of Vocational High School State 1 Lima Puluh with IDUKA. Techniques of data collection through observations, interviews, and documentation.

RESULTS AND DISCUSSION

Students can modify creative ideas into a real product by being able to implement the practice module with IDUKA standards, evaluate opinions, and refute or reject conclusions from practice results.

Based on the results of the data analysis, the Application Curriculum Merdeka obtained through Link and Match with IDUKA on each subject can be adapted and adapted with the Learning Module with the Practice Module at the IDUKA place that already engaged MoU/MoA.

Based on the results of data display and validation, the data can be analyzed as follows in Table 1

Table 1. Data Display Results and Data Validation from Interviews with Teachers

No	Questions	Answer	Explanation
1	Do Vocational High School parents cooperate with IDUKA?	Yes	Proved by MoU/MoA with IDUKA
2	Do you have an independent student account?	Yes	but to be honest, this account is less relevant, because not all teachers can follow the program
3	Have you ever been selected and attended the Merdeka Study program in 2022?	Yes	but most of us don't escape
4	Are parents active teachers?	Yes	but not the maximum, depending on the instructions given by the head of the school.
5	Do you understand the special Merdeka Learning program in Vocational High School called the Centre of Excellence?	Yes	of course, I understand, because the qualification of Vocational High School competence after graduation is Working and Working
6	Is the father/mother a student intern accompanying the teacher?	Yes	in this case, it is divided by the head of the school and coordinated by the Chief Prodi, each adapted to his competence.
7	Do you understand the Merdeka Curriculum?	Yes	but not completely.
8	Have you ever attended a curriculum training and a free learning program?	Yes	it's quite compact, and teachers are required to be more technologically skilled

No	Questions	Answer and Explanation
		and able to adapt to technological developments in the application of independent curricula
9	Do you include a Master Planning Practice Module integrated with IDUKA	No it's not my authority.
10	Are parents involved in independent planning of school learning for the benefit of IDUKA?	No I'm not a concept at school
11	Do you always get the clarity and benefits of the cooperation between Vocational High School and IDUKA?	Yes of course, there must be a benefit from the co-operation.
12	Do you find it difficult to create a learning module that is integrated with student internships with IDUKA?	No because there's a guide, we teachers just adjust to the competence that students want.
13	Are parents involved in preparing a student internship plan with IDUKA?	No that's not my authority
14	Is the head of the school open to the plans and techniques of Application Management Learning?	Yes of course, the head of the school always gives insights and education on how to apply an independent curriculum.
15	Does the North Sumatra Education Service provide training and technical implementation independent learning from planning, implementation, and evaluation?	Yes but mostly just theory, for practice, the school usually modifies with the skills that the school requires
16	Does the Department of Education of the Province of North Sumatra facilitate a program of free learning in the Father/Mother's Office?	Yes but not all of it, just facility support, the rest of the school is taking real action.
17	Does the school where the father/mother serves have an advantage over the results of the Internship at the IDUKA?	Yes One of the advantages is that students can customize the Defence Module with the PKL Module at IDUKA
18	Do you believe that Vocational High School State 1 Lima Puluh benefits from working with IDUKA?	Yes Certainly, our students get relevant guidance and place practice from the student's defined competence
19	Can the School Mobilization Program enhance and develop the father/mother's potential in terms of learning?	Yes In terms of stretching, methods, and selection of appropriate and relevant teaching materials
20	Does the School Programme of Movement add to the quality and service of parents as teachers or educators?	Yes We better understand the needs of the business world and industry in the Cabupeten Stone Bar as a reference and modification of the Merdeka Curriculum

The results of observations after applying the Merdeka Curriculum through Link and Match with IDUKA on each subject can be adapted and adapted to the Learning Module with the Practice Module at the IDUKA place that has already implemented the MoU/MoA, showing that all in question in all aspects is well done and applied in the respective school, including: (1) teachers always prepare lesson materials using RPP before entering the classroom; (2) teachers understand the material taught; (3) teachers use varied strategies; (4) teachers are always giving new information related to the discussion material

before starting learning to students; (5) teachers utilize media tools other than the Learning Model; (6) teachers invite students to think, and stimulate students to ask and find facts to solve the misunderstanding they are learning; (7) and teachers have become the Master of Mercy.

The results of the evaluation of the student, to know how far to understand the application of the curriculum to understand the learning module with the practice module in place of the internship or PCL, can be concluded that the student can adapt to the module so that students are not too confused and understand the SOP should be done when practice later.

According to Demian, it can be seen that most students have already met the established and determined competence of the school according to their respective major and field. However, it only applies to students who can have a high level of softness in the class that is quite serious when listening to the guidance and directions of the master. Not all students have a good level of skills, it is due to the physical and psychological condition of the student who is not prepared to plunge into the specified practical places.

Teachers' efforts in the application of the free learning curriculum by adapting the learning module to the practice module at IDUKA include the active role of entrepreneurs in providing input with discussion as well as the role of the head of school as a promoter and independent curriculum planner in line with the competence of students who are relevant to the needs of the enterprise world, or IDUKA.

Based on the results of the observations carried out, it can be concluded that the supporting factors that influence the application of the free curriculum through Link and Match Vocational High School and IDUKA are as follows:

1. Teachers are a factor in supporting teaching and learning activities that are directly in contact with the curriculum and students so that they can go smoothly. A teacher who can adapt to the change of curricula so quickly will help the application of independent curricula by understanding the learning module relevant to the student parallel module.
2. The existence of good facilities and facilities will make it easier for students to understand real concepts when practice and simulation using relevant facilities more attractive interest and motivate students to test their competencies that have been established and agreed with various considerations according to their respective disciplines. All this will lead to improved service and innovation of the school to be able to train and develop the potential of students to become ready-to-work students and have the competencies required by IDUKA, who has already set up an MoU/MoA with stakeholders in Batu Bara district.
3. Additional information from the Internet and platforms related to IDUKA as a medium in the learning process in the classroom is needed so that students can enhance their knowledge and reference to understand the demands of work and the development of the world.
4. A series of questions and simulations made by teachers to help students recognize some important things in a learning topic or discussion that can help students develop competence relevant to IDUKA will be a meaningful experience that students gain to be skilled and able to innovate when adapting to the real world of work.

The curriculum is organized into three groups, namely: national load, qualification load, and vocational equipment load, which are simplified into two groups, i.e., general group and professional group. The learning component in vocational high school should also pay attention to the curriculum structure that will be developed by vocational high school to produce graduates who have the competence and are ready to enter the world of work or industry, and the curriculum component should be taken into account in developing the

curriculum at vocational high school, among others: (1) The spectrum of expertise is adapted to the conditions of the work world; there are 10 fields of expertise and 50 programs of expertise; (2) The curricular structure consists of two groups, namely A. General and B. Teaching. Field Work Practice Time is 6 months in class XII in the 3-year Vocational High School program and a minimum of 10 months in the 13th grade in the 4-year Vocational High School program; (3) Learning can be delivered using the Block system, with a project-based learning model and a proportion of lessons tailored to the expertise program; (4) The teaching material is used to support learning and training to the competences that exist in the world of work; (5) Teachers who teach are directed to have competences equivalent to those required in the work world. Working-world instructors are also encouraged to participate in teaching and sharing experiences with vocational high school students who will do field practice in the place where the industry operates, and (6) the tools and tools are guided to carry out benchmarking analysis according to the needs of the workplace. This is done so that vocational high school graduates can adapt easily to the place of practice or the location of industry operators so that they can better adapt to the real situation and conditions before entering the working world.

The coordination of the curriculum is done with IDUKA, a program of development in the field of Curriculum Merdeka so that the curriculum is in line with the needs of DUDI and IDUKA. This could facilitate the link and match between industry and vocational education units. (Kompas.com, 2022). The SMEs and the enterprise world of the industrial world, who are partners, coordinate the curriculum to meet the demands of the industry. It is hoped that vocational high school graduates can be competent in the world of work, both as workers and as private enterprises. The results of the curriculum alignment are curricula that fit the needs of IDUKA, up-to-date teaching materials that achieve the teacher's expected competence, school infrastructure that matches the curriculum, as well as a teaching factory that is ideal for sharpening the skills of teachers and students.

Rojaki (2023) explains that to generate human resources that are ready to enter the world of work, synergy and collaboration between teaching education with industry and the world of work are essential. (IDUKA). The role of IDUKA is crucial to the creation of qualified and absorbed graduates in the world of work. IDUKA's roles include graduate users, educational and training partners, teachers' and pupils' training venues, models or examples for schools, and support for school development. Based on the results of the research, it was concluded that the demographic bonus of human resources we would get if vocational education as a human resource printing institution supported the role of IDUKA as its partner optimally.

CONCLUSION

Based on the results of research and discussions on the management of application of the Merdeka curriculum through link and match with IDUKA, it can be concluded as follows: the MoU/MoA that has been done by 3 projectors relevant to the skill and competence of students as a place of competence test, or that we often hear at the place of PKL/internship, the Head of the School has engaged in intensive discussions for the alignment of the practice module with the relevant and accountable learning module, and the various references used by the teacher dalam improve the competence of the student to be able to adapt to the curriculum Mrdeka in each of its disciplines. Teachers create an active learning atmosphere with discussion activities, interact as often as possible with students through practice and answer activities, and facilitate students by providing additional information from the Internet and the Enterprise Platform to see the latest developments and trends and strengthen motivation. Application of the Free Learning Curriculum

through Link and Match with IDUKA is a practice relevant to the needs of the industry. Teachers are a factor in supporting the Free Learning Curriculum Application so that it can run smoothly. There are varied methods and strategies to support the teacher's efforts in improving student competence.

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