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ANALYSIS OF PREPARATION NATIONAL STANDARDS OF EDUCATION SUPPORT CURRICULUM IMPLEMENTATION OF SMK NUSAWUNGU CILACAP IN EFFORTS TO IMPROVE GRADUATE QUALITY

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KEYWORDS

educator and educational personnel standards, facilities and infrastructures standards, management standards, vocational graduates quality

ABSTRACT

The rapid growth of technology causes increases competition, so an improvement in the quality of education was needed. This study aims to determine the readiness of the SNP in supporting the curriculum applied in vocational high schools. The method used is a quantitative method that uses a closed questionnaire as an instrument. The sample used was 54 respondents taken from teachers and staff. Data validity techniques used are expert judgment and empirical testing. The results of the study concluded that the readiness of the SNP in supporting the curriculum implemented at SMK Negeri Nusawungu was satisfying. The level of achievement of the application of each educational standard in supporting the curriculum is as follows; (1) readiness of teacher and staff standards is perfect, (2) preparation of exceptional facilities and infrastructure standards, (3) readiness of management standards is perfect. Thus, schools, industries, and governments need to conduct evaluations and follow up on the fulfillment of school SNPs to improve the quality of education as required by the workforce and to be able to compete globally.

INTRODUCTION

The increasing technological development accompanied by the challenges of the entry into force of the ASEAN Economic Community (AEC) allows the free competition of labor in various sectors between ASEAN member countries. The quality of human resources is one crucial factor that determines the success of the workforce to compete in the world of work. The Central Statistics Agency (BPS) states that the growth rate of the Human Development Index (HDI) as an indicator in long-term development can be seen from two aspects, namely speed and achievement status.

Based on the data of the HDI report by UNDP in 2017, the HDI of Indonesia is ranked sixth in ASEAN countries with an HDI of 69.4. Based on this phenomenon, efforts are needed to improve the quality of human resources as the primary agent of workers who will compete in the MEA era. In this era, there will be an increase in the priority of workers who are competent and have skills in specific fields. Improving the quality and competitiveness of the workforce can be done through the optimization of the national education system. Strategies for developing human resources are a significant component of a country's education system. Several countries in the world have placed education as an essential aspect in efforts to achieve development goals through human resource management (Kayode, Kajang & Anyio, 2016). In the era of industrial revolution 4.0, empowerment of the quality of human resources is crucial to be done to produce workers who have the ability following the demands of the workforce. Workers with excellent knowledge, attitudes, and competencies in an area are needed to overcome tasks and challenges related to work (Agolla, 2018).

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One way that can be done to realize the goals of national education is to improve the quality of national education standards. According to Hernawan, as cited in Ali (2013: 79) states the low quality of education standards is caused by several interrelated factors including policies, curriculum, educators and education personnel, facilities and infrastructure, education funding, education management, and education assessment systems. Optimization of education, which is considered not maximal in Indonesia at all levels of education, is one of the main problems of knowledge that many parties complain about, especially graduates. Thus it is not uncommon to find secondary education graduates, mainly Vocational High Schools (SMK), who lack competency by the needs of the industrial world.

According to data from the Central Statistics Agency (BPS) starting in August 2018 on the workforce in terms of education level stated that the percentage of vocational graduates who worked was 88.76%, lower than 97.21% of elementary school graduates, 95.20% junior high schools, 92.05% high schools, and tertiary institutions by 94.11%. Based on this phenomenon will undoubtedly affect the quality of the competitiveness of the workforce to face the MEA era. Vocational High Schools must take steps and efforts to improve the quality of graduates who have competencies and skills following the needs of graduate users.

Vocational High School is intended to produce graduates who are ready to work in specific fields. Thus, vocational schools need to improve the quality of education to provide educated workforce candidates who have skills by the needs of the workforce. The government established Presidential Instruction No. 9 of 2016 concerning SMK revitalization aimed at improving the quality of education at the SMK level to produce graduates who are ready to work.

One of the contents of SMK revitalization is the development of National Education Standards (SNP) to face the challenges of the world of work as stipulated in Minister of Education and Culture Regulation (Permendikbud) No. 34 of 2018. National Standards of Vocational Education are the minimum standards of the education system at the level of Vocational Schools in all regions of Indonesia to achieve graduate competencies according to the needs of graduate users.

In improving the quality of graduate competencies, there needs to be a vocational curriculum that is by the skills required by graduates, especially in the industrial world. Efforts to improve the quality of vocational education require collaboration with the industry in the preparation and implementation of the professional curriculum. The application of educational activities in vocational schools can be developed through non-formal education with vocational education through vocational training programs, as well as formal education through vocational education in vocational schools (You, Be, & In, 2017). Curriculum development is closely related to SNP as a standard reference for improving the quality of education. According to the National Education Standards Agency (BSNP), four SNPs support the curriculum implementation standards, which include educators and education staff standards, facilities and infrastructure standards, education management standards, and education funding standards.

Based on the quality map data of Vocational Education Quality Assurance Institutions (LPMP) in Central Java province stated that no Vocational School had reached the SNP specified in Permendikbud Number 34 of 2018. The quality of education is based on the achievement of Vocational School SNP in Central Java in general towards SNP Level 4 with an average score of SNP 5.19. But on the other hand, there are still SMKs with SNP achievement levels below SNP level 4.

Based on the data map of the quality of SMK LPMP in Central Java, it can be seen the level of quality of the SMK SNP in Central Java in 2017, in general, has not reached the SNP perfectly. In 2017, the highest level of compliance was the process standard, with an SNP quality achievement of 6.41. While the level of compliance with the lowest standards of accomplishment is the standard facilities and infrastructure with an SNP quality achievement of 2.92, it is then followed by the rules of educators and education personnel with a quality achievement of 3.11. Thus, it can be seen that several national standards of vocational education in Central Java have not met the minimum criteria entirely. So it will have an impact on the quality of graduates not by the needs of the workforce.

Based on the phenomena that have been explained, this research will discuss "Analysis of National Standards Readiness Supporting Education Implementation of SMK Curriculum in Efforts to Improve the Quality of Graduates." As a research sample, Nusawungu Cilacap State Vocational School will be used as a role model related to the level of SNP readiness to support curriculum implementation to improve the quality of graduates. This research is necessary to be conducted to determine the level of preparedness of the State Vocational School Nusawungu Cilacap in improving the quality of graduates who can compete in the world of work in terms of SNP supporting the implementation of the curriculum.

RESEARCH METHOD

The data collection method used in this study is the questionnaire method with the questionnaire instrument besides using the interview method, and documentation to obtain research supporting data.

Research respondents were drawn from educators and educational staff of SMK Nssawungu with simple random sampling calculations. Data analysis uses descriptive quantitative analysis techniques from the results of data calculations in the form of percentages of achieving national education standards to improve the quality of graduates.

RESULTS AND DISCUSSION

The data collection method used in this study is the questionnaire method with the questionnaire instrument besides using the interview method, and documentation to obtain research supporting data.

Research respondents were drawn from educators and educational staff of SMK Nssawungu with simple random sampling calculations. Data analysis uses descriptive quantitative analysis techniques from the results of data calculations in the form of percentages of achieving national education standards to improve the quality of graduates.

CONCLUSION

a. Percentage of Standards for Teachers and Education Personnel Standards

Readiness to meet the standards of educators and education personnel are measured based on indicators of qualifications and competencies of school principals, skills and skills of teachers, as well as requirements and competencies of school administrative staff. The results of the calculation of research data from the standard variable indicators of educators and teaching staff at Nusawungu State Vocational School are as follows.

Table 4.1. Research Results of Readiness Standards for Educators and Education Personnel of State Vocational Schools Nusawungu in Efforts to Improve Quality of Graduates

| No | | Achievement (%) |
|----|---------------------------|-----------------|
| 1. | Principal Competence | 85,1 |
| 2. | Administrative Competence | 85,09 |
| 3. | Teacher Competence | 84,7 |
| | Average | 84,96 |

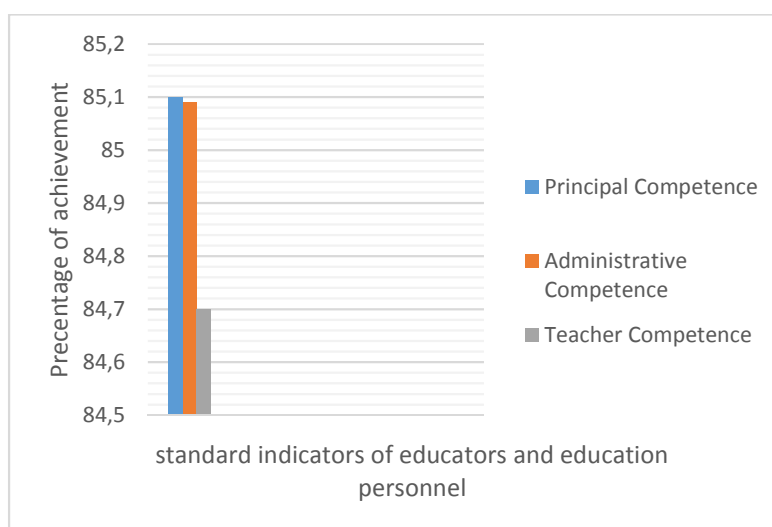


Figure 4.1. Achievement Charts for Standards Indicators for Educators and Education Personnel

Based on the table and graph above, it can be seen that the readiness of the State Vocational School Nusawungu Cilacap in the aspects of the standards of educators and education personnel regarding the qualifications and competencies of principals has an achievement score of 85.1%. The skills and competencies of teachers have a score of 85.09 %, and the qualifications and competencies of administrative staff have an achievement score of 84.7%.

The average percentage of achievement indicators on the standards of educators and education staff towards the readiness of the national standard of education in the State Vocational School Nusawungu Cilacap in improving the quality of graduates reached a score of 84.96%. Thus it can be seen that the achievement of the fulfillment of the standard indicators of educators and education personnel have fulfilled the minimum criteria of national vocational high school education standards set in the government regulations listed in Permendikbud Number 34 of 2018.

b. Percentage of Standards for Facilities and Infrastructure Readiness

Readiness to meet the standards for facilities and infrastructure is measured based on indicators of the condition of school buildings, the state of school land, as well as the completeness of school facilities and infrastructure. The results of the calculation of research data from the standard variable indicators of facilities and infrastructure of Nusawungu State Vocational School are as follows.

Table 4.2. Research Results of Standards for Facilities and Infrastructure of State Vocational School Nusawungu in Efforts to Improve the Quality of Graduates

| No | Statement Indicator (%) | Achievement (%) |
|---------|--|-----------------|
| 1. | Condition of the building School | 87,67 |
| 2. | The condition of the school land | 87,35 |
| 3. | Condition of completeness of facilities and infrastructure | 85,36 |
| Average | | 86,79 |

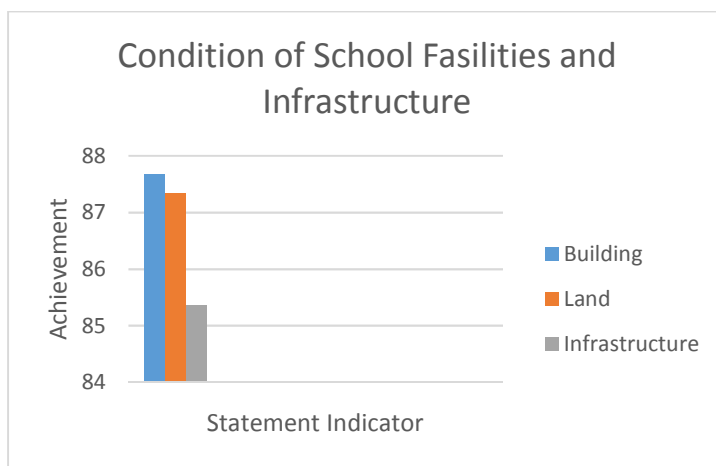


Figure 4.2. Graph of Achievement Indicators for School Facilities and Infrastructure Readiness Standards

Based on the table and graph above, it can be seen that the readiness of the State Vocational School Nusawungu Cilacap in terms of standard facilities and infrastructure regarding the condition of school buildings has an achievement score of 87.68%. The shape of school land has a rating of 87.35%, and the state of the completeness of the facilities and school infrastructure has an achievement score of 85.36%.

The average percentage of achievement indicators on the standard of facilities and infrastructure on the readiness of the national standard of vocational education in Nusawungu Cilacap in improving the quality of graduates reached a score of 86, 79%. Thus it can be seen that the standard indicators of facilities and infrastructure have met the minimum criteria of the national standard of vocational high school education determined by the government in Permendikbud Number 34 of 2018.

c. Percentage of Education Management Standards Readiness

Readiness to fulfill education management standards is measured based on schoolwork plan indicators, management information systems, school leadership, and education supervision and evaluation. The results of the calculation of research data from the standard variable signs of facilities and infrastructure of Nusawungu State Vocational School are as follows.

Table 4.3. Research Results of the Standards of Education Management in Nusawungu State Vocational School in Efforts to Improve the Quality of Graduates

| No | Indicators | Achievement (%) |
|---------|--------------------------------------|-----------------|
| 1. | School work plan | 85,50 |
| 2. | Management information system | 84,71 |
| 3. | School leadership | 84,70 |
| 4. | Education supervision and evaluation | 83 |
| Average | | 84,47 |

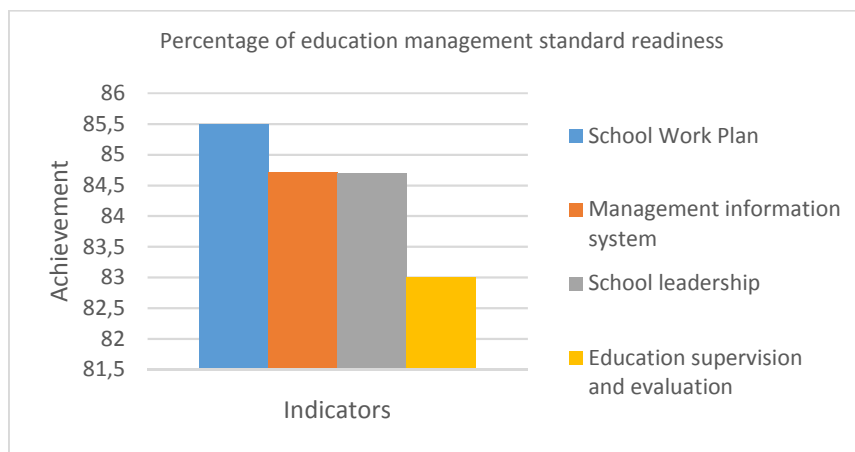


Figure 4.3. Achievement Charts for Indicators of Education Management Standards

Based on the table and graph above, it can be seen that the readiness of the State Vocational School Nusawungu Cilacap in the aspect of management standards regarding school work plans has an achievement score of 85.50%. The management information system indicator has a rating of 84.71%, and school leadership has a score achievement of 84.70%, and signs of education supervision and evaluation have an achievement score of 83%.

The average percentage of achievement of indicators of educational management standards to the national education standard readiness of SMK Negeri Nusawungu Cilacap in improving the quality of graduates reached a score of 84.47%. Thus it can be seen that the management standard indicators have fulfilled the minimum criteria of national vocational high school education standards specified in Permendikbud Number 34 of 2018.

Educator and Education Staff Standards

Readiness standards for educators and education staff are measured based on the qualifications and competency aspects of each educator and education staff, including principals, teachers, and school administrators. The results showed that the readiness to fulfill the standards of educators and teaching staff at the State Vocational School Nusawungu Cilacap had an average percentage of 84.96%. Achievement of the standard preparation of educators and the educational staff of Nusawungu State Vocational School is included in the perfect category. This is evidenced from the qualifications of educators and education personnel, especially Nusawungu State Vocational School teachers who have fulfilled the requirements with an educational background by the field taught.

Based on the results of the questionnaire and documentation, it is known that the educational qualifications of each educator and instructional staff have fulfilled the requirements as competent educators. The skills of Nusawungu State Vocational School teachers can be seen in Appendix 6 concerning the data on the state of the Nusawungu State Vocational School teaching staff

Based on the results of interviews conducted, in the last few years, there was one teacher who taught dual skills, namely teaching electrical expertise and also Light Vehicle Engineering. But for now no longer shows dual knowledge, because after entering the recognized educational primary data that is Light Vehicle Engineering expertise, even though the teacher can be said to be qualified to teach electricity. This is evidence of the absence of teachers who teach not by relevant educational backgrounds, in this case, particularly productive teachers who teach according to the competency of expertise in each learning program.

In the aspect of developing teacher professionalism, related to the active role of teachers in participating in education and training programs, they are fully supported by schools to participate in education and training programs to improve professional quality by the fields taught by teachers. Based on the results of the interview, the school has fully supported the teacher to participate in training activities, both non-formal and formal, both invitation-based and as designated by the school principal. Besides, the school also provides facilities and encouragement to educators and administrative staff to improve education levels to achieve professional performance. This will have a good impact on the learning process. The result is the quality of students will have excellent competence, because teachers have good professionalism as human resources who carry out education. The quality of competent graduates will indicate that the educational objectives are well achieved.

Readiness to meet the standards of educators and education staff at SMK Negeri Nusawungu already meets the criteria and has the right level of preparedness. However, it is necessary to increase the professionalism of educators in achieving educational goals. One effort that must be improved is the evaluation and supervision of teacher performance. Teachers can be active in participating in training activities both in the form of professional education and education and assessor training to support competence as a professional teacher. It is necessary to pay attention to the implementation of educators' participation in training programs so that they do not interfere and leave the main task of educators to carry out learning programs in schools. This needs to be a concern of the school because with proper time management, there will not be any teachers leaving their obligation to carry out learning in schools to attend the training programs that have been followed. Thus, the active role of teachers in attending education and training programs can improve the quality of professional teacher performance that indirectly influences the quality of graduates who have competencies according to the needs of the industrial world.

In the process of implementing learning, previously, the teacher has made a plan of implementing learning as a guide in carrying out learning activities for students — the process of implementing learning achieved by the teacher, namely active learning. With the implementation of student-centered learning implementation, it will train students to be more confident and also obtain excellent skills, so they can score students as graduates who have skills and are ready to compete in the world of work and the next level.

b. Facilities and Infrastructure Standards

The standard readiness of the facilities and infrastructure of SMK Negeri Nusawungu, in general, is measured based on aspects of land standards, school building standards, and the completeness of school facilities and infrastructure. Nusawungu State Vocational School has adequate facilities that refer to aspects of school land standards, building standards, and the integrity of school facilities and infrastructure. The results showed that the readiness of national education standards supporting the implementation of the Nusawungu Cilacap Vocational School curriculum in every aspect of facilities and infrastructure standards had a level of preparedness with an average percentage of 86.79%. This achievement can be said to be very good because, based on research from several standard indicators of school facilities and infrastructure is sufficient in the process of implementing learning and following the standards set in the National Standards of Vocational Education.

The condition of the school land has met the standards following the provisions and needs of school residents in supporting the implementation of educational activities. The school land is in a conducive environment and does not pose a danger to school residents. This will affect the application of education for all school residents with optimal implementation.

The results of an analysis of aspects of the condition of the school building at SMK Negeri Nusawungu are known to have excellent and adequate building quality in supporting education implementation activities. The shape of the Nusawungu State Vocational School building has paid attention to the strength and flexibility of the building. Each school room is equipped with ventilation as an air channel to provide comfort for all school residents. Besides, the State Vocational School Nusawungu has a practical workspace building by applying K3 to prevent work accidents in the process of implementing education in schools. Conducive land conditions increase the optimization of the implementation of education in achieving educational goals by producing quality graduates who are in line with the needs of the workforce.

The results of the analysis of the completeness of school facilities and infrastructure, which include classrooms, practical learning rooms, library rooms, and meeting rooms at SMK Negeri Nusawungu, are available and adequate following the needs of school residents in the implementation of education. The completeness of school facilities and infrastructure are included in both hot and sufficient categories in supporting the process of learning activities in schools. Maintenance, repair, and asset management need to be done so that school facilities and infrastructure can be maintained in the quality and function of school facilities and infrastructure.

In connection with the means of supporting the implementation of learning, especially practical knowledge, schools have carried out cooperation with industry in the form of a visitation from the industry related to the state of the workshop as well as existing facilities and the established SOP. One of the collaborations with the industrial world, which is carried out by Nusawungu State Vocational School with the industrial world, is the collaboration of schools with Astra Daihatsu Motor. Based on the results of interviews, the implementation of cooperation between SMK and industry has been running for almost two years. This collaboration has a significant effect on schools, namely improving the quality of schools so that they can produce the competencies of students as graduates who have the expertise and are ready to work in the industrial world by following technological developments.

The important thing that is of particular concern to the aspects of school facilities and infrastructure is to improve workshop management as a place for learning practices of students with the aim that students can optimally carry out learning and produce outputs that have the competence to be able to compete in the world of work.

c. Education Management Standards

Education management standard readiness in education units is measured based on aspects of the implementation of management information systems, the application of school work plans, the implementation of school leaders, and the implementation of supervision and evaluation of education in schools. The results showed that the readiness of national education standards supporting the implementation of the Nusawungu Cilacap State Vocational School curriculum in the aspects of education management standards, in general, has been going well with the preparedness level of achieving an average percentage of 84.47%. The achievement level from this aspect is already right based on the readiness of several indicators on issues of educational management standards following the standards set in the National Vocational Education Standards.

The availability of adequate facilities supports the implementation of the school information management system at SMK Negeri Nusawungu. This can be known from information and computer facilities that support the implementation of information systems management. Besides, the school principal also assigns teachers and administrative staff to manage the information systems in the school so that school data and information reporting to the provincial office can be managed and handled promptly. The presence of data with excellent facilities and management can make it easier for school residents to accept information. Besides, school information management can also be accessed by outside parties related to important information about the school.

The results of the analysis of the work plan of the Nusawungu State Vocational School can work well with the planning made by the school principal and also the school's educators and staff. The school work plan that has been compiled contains several programs that serve as targets for the next four years to achieve educational goals at school. In implementing the work plan of the Nusawungu State Vocational School, the school principal gives an evaluation by paying attention to school resources that have the potential to improve the quality of education in the school. Through achieving the vision, mission, and goals of the school.

The results of the analysis of school leadership, supervision, and evaluation of education have been going well. The school has carried out objective monitoring of the achievement of educational standards. As a follow up to the results of the evaluation of the fulfillment of education standards, schools have made efforts to achieve the satisfaction of educational standards following the specified minimum standards. Supervision and assessment are also carried out continuously on the accreditation and quality of teacher performance. They are carrying out follow-up from the evaluation results to improve the quality of education in the State Vocational School Nusawungu.

CONCLUSION

Based on the research results obtained related to the readiness of the State Vocational School Nusawungu in improving the quality of graduates viewed from aspects of the National Education Standards supporting the implementation of the curriculum, which includes three National Education Standards can be summarized as follows:

1. Achieving the readiness of the standard of educators and educational staff of SMK Negeri Nusawungu in improving the quality of graduates based on the data obtained reaches the first category with an average percentage of 85%. Educators and education staff have fulfilled the qualifications following the provisions in Permendikbud No. 34 of 2018. This is evidenced in what all teachers have taught in the fields and competencies according to their educational background.
2. Achieving the readiness of the standard facilities and infrastructure of the State Vocational School Nusawungu in improving the quality of graduates based on the data obtained reached an outstanding category with an average percentage of 86.79%. Fulfillment of aspects of standard facilities and infrastructure that includes land standards, building standards, and facilities and infrastructure completeness standards have met the minimum criteria set out in Permendikbud No. 34 of 2018.
3. Achievement of the standard readiness of the management of the Nusawungu State Vocational Education unit in improving the quality of graduates based on the data obtained reaches an outstanding category with an average percentage of 84.47%. Achievement of aspects of education management standards that include curriculum planning and implementation, school leadership, and monitoring and

evaluation activities have met the minimum criteria according to the provisions in Permendikbud No. 34 of 2018.

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