

EVALUATION OF FIELD WORK PRACTICES OF STATE VOCATIONAL HIGH SCHOOLS IN MALINAU REGENCY

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Abstract. The purpose of this study is to describe Implementation of Field Work Practice (PKL) at State Vocational High School (SMKN) in Malinau Regency and Supporting and inhibiting factors for the implementation of street vendors at the SMKN. This study uses a qualitative approach method of evaluation research type. The research was conducted at SMKN 1 Malinau, SMKN 2 Malinau, and SMK SPP Malinau. The informants in this study consisted of three school principals, three teachers, and three deputy principals for curriculum affairs from the three vocational schools, three students and one IDUKA. Data collection techniques use observation, interviews, and document studies. The data analysis technique uses an interactive model from Sidiq & Choiri (2019) with the following levels: 1) Data Collection. 2) Data reduction. 3) Data Presentation. 4) Conclusion Withdrawal/verification. The results of this study show that the implementation of street vendors at SMKN Malinau Regency includes planning cooperation with the Business World and the Industrial World (IDUKA), student preparation, as well as the implementation of monitoring and evaluation during street vendors and f supporting actors for the implementation of street vendors including IDUKA support, active involvement of teachers and principals, and the availability of adequate facilities. The inhibiting factors include budget limitations, local IDUKA limitations, and students' lack of understanding of the world of work.

Keywords: evaluation, fieldwork practice, business world; industrial world

I. INTRODUCTION

This Vocational education has a strategic role in preparing competent human resources and ready to face the world of work directly [1]. Through a competency-based approach, vocational education is designed to provide technical and practical skills that are appropriate to the needs of the industry. In the context of globalization and rapid technological development, the world of work demands a workforce that not only has theoretical knowledge, but also qualified applicative skills. Therefore, vocational education is one of the effective solutions to overcome the gap between the world of education and the industrial world, especially in preparing graduates who have high competitiveness in the job market [2]. In addition, vocational education also plays an important role in supporting regional economic development through strengthening the capacity of the local workforce. Graduates from vocational institutions, such as Vocational High Schools (SMK), are expected to be able to fill various labor needs in the productive sector, both in the fields of engineering, tourism, agriculture, and services. Thus, vocational education not only creates economically independent individuals, but also encourages inclusive and sustainable economic growth. Therefore, the quality of the implementation of vocational education, including field work practice programs, needs to receive

serious attention so that the main goal of forming job-ready graduates can be optimally achieved [3].

Field Work Practice (PKL) is an integral part of the Vocational High School (SMK) curriculum which aims to bridge the gap between the theory learned in school and the practice that occurs in the world of work. PKL is designed so that students can directly experience the work process in the industrial and business world, so that they gain real experience and practical skills that are relevant to their skill competencies [4]. According to the Regulation of the Director General of Primary and Secondary Education Number 06/D.D5/KK/2018, street vendors are one of the mandatory subjects that must be followed by vocational school students to support the achievement of graduate competencies optimally. Thus, street vendors are not only complementary, but are a key element in forming graduates who are ready to work and professionally [5].

Furthermore, the implementation of street vendors is also a strategic means to build partnerships between vocational education units and the industrial and world of work (IDUKA). This partnership is very important in aligning the curriculum with real needs in the field, as well as encouraging the realization of links and matches between the world of education and the world of work. A study conducted by Mulyasa (2019) shows that the active involvement of the business world and industry in the vocational education process, especially in the

implementation of street vendors, contributes significantly to improving the quality of vocational school graduates. Therefore, the optimization of the role of street vendors needs to continue to be carried out through systematic planning, implementation, and evaluation so that the goals of vocational education can be achieved optimally [6].

The implementation of Field Work Practice (PKL) in various regions in Indonesia often faces various challenges, one of which is the limitation of industry partners that are relevant to the students' skill competencies. This is especially true in areas that do not have adequate industrial infrastructure, making it difficult for schools to establish cooperation in accordance with the needs of the vocational curriculum. According to the results of research by Susilo (2021), many vocational schools in the region have difficulty placing street vendor students in the appropriate industry, which ultimately has an impact on the low relevance of work experience to students' majors. This limitation causes students not to get optimal work experience according to their field of expertise. In addition, other challenges include the suitability of the field of practice and the weak monitoring system for student activities during street vendors [7]. The mismatch between the practice place and the student's study program can reduce the effectiveness of learning and reduce the value of the skills that should be obtained. In addition, supervision of students during street vendors is often less than optimal due to the limited number of supervisors from the school and the lack of systematic reporting from the industry [8]. This condition results in weak control over the achievement of competencies during street vendors and the difficulty of conducting accurate evaluations of the results of these activities. Therefore, there is a need for collaborative efforts between schools, the government, and industry partners to overcome these obstacles in a sustainable manner.

Malinau Regency is one of the areas in North Kalimantan Province that has geographical characteristics in the form of large hilly and tropical forest areas, as well as scattered and distant residential areas. This geographical condition makes accessibility between regions in Malinau quite challenging, especially in terms of transportation and communication [9]. The distance between the school and the industrial location or potential practice site is often far and difficult to reach, which has a direct impact on the effectiveness of street vendor implementation. According to the Central Statistics Agency (BPS) of Malinau Regency (2023), several sub-districts in this region still have limited road, electricity, and communication network infrastructure, making it difficult to coordinate between schools, students, and industrial partners during the street vendor program.

In terms of social and education, Malinau Regency has a strong ethnic and cultural diversity, as well as a level of secondary education participation that is still in the developing stage. Although there are efforts to improve the quality of education, the limited number of industries or the business world that are in accordance with the majors in vocational schools is a challenge in itself. The industrial sector in Malinau tends to be dominated by mining, plantations, and government services, while not all vocational school majors have direct

relevance to these sectors [10]. On the other hand, the limited human resources in schools, including street vendor supervisors and industrial cooperation managers, also affect the quality of program implementation. Therefore, these geographical and social factors must be an important consideration in designing an adaptive and sustainable street vendor implementation strategy in Malinau Regency.

The evaluation of the implementation of Field Work Practice (PKL) at State Vocational High Schools (SMK) in Malinau Regency is an important step to assess the effectiveness of the program in achieving vocational learning goals, namely preparing competent and work-ready graduates. Through systematic evaluation, schools can identify the extent to which street vendor activities provide experiences that are relevant to students' skill competencies and explore various obstacles faced, such as the suitability of industry partners, coaching during practice, and limited infrastructure. This evaluation is also the basis for policy making and improvement of street vendor programs in the future, especially in the context of border areas such as Malinau which have their own geographical and social challenges. According to Arikunto and West Java (2010), educational evaluation not only measures success, but also serves as feedback for sustainable program planning and development, so that the implementation of street vendors can be more optimal and have a significant impact on improving the quality of vocational school graduates [11].

Research conducted by Wibowo and Suparno (2019) regarding the evaluation of the implementation of Field Work Practice (PKL) at SMK Negeri Yogyakarta City shows that the success of the PKL program is greatly influenced by the quality of partnerships with the business and industrial world (DUDI), student readiness, and systematic guidance and evaluation mechanisms. The study used the CIPP (Context, Input, Process, Product) evaluation model to assess the effectiveness of the implementation of street vendors and concluded that active industry involvement and coordination between schools and partners are crucial factors in supporting the achievement of students' competencies. These results are relevant to the research context in Malinau Regency which also faces challenges in terms of limited industry partners and supervision of student activities in the field. A study by Handayani (2021) which examined the implementation of street vendors in vocational schools in 3T (frontier, outermost, and disadvantaged) areas underlined the importance of adapting the implementation of street vendors to local geographical and social conditions. This study found that in remote areas, such as border and inland areas, schools need to develop alternative street vendor models, such as cooperation with local government agencies, MSMEs, or project-based training in schools.

Based on this, this study aims to describe: (1) Implementation of Field Work Practice (PKL) at State Vocational High School (SMKN) in Malinau Regency. (2) Supporting and inhibiting factors for the implementation of street vendors at the SMKN.

II. METHOD RESEARCH

This study uses a qualitative approach with an evaluative research type, which aims to evaluate the implementation of Field Work Practice (PKL) in three State Vocational High Schools (SMKN) in Malinau Regency, namely SMKN 1 Malinau, SMKN 2 Malinau, and SMK SPP Malinau. This approach was chosen because it allows researchers to gain an in-depth understanding of the process, obstacles, and effectiveness of street vendor implementation from the perspectives of various parties involved. The informants in this study consisted of three principals, three teachers, three deputy principals for curriculum, three students, and one representative from industry and the world of work (IDUKA). The selection of informants is carried out purposively with the consideration that they have direct knowledge and experience of the implementation of street vendors in each school.

The data collection techniques in this study include direct observation at the school location and practice area, in-depth interviews with the main informant, and documentation studies on supporting documents such as street vendor programs, student activity reports, and cooperation agreements with IDUKA. Data analysis was carried out using an interactive model from Sidiq and Choiri (2019) which consisted of four stages, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion or verification. This approach allows the data to be analyzed in an ongoing and reflective manner, so that the interpretation obtained can accurately reflect the reality of street vendor implementation. The validity of the data is maintained through triangulation of sources, techniques, and time to ensure the reliability and credibility of research results.

III. RESULT AND DISCUSSION

Context of Field Work Practice at Vocational Schools in Malinau Regency

The Field Work Practice Program (PKL) at SMKs in Malinau Regency is designed to answer the needs of practical skills development and job readiness for students. As a vocational school, vocational schools have the responsibility to equip students with real knowledge and experience according to their fields of expertise, so that graduates are able to face competition in the industrial world. In Malinau Regency, the implementation of street vendors involves close partnerships between schools and various industrial sectors, both government and private, as well as the business world and the world of work (IDUKA) [12]. This program is also based on a vision to improve the quality of vocational education and produce human resources who are competent, independent, and have local values. Through street vendors, vocational schools in Malinau are expected to produce graduates who are competitive and have skills that are in accordance with the needs of the rapidly growing industry. Several studies and regulations strengthen the importance of street vendors in vocational education. For example, Permendikbud No. 34 of 2018 concerning National Standards for Vocational Education emphasizes that vocational schools must prioritize skills that are applicable through street vendors so that graduates can directly work or become entrepreneurs (Ministry of Education

and Culture, 2018). In addition, according to Surahman's (2022) research, practice-based learning has a big role in shaping work skills and attitudes that support students when entering the workforce. This concept is in line with the emphasis on vocational education that is more relevant to the needs of the industry, as mentioned by Rivai et al. (2013), that collaboration between schools and industry can provide real experiences and improve the quality of graduates.

Based on the results of the research that has been explained earlier, the following will be explained related to the context of the vocational street vendor program in Malinau Regency. The Field Work Practice Program (PKL) at SMKN 1 Malinau, SMKN 2 Malinau, and SMK SPP Malinau has a similar main goal, which is to improve students' skills through practical experience in the world of work. At SMKN 1 Malinau, the street vendor program has been carried out since the beginning of the school's establishment, with the aim of equipping students with knowledge and skills in accordance with the school's vision and mission, such as fostering students' creativity and independence. SMKN 2 Malinau also has a street vendor program that is implemented as part of curriculum 13, with a focus on improving the quality of human resources (HR) through practical skills, so that graduates are able to compete in the world of work. At SMK SPP Malinau, this program aims to strengthen vocational education by connecting students to relevant industrial sectors, especially in the field of agroindustry, to answer the needs of the increasingly dynamic world of work.

These three schools collaborate with various industry partners and various government agencies according to the needs of each department. SMKN 1 Malinau has partnerships with government agencies such as the Fisheries and Agriculture Service to support the street vendor program. SMKN 2 Malinau also collaborates with Industry and the World of Work (IDUKA) through a Memorandum of Understanding (MOU) agreement that is updated annually, ensuring students can work in a professional and relevant environment. SMK SPP Malinau expands its cooperation network to include the private sector, cooperatives, and organizations that focus on agroindustry and agricultural product processing. Through this partnership, students are expected to gain a deep understanding of technical and entrepreneurial skills.

In the implementation of the street vendor program, these three schools also conducted comprehensive socialization to students and parents to explain the goals, benefits, and procedures of street vendors. At SMKN 1 Malinau, socialization is carried out from the beginning of students entering school and more in-depth through special meetings with parents. At SMKN 2 Malinau, socialization involves seminars and workshops for students to ensure their readiness before entering the workforce. At SMK SPP Malinau, socialization is carried out in a structured manner, with invitations for parents and special training for students so that they really understand the flow and purpose of street vendors. With this comprehensive approach, the street vendor program in the three schools aims to prepare students thoroughly to face the challenges of the world of work, as well as bridge education and industry needs. The implementation of Field Work Practice

(PKL) in Vocational High Schools (SMK) throughout Malinau Regency takes place in a geographical and social context that is quite challenging. Malinau Regency is a border area with a wide geographical distribution and limited transportation and communication infrastructure, which also affects the placement process of students in the industrial and working world (IDUKA). Most vocational schools in Malinau still face a limited number of industry partners that are in line with students' expertise programs, so the placement of street vendors is often not in line with the field of study taken. This has an impact on the effectiveness of street vendors as a means of strengthening students' vocational competence [13]. These challenges show the need for an adaptive approach in street vendor management, such as collaboration with the informal sector or local government institutions that have relevance to students' expertise.

In addition to geographical factors, challenges in the context of the implementation of street vendors in Malinau are also related to the limitations of the monitoring and supervision system from the school. Some schools experience obstacles in monitoring students who carry out street vendors in remote or hard-to-reach locations. In fact, the success of street vendors is greatly influenced by adequate guidance support, both from the industry and supervisors from schools [14]. In practice, some students admitted that they did not get enough guidance during street vendors, which caused vocational learning goals not to be achieved optimally. Therefore, it is important for vocational schools in Malinau Regency to develop a more flexible street vendor system based on local potential, while strengthening the synergy between schools, local governments, and industry players in the implementation of this program.

Input on Field Work Practice at Vocational Schools in Malinau Regency

The Field Work Practice Program (PKL) at vocational schools in Malinau Regency is a structured effort to increase students' job readiness through direct experience in the industrial and work world. Input in the implementation of street vendors includes initial preparations such as the formation of an implementation team, the provision of facilities and infrastructure, the selection of locations that are in accordance with student competencies, and the provision of technical and soft skills. Each vocational school in Malinau Regency strives to optimize various resources to ensure the success of the street vendor program, by involving the role of school principals, teachers, public relations, and industry. This structured approach aims to ensure that vocational school students not only have technical knowledge but also relevant practical experience, so that they can improve their competence and readiness to enter the real world of work (Mulyadi, 2020; Kusumawati, 2021; Prasetyo, 2022). Furthermore, the discussion will detail the inputs that have been implemented in the three main vocational schools in Malinau Regency, namely SMKN 1 Malinau, SMKN 2 Malinau, and other vocational schools, which include the role of the implementation team, the readiness of supporting facilities, as well as the process of debriefing and selecting street vendor locations. The three vocational schools in Malinau Regency, namely SMKN 1 Malinau, SMKN 2 Malinau, and other vocational schools, have

careful preparations in the implementation of the street vendor program to prepare students to enter the world of work. In terms of street vendor teams, each school forms an implementation team with clear roles and responsibilities. At SMKN 1 Malinau, the head of street vendors, secretaries, treasurers, public relations representatives, and heads of departments collaborate to ensure the suitability of street vendor places with student competencies. The supervisor also plays a role in directing students during street vendors. SMKN 2 Malinau also has a similar structure, with the involvement of the principal, public relations representative, and head of department as the main implementer. This shows that each school has a good team structure and coordination between parties to support the success of street vendors.

In terms of supporting facilities, these schools provide facilities that support the preparation of street vendors. SMKN 1 Malinau, for example, develops a curriculum that suits the needs of the industry, provides journals, and works closely with IDUKA to ensure adequate practice facilities. At SMKN 2 Malinau, although facilities and infrastructure are limited, the school provides training and technical preparation and soft skills for students. This effort is important to ensure students' readiness to adapt to the real work environment. The facilities provided, although limited, still help students to prepare themselves before going directly into the field. Overall, the stage of location selection and student preparation has gone well in all three schools. The location of street vendors was chosen based on relevance to the student's major, and the school conducted a survey with IDUKA to ensure the suitability of the place with the competencies taught at the school. Each school also conducts debriefing for students, including technical skills and soft skills. With this debriefing, students are prepared mentally and skillfully before street vendors. This approach shows that despite the differences in facilities available, each school is committed to providing a comprehensive and rewarding street vendor program for students in the face of the real world of work [15].

Input in the implementation of Field Work Practices (PKL) in Vocational High Schools (SMK) throughout Malinau Regency has an important role in creating a relevant and quality learning experience. One of the main inputs is the curriculum used in schools, which must be in line with the needs and developments of the local industry. The curriculum designed for street vendors should include technical skills relevant to the world of work, as well as the ability to adapt to industry dynamics [16]. In addition, the support of adequate supporting facilities is also a key factor in the successful implementation of street vendors, such as the provision of adequate classrooms for theoretical debriefing before students enter the industrial world (Wahyuningsih & Yuliana, 2018). Therefore, it is important for vocational schools in Malinau to update the curriculum regularly, so that students gain skills that are relevant to the demands of the ever-changing job market.

In addition to the curriculum, an equally important input in street vendors is the involvement and readiness of educators. The supervisor has a very significant role in directing students during street vendor activities. The quality of teachers who have knowledge and skills in related industries will have a

positive impact on street vendor outcomes. In Malinau Regency, the challenges faced are the limited number of teachers who have competence in certain fields, as well as the lack of training and development for teachers to keep up with the latest industry developments [17]. Therefore, increasing the capacity of teachers through periodic training that is connected to industrial needs is very important to ensure the successful implementation of street vendors in vocational schools. One of the other inputs is the partnership between schools and the industrial world, which has a central role in the successful implementation of street vendors. In Malinau Regency, the limited number of industrial partners in several vocational sectors is a significant challenge. These limitations can affect the quality of experience students gain during street vendors, as well as make it difficult for schools to provide a place to practice that is in accordance with the student's field of expertise [18]. For this reason, there needs to be a broader partnership development strategy, such as establishing cooperation with small and medium enterprises (SMEs) or the government sector that can provide relevant practice opportunities. Strengthening the relationship between schools and IDUKA (Industry of the World of Work) is a key factor to create wider opportunities for students to jump directly into the world of work and enrich their experience (Prasetyo, 2021).

Results of Field Work Practice at Vocational Schools in Malinau Regency

The Field Work Practice Program (PKL) at vocational schools throughout Malinau Regency is designed to ensure that students acquire practical skills that are relevant to their respective vocational competencies. Through street vendors, students are expected to hone technical skills and soft skills that will be useful in entering the world of work, as well as increase their confidence and professionalism (Susanto, 2020). The success of the street vendor program can be evaluated based on the "product" or final result of this program, which includes the achievement of technical competencies, the development of interpersonal skills, and the opportunities open for students to join the industry after graduation (Fitriani & Setiawan, 2021). In each school, the results of the implementation of street vendors can be seen from the aspects of skill improvement, adaptation to the work environment, and certification received by students as proof of having followed the street vendor program well [19].

The research and evaluation conducted showed that the implementation of street vendors significantly provided benefits for students, schools, and IDUKA (Industry, Business, and Work) who worked together. Each school, both SMKN 1, SMKN 2, and SMK SPP Malinau, has targets and results achieved in accordance with their respective fields of expertise, which are supported by continuous monitoring and evaluation to ensure that street vendor goals are optimally achieved [1]. With the existence of street vendors, students not only become more skilled, but also better prepared to meet the demands of the increasingly competitive world of work [20].

The implementation of street vendors at SMKN 1 Malinau showed significant results in improving students' technical skills and confidence. The results of this program include improving students' technical skills better in accordance with

their field of competence, as well as the development of soft skills that prepare them to face challenges in the world of work. Students not only acquire specific skills that can be applied directly, but also gain greater confidence in interacting in the work environment. Street vendors at SMKN 1 Malinau also expand employment opportunities for students, especially in the companies where they undergo the program, by providing them with real experience that is recognized through an official certificate from IDUKA. SPP Vocational Schools in Malinau Regency also experienced a similar positive impact in the street vendor program, especially in terms of skills relevant to agriculture and animal husbandry. The students gain hands-on knowledge in the field that allows them to apply the theories learned in the classroom to real-world situations [21]. This street vendor program not only deepens students' understanding of agricultural techniques, but also enhances their adaptability in a dynamic work environment. Just like at SMKN 1, students at SMK SPP also receive certificates and positive evaluations from IDUKA who work together, which increases their added value as prospective workers who are competent in the field.

In terms of the impact on students' social abilities and professional attitudes, the results of the study show that street vendors in Malinau Regency also contribute positively to the formation of discipline, teamwork, and effective communication in the world of work. Students who do street vendors in the industrial or public service sectors show improvements in their interpersonal skills, which are important competencies in the world of work that are often underemphasized in theoretical learning in the classroom [22]. Street vendors not only provide technical experience, but also opportunities for students to understand the true dynamics of the world of work, including work ethics and time management, which are critical to improving their readiness in the labor market. However, although there are significant benefits of street vendors, some of the problems that arise include monitoring and evaluation that are not optimal. In several vocational schools in Malinau, supervision of street vendors in the field is poorly coordinated, resulting in a lack of constructive feedback from the industry. This has an impact on limited opportunities for students to develop their skills to the maximum. Therefore, this study recommends the need to improve more systematic monitoring and evaluation mechanisms to ensure the quality of the street vendor experience for students, as well as strengthen collaboration between schools and industry partners in designing programs that are more structured and relevant to the needs of the job market [23].

IV. CONCLUSIONS

The results of this study can be concluded that the evaluation of the street vendor program at SMK Malinau Regency shows that overall, this program has had a positive impact on students in three schools (SMKN 1 Malinau, SMKN 2 Malinau, and SMK SPP Malinau). In the context aspect, this street vendor program is in line with the school's goal to improve students' technical and soft skills, as well as their readiness to enter the world of work. In terms of input, the three schools have prepared student data, coordinated with IDUKA,

and met administrative requirements such as MoU and recommendations for street vendor places according to the department. The implementation process runs through stages involving periodic monitoring, communication with IDUKA, and direct assistance. In Product, this program has proven to be effective in improving technical and non-technical skills, student confidence, and providing added value in the form of street vendor certificates from IDUKA which are useful for increasing job opportunities.

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