

EVALUATION OF CHARACTER EDUCATION PROGRAMS IN STATE VOCATIONAL HIGH SCHOOLS IN SOUTH TANGERANG USING THE DESCREPANCY MODEL

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ABSTRACT

Character education for vocational schools has significant benefits, including making students more independent, responsible as well as a tough personality, never giving up, with a good moral mentality will make students have a good personality and strong resistance to adaptation in the world of work. The purpose of this study is to a) evaluate at the design stage of the character education program, b) evaluate the application (installation) of carrying capacity, c). the implementation process whether it is in accordance with the achievement of program objectives, d).The final result (product) or the main target of the program that has been achieved in the implementation of the program, the cost of the character education program in the Field Work Practice (PKL) program at Vocational High Schools in South Tangerang City, South Tangerang is in accordance with the standards set conduct evaluations on, related to character education using the Discrepancy Evaluation Model (DEM) model according to the stages of Design, Installation, Process, Product and Cost. The research method used is qualitative research by conducting questionnaires, interviews with school management, teachers, students, industry, practitioners, and alumni, as well as field observations in the field. The results of this study show that the design aspect is close to 90% achievement, the installation aspect has 80%-90% achievement, the process aspect has 88% achievement, product 83.82% and cost more than 90%, thus there are gaps at each stage so that comprehensive improvement is needed by exploring and overcoming each criterion that has significant gaps..

Keywords: *Character Education, Discrepancy, Evaluation Model, Field Work Practice, Gaps, Vocational School*

INTRODUCTION

Evaluation is an activity to measure something or a situation so as to present information in the form of value as an alternative in making decisions (Arikunto & Jabar, 2018), whereas according to

(Stockmann, 2011) defines evaluation as identification, clarification and application of criteria that can be maintained for determine the value of the evaluation object (value or service) in relation to these criteria. Meanwhile, according to (Alkin & Wingard, 1972) evaluation is concerned with the process of collecting information about programs that can be identified and the expected benefits from the program. Meanwhile, evaluation contains the meaning of value and benefits. Value refers to the quality of the program and its implementation. Meanwhile, benefits relate to the positive influence caused by the program and its implementation (Musringudin et al., 2022).

Meanwhile, program evaluation can be interpreted as a process of searching for information, finding information and determining information that is presented systematically about planning, values, goals, benefits, effectiveness and suitability of something to the criteria and objectives that have been set (Munthe, 2015).

Program evaluation includes discussion of the five pillars of management, namely planning, organizing, monitoring, evaluation and controlling (Sukardi, 2014).

Vocational school revitalization comes through Presidential Instruction Number 9 of 2016 regarding vocational school revitalization. In the vocational high school education area there are evaluation objects which are components of special character formation, including; IDUKA-based teacher upskilling and reskilling, curriculum emphasizing soft skills, Business Center, Industry Class, Teacher Internship, Field Work Practice (PKL), Teaching Factory Learning Model, Field Introduction Orientation (OPL) and Curriculum Alignment.

The emergence of character education was motivated by the increasingly eroding character of the Indonesian nation as well as efforts to build and maintain Indonesian people with noble morals (Tsauri, 2015). In other research (El Khuluqo, 2017) it is stated that the weak character formation process in the education system in Indonesia results in high unemployment rates and a low development index in Indonesia. Meanwhile, according to (Suraiya et al., 2020) explains character from a psychological perspective that character is an aspect of personality that is formed by habits, which consists of three elements in character formation, namely beliefs, feelings and actions. Meanwhile (Goleman, 2016) measures five key characters which include: first is self-awareness relating to awareness of one's own feelings, not lying to oneself, second is self-regulation relating to emotional control and calm when in unfavorable situations, third is Motivation is related to personal pleasure, curiosity about something or the satisfaction of doing something, fourth is empathy, namely emotional feelings that can be given to other people, and lastly is social ability/socialization, related to similarities in perception, needs and interests with other people.

In Indonesia, the figure Ki Hajar Dewantara stated that character or character as a soul based on spiritual law, can feel the scale when interacting with its environment. The formation of student character at school can be carried out through activities at school and the role of teachers. Activities at school can be carried out through various routine and spontaneous activities to shape children into positive or good behavioral values. Meanwhile, the role of the teacher can be carried out through learning activities and example (Nantara, 2022). Other research results as stated by (Rusdi et al., 2017) state that the implementation of character education in schools can be carried out through 1) Character education in each subject carried out by each teacher before starting the subject material with a duration of around 5 (five) minutes; 2) Making character formation one of the learning achievement targets which is positioned as supporting work competency, namely work knowledge and skills; 3) Making attitude assessment an absolute requirement for students to advance to class; 4) Building a culture of character in the school environment, which is realized through the 3S (Smile, Greeting and Greeting) program and a clean environmental culture; and, 5) Requiring students to take part in scout activities, which are recognized nationally as extracurricular activities that contain character education. According to (Mufidah et al., 2020) In Islam character education can be seen in the example of the Prophet Muhammad as follows; Character values must be based on knowledge, character values must be

developed gradually, character values must care about children

20% of a person's success is determined by hard skills, and 80% by soft skills, meaning that the competencies possessed by students in all majors who have been studied both cognitively and psychomotorically have lower success achievements compared to their attitude and personality or affective. This theory is strengthened by (Nisa & Alinuridin, 2023) research stating that a person's career success in the world of work is determined by soft skills by 75% and hard skills by 25%, which shows that soft skills play a more important role in career advancement compared to hard skills. Meanwhile, soft skills are skills and life skills as the development of the concept of emotional intelligence related to the personality character, communication and social interaction curriculum which are important for students to master after graduating, (Suardipa et al., 2021) Soft skills are very important to support career success because every profession/work requires interaction and involvement with other parties so it requires the ability to adapt to work relationships, manage work stress, and the ability to work together in a team (Sandroto, 2021).

Among the soft skill aspects that students must master are interpersonal skills, leadership skills, performance management skills, cultural skills, communication/persuasion skills, and self-management skills (Jamaluddin et al., 2019). Soft skills can also be linked to the work culture values required by the industrial world, including aspects of discipline, honesty, commitment, responsibility, self-confidence, ethics, manners, cooperation, creativity, communication and leadership, (Darwanto & Sari, 2020).

According to (Sutjipto, 2019) in research on vocational school work culture with IDUKA, it was stated that the design of the vocational school curriculum must include, among other things, work culture values including hard work, work ethic, discipline, responsibility, creativity, cooperation, morality, ethics and aesthetics.

Meanwhile (Husnita & Suparno, 2020) concluded that character education and Industrial Work Practices (PRAKERIN) contribute to students' readiness to enter the world of work. (Sandroto, 2021) in his research concluded that it is necessary to revitalize vocational education by adding Factory teaching, rebranding through direct studies to industry and comparative studies to more advanced educational institutions both at home and abroad, as well as adding character to students.

In his view (Harmoko, 2019) character education that needs to be implemented in vocational schools includes high discipline, being present on time and working according to Standard Operating Procedures (SOP), hard work, requiring certain targets. Honesty, responsibility, and entrepreneurial spirit. Several expert opinions regarding entrepreneurial character, as mentioned by (Ramdani & Ghina, 2016), state that there are eight entrepreneurial characters, including: Desire for Responsibility, Preference for Moderate Risk, Confidence in Their Ability to Succeed, Desire for Immediate Feedback, High Level of Energy, Future Orientation, Skill of Organizing, Value of Achievement over Money. In other research (Perkasa, 2022) it is stated that entrepreneurs have instrumental, prestigious, sociable, hard working, self-confident characters, dare to take risks, and can control themselves.

Previous relevant research (Widiaty, 2017) stated that the creative industry in the fashion sector from a quality aspect requires the competency of graduates who have aspects of hard skills and soft skills based on creativity, whereas according to (Mariah & Sugandi, 2013) stated that to achieve an industry-based work character it must be paying attention to the application of time study with habituation, imitation and demonstration. In other research (Hidayati et al., 2021), (Indriaturrahmi & Sudiyatno, 2016), (Rusdi et al., 2017) agree that the suitability of vocational school graduates' competencies must be in accordance with the needs industrial world, while in research (Nantara, 2022), (Abbas & Marhamah, 2021), (Ilmianah, 2017), and (Abbas, 2020) mention the role of educators in implementing strengthening character education in schools. However, no one has explained in detail the special characteristics of vocational schools compared to other general secondary schools, especially for engineering majors, such as research carried out in the Department of Building Modeling and Information Design (DPIB).

The aim of this research is to evaluate the design, installation, process, results and costs of the character education program at one of the State Vocational Schools in South Tangerang in accordance with established standards.

METHOD

Research is essentially a vehicle for determining the truth or for further confirming the truth. Efforts to pursue truth can be carried out by philosophers, researchers, and practitioners through certain models. This model is usually known as a paradigm. Furthermore (Bogdan & Sari, 1982) stated that a research paradigm is a loose collection of a number of shared assumptions, concepts or propositions that direct the way of thinking in research. The choice of paradigm in research has implications for the choice of methodology and methods of data collection and analysis. Paradigms in qualitative research (Creswell, 2003) consist of Postpositivism, Constructivism–Interpretivism and Critical–Ideological. It can be concluded that a research paradigm is a set of beliefs based on certain assumptions called axioms (Moleong, 2016).

This research uses a postpositivism paradigm with the characteristics of using various levels of data analysis for accuracy and thoroughness, using various computer programs to support analysis, encouraging qualitative validity approaches.

According to (Nazir, 2013), the types of research design are controlled research design, descriptive-analytical research design, field research design or not, research design in relation to time, design with evaluative aims or not, evaluative research design or not in relation to decisions. administration regarding the application of research results and research design with primary/secondary data. The research design used in this research is an evaluative qualitative research design to examine how far the program is discrepancy with the ideal criteria set in special character education programs at State Vocational Schools in South Tangerang City.

The research method used is a qualitative method with the aim of quantitative research being to understand social phenomena or symptoms by focusing more on a complete picture of the phenomenon being studied rather than breaking it down into interrelated variables (Iqbal et al., 2022). The type of research used is a case study.

The evaluation research model used is the Discrepancy Evaluation Model, often abbreviated to DEM, developed by Malcolm M. Provus. This evaluation model emphasizes the view that there are gaps in program implementation, where the evaluator measures the size of the gaps in each component. This model is applied through five evaluation stages, namely (1) Design, (2) Installation, (3) Process, (4) Product, and (5) Cost. At each stage, reality is compared with the standard, and if it shows a difference, it is called a "discrepancy".

Meanwhile, intervals and groups use division according to (Dantes, 2012) which divides the discrepancy criteria based on differences and standard references as follows:

D = 0%	No discrepancy
0% < D ≤ 20%	Very Small
20% < D ≤ 40%	Small
40% < D ≤ 60%	Quite Large
60% < D ≤ 80%	Large
80% < D ≤ 100%	Very Large

According to (Sugiyono, 2012) Data collection can be done from various sources such as primary and secondary sources, while data collection methods or techniques can be done by interviews,

questionnaires, observations and relationships between the three (triangulation).

Data analysis techniques as stated by (Miles & Huberman, 2007) qualitative data analysis is a process consisting of three activity flows that occur simultaneously, namely data reduction, data presentation and drawing conclusions. The data that has been obtained through the process of observation, interviews, document study and questionnaires is then processed in several stages, namely data reduction, data presentation, and conclusion/drawing conclusions.

FINDINGS AND DISCUSSION

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that increasing situational leadership carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the quality of teachers' academic services, the better the principal's situational leadership, the better the quality of academic services in kindergartens in Larangan District, Tangerang City.

The school uses the Independent Curriculum, which has changed and the 2013 curriculum, has expertise programs, namely Animation, Visual Communication Design, Building Modeling and Information Design, and Health Services. This school has also implemented the Environmental Care and Culture Movement in Schools (PBLHS) program which is a conscious, voluntary, networked and sustainable collective action carried out by the school in implementing environmentally friendly behavior.

Value of Design Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
1	Soft Skills Goals				
	Productive	D1	100%	92,7%	7,3%
	Persistent	D2	100%	98,9%	9,1%
	Able to adapt	D3	100%	96,4%	3,6%
	Self-confident	D4	100%	81,1%	18,9%
	Think logically	D5	100%	87,30%	12,7%
	Innovative	D6	100%	92,80%	7,2%
	Communicative	D7	100%	89,1%	10,9%
	Commitment	D8	100%	90,7%	9,3%
	Dare to take risks	D9	100%	85,50%	14,5%
	Visionary	D10	100%	84,50%	15,5%
	Hard work	D11	100%	92,7%	7,3%
	Hard Skills (SKL) Objectives	D12	100%	94,5%	5,5%
	Competency development	D13	100%	94,5%	5,5%
	Independence	D14	100%	80,0%	20,0%
	Understanding the Guidelines	D15	100%	77,3%	22,7%

Implementation schedule	D16	100%	89,9%	10,1%
Personnel involved	D17	100%	89,1%	10,9%
Facilities and infrastructure	D18	100%	87,2%	12,8%
Funds required	D19	100%	76,40%	23,6%
MoU with the industrial world	D20	100%	89,0%	11%
FINAL SCORE		100%	88,48%	11,92%

From the table of values resulting from the evaluation of design aspects, it was found that the highest gap was in the criteria for funds needed for street vendors' activities of 23.6%. This was confirmed by the results of an interview with the head of the DPIB department of study program, Mrs. Isna, who stated that the funds needed for street vendors activities only came from from Educational Operational Assistance (BOS) funds, which are very limited.

Meanwhile, the smallest gap is in the criteria of being able to adapt, where students are introduced from the start to team work activities such as house renovation programs and other project-based learning such as making mock-ups and large working drawing assignments.

Value of Evaluation Results of Installation Aspects

No	Criteria	Code	Expetation	Response	Gap
2	Student assessment instrument	I1	100%	91%	9%
	Supervisor assessment instrument	I2	100%	81,80%	18%
	Student mapping list	I3	100%	86,80%	13%
	Assessment method	I4	100%	89,10%	11%
	Completeness	I5	100%	83,70%	16%
	Used procedure/Sop	I6	100%	89,10%	11%
	Socialization of rules and regulations	I7	100%	89,10%	11%
	Implementation of a reporting system	I8	100%	89,10%	11%
	FINAL SCORE		100%	87%	13%

From the table of evaluation results for the installation aspect, the highest gap in the supervisor's assessment criteria was 18%. Based on the results of interviews with productive teachers, Mrs. Kartika stated that teacher assessment instruments are rarely used because the committee focuses on students. The deputy head should be the one who evaluates the teacher's instruments. school curriculum areas and this is often overlooked.

Value of Process Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
3	Program outreach	P1	100%	90,9%	9,1%
	Provision	P2	100%	94,5%	5,5%

Implementation	P3	100%	96,3%	3,7%
Human resources required	P4	100%	89,1%	10,9%
Technology utilizers	P5	100%	81,8%	18,2%
Regular monitoring	P6	100%	78,2%	21,8%
Back To School	P7	100%	87,2%	12,8%
FINAL SCORE		100%	88%	12%

From the table of evaluation results for the installation aspect, the highest gap results are in the periodic monitoring criteria of 21.8%. Based on the results of interviews with productive teachers, Mrs. Ety stated that regular monitoring has been carried out according to the schedule, but for street vendors who are far away or outside the city. South Tangerang is an obstacle in itself considering the limited supervisory staff, several places use monitoring using cellphones as a means of communication.

Value of Product Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
4	Committee performance	H1	100%	83,6	16,40%
	Productive	H2	100%	81,8	18,20%
	Persistent	H3	100%	81,8	18,20%
	Able to adapt	H4	100%	87,2	12,80%
	Self-confident	H5	100%	81,9	18,10%
	Think logically	H6	100%	81,4	18,60%
	Innovative	H7	100%	76,4	23,60%
	Communicative	H8	100%	85,4	14,60%
	Commitment	H9	100%	81,8	18,20%
	Dare to take risks	H10	100%	80,1	19,90%
	Visionary	H11	100%	81,8	18,20%
	Hard work	H12	100%	83,6	16,40%
	Hard Skills Achievement (SKL)	H13	100%	87,3	12,70%
	Competency achievement	H14	100%	87,3	12,70%
	Achievement of independence	H15	100%	85,5	14,50%
	Student performance	H16	100%	87,3	12,70%
	Level of participant satisfaction	H17	100%	83,6	16,40%
	Steikholder satisfaction level	H18	100%	90,9	9,10%
	FINAL SCORE		100%	83,82%	16,18%

From the table of product aspect evaluation results, the highest gap result is in the innovative character criteria of 23.6%. Based on the results of interviews with productive teachers, Mr. Purwanto stated that innovative character is the most difficult thing to obtain, there must be a long-term training program from class 10 so that This character is well formed as he is active in various innovative work

competitions as a stimulant in achieving this character.

Value of Cost Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
5	Policy impact	A1	100%	94,50%	5,50%
	Program Impact	A2	100%	96,40%	3,60%
	Continuity	A3	100%	89,10%	10,90%
	Cost	A4	100%	80%	20,00%
	FINAL SCORE		100%	90,00%	10,00%

From the table of evaluation results for the cost aspect, the highest gap results were found in the criteria for using costs of 20%. Based on the results of the interview with the deputy principal, Mr. enough, some companies where street vendors do charge fees for instructors or assistants in the industry and on Saturdays when providing guidance outside of working days.

Overall Program Evaluation Results Value

No	Criteria	Code	Expetation	Response	Gap
1	Design	D	100%	88,48	11,92
2	Application	I	100%	87,0	13,0
3	Process	P	100%	88,0	12,0
4	Results	H	100%	83,82	16,18
5	Cost	A	100%	90,0	10,0
	TOTAL VALUE		100%	87,46	12,62

From the table of overall result values, the highest gap results are found in the yield or product criteria of 20% and the total gap is 12.62%, so it can be interpreted that the PKL program has a fairly small gap, namely <20%. However, this gap can be reduced even further if we can map it like the following table:

The gap between character education programs and IDUKA needs

Program	Learning process	Kesenjangan	Kebutuhan Karakter pada IDUKA
Provision TEFA Business Center Operates Large Task Mockup Projects PKL Back To School	Learning is carried out in classrooms, labs, fields, industrial classes and teaching factories and street vendors All of which are in a mutually supportive learning process. Lots of individual practice and lack of team communication As well as weak mentoring by teachers	A longer and more structured industrial internship is needed, so that graduates really understand the character needs at IDUKA	The characteristics of construction projects are unique and different for each stage Has limited time, quality and costs Calculations are carried out before implementation

		Measurable volume of work.
Provision TEFA Business Center Operates Large Task Mockup Projects only as an incubator for the production process without producing real production in the industrial world	Dare to take risks. Work hard Visionary Innovative Persistent	Planning and design process Requires visionary, innovative and high commitment, dare to take risks
PKL <i>Back To School</i>	Able to adapt Communicative Confident Commitment Tenacious Productive logical thinking	The structure implementation stage requires the character of hard work, persistent, tenacious, communicative, able to adapt
		At the finishing stage Requires logical, committed, productive, hardworking and self-confident character

Developing work character at Vocational High Schools requires an approach that is in line with the demands of the industrial world in order to produce quality graduates who are absorbed massively and efficiently. The character development carried out at one of the Vocational Schools in South Tangerang City has gone very well, but there are still gaps in the implementation of the program. It is hoped that improvements can be made to several criteria that have large gaps. In this way, learning leads to the five pillars of UNESCO's education development strategy, namely: learning to know, learning to do, learning to be, and learning to live together.

CONCLUSION

The program design aspect is close to 90% of the expected value, but there are several aspects that are far from the desired value. These aspects require special attention and more intensive improvement efforts to meet the desired targets. Following this evaluation, corrective steps and corrective action plans must be taken to increase the value of aspects that have significant gaps.

The program installation aspect states that most of the criteria are close to 80-90% of the expected value, the gap between expectations and evaluation results is greater for certain criteria. However, overall, improvement efforts are still needed to approach or achieve the expected targets, especially in criteria that have significant gaps. Improvement measures should be considered to increase the value of these aspects.

Overall program process aspect, the final evaluation value of the process aspect was 88%, indicating a gap of 12% between expectations (100%) and the evaluation results obtained. This requires corrective steps or adjustments in the use of technology and more effective monitoring planning.

The program outcome aspect has a final score of 83.82%, showing a gap of 16.18% between expectations (100%) with the conclusion that most of the criteria in evaluating product aspects are still far

from the desired expectations (with a significant gap). Some criteria need special attention and greater improvement efforts to approach or achieve the expected targets.

The program cost aspect concluded that most of the criteria in the cost aspect evaluation appeared to be close to expectations, except for the cost criteria aspect which showed a significant gap. Even though the final score reached 90%, there is still room for improvement, especially in terms of cost management and control. Focus on cost aspects needs to be considered to increase efficiency and better cost control in the evaluation process.

Recommendations for the local Education Department and school principals are 1) There is a need for comprehensive improvements from the design stage to the financing of the PKL program, this is related to the growing demands of the world of work, in this case the world of construction, related to the continuing development of science and technology. 2) Several programs that have been implemented in schools can be continued with improvements and anticipation of the ever-increasing demands of the world of work, the learning methods used should have the same characteristics as the existing world of construction, the mentoring and coaching processes used must be truly born from practitioners in the world of work. 3) The duration of PKL implementation needs to follow government directions in accordance with Minister of Education and Culture Regulation Number 50 of 2020. The duration of PKL is 6 months or 792 hours. 4) Sharpening character education at vocational high schools can be carried out through industrial internships as a follow-up to PKL activities so that students are expected to be ready to work and ready to train both soft skills and hard skills and is a completion of regular PKL activities.

Recommendations for Heads of Study Programs and Teachers include: a) Criteria for independence in soft skills objectives with gaps that can be improved with long-term provision through teaching factory activities that have production targets. b) Gaps in self-confident character are overcome by increasing children's involvement in school programs. c) The gap in determining the location of street vendors can be mapped based on residential zones or areas of interest such as drafters, field supervisors or working drawings. d) The gap in technology use can be overcome by mapping children's interests, for example children who are interested in building supervision only need simple equipment. e) The highest gap in the product aspect is that the innovative character is overcome by providing a concept for solving a case or project. Students are familiarized with competition and competing with products that already exist but have different values so that they can have more value to offer. f) This gap must receive serious attention from stakeholders in improving quality but also efficiency. Resolving budget shortfalls can be achieved independently using committee funds to collaborate with industry.

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