

STRATEGY AS A TEACHING MODEL FACTORY SERVICE IMPROVEMENT ENTREPRENEURSHIP COMPETENCE BOGA

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ABSTRACT

Teaching Model Factory is the strategy to improve the competence of students both cognitively and vocational competencies in productive subjects. Teaching Factory models can be implemented properly. There are a few things to be done: 1). The agreement between the faculty and students on campus into a management change of management industry. 2) supported academic policies 3) complete the standardized practical equipment 4) carried out in sufficient time. With these requirements it is possible Teaching factory models can be implemented properly so that foster the entrepreneurial spirit and the direct experience of the industrial world of school.

In general, the implementation of teaching factory in Catering membership program that have been implemented have not been going well. The activities carried out have not been optimally sustainable and student involvement is also not maximized. Model teaching factory as one of the solutions, especially in the field of study program Catering to increase the competence of the graduates of Home Economics Specialisation. Catering improve mental entrepreneurship graduates, producing such goods or services that have added value, increasing the sources of school revenue, and improving cooperation with the community and the world of industry.

Keyword: teaching factory, competence, entrepreneurial.

INTRODUCTION

Labor conditions in Indonesia today is still tinged increasingly high unemployment rate. BPS recorded a total number of open unemployment nationwide in February 2009 reached 9.26 million people or 8.14% of the total workforce. Possible number of high unemployment because competency of Indonesian human resources is still low or because job opportunities are not enough to accommodate all the graduates produced by labor and PerDosenan High School.

Implementation of teaching factory can not be separated from the various problems encountered. Therefore, efforts to overcome various problems and efforts to develop the quality of vocational education teaching factory implementation. Constantly developed and evaluated through this evaluation are expected to be known how the implementation process in learning activities, what obstacles and constraints encountered during the implementation process, and what are the things that must be improved and enhanced in the process of implementation of the teaching factory.

In an effort to increase human resources (human resources), basically education in schools aimed at developing humanitarian aspects of learners as a whole, which includes the depth of spiritual, behavioral aspects, science and intellectual aspects, and aspects of skills. In line with the rapid rate of current developments, the demand for the availability of human resources is increasing. Thus adequate quality and output is something that should be generated by schools and madrasah as an educational unit whose basic purpose is to prepare qualified human beings, either intellectually, integrity, and its role in public life. To that end, both schools and madrasahs must equip themselves with the curriculum / adequate methods (Mulyono, 2009: 185-186).

Education must change its paradigm norms and old beliefs must be questioned. School education must learn management is setting authority in the administration of the national education system by the Government, provincial governments, district / city government, education providers established society, and education units so that the education process can take place in accordance with the national education goals. Providing education is a component of the implementation of the activities of the education system on the unit or educational program on track, level and type of education so that the educational process can take place in accordance with the national education goals. (Sobri et al, 2009: 3) argued that educational management is a series of activities to plan, organize, motivate, control, and developing all efforts in organizing and utilizing human resources, facilities and infrastructure to achieve educational goals. Management as a process by experts given different sense. Educational management is the discipline that studies the cooperative efforts involving all available resources to improve potential learners.

Problem Statement

1. How is the implementation of teaching factory model of learning programs that can improve the competence of students, by providing direct experience in an industrial setting on campus in the course of earning, Competence expertise Catering?
2. What are the supporting factors and obstacles in the implementation of teaching factory model of learning programs that can improve the competence, by providing direct experience in an industrial setting in school subjects Productive, Competence expertise Catering?

Research Objective

1. Finding a teaching factory model of learning implementation of learning programs that can improve the competence of students, by providing direct experience in an industrial setting in school subjects Productive, Competence expertise Catering.
2. Identify the factors supporting and inhibiting factors in the implementation of the teaching model teaching factory learning programs that can improve the competence of students, by providing direct experience in by providing direct experience in an industrial setting in school subjects Productive, Competence expertise Catering .

Benefits

Based on the purpose of writing articles that are expected to benefit both theoretical and practical as follows: Theoretically expected to produce principles or arguments in the development of learning model that can provide direct experience in an industrial setting on campus in the course of earning, Competence expertise Catering.

LITERATURE REVIEW

A. DESIGN BASED LEARNING TEACHING FACTORY PRODUCTION

The goal is scored vocational education graduates who are ready to enter the workforce or industry and capable of creating jobs. Strategies undertaken by DG PSMK to achieve these goals one by strengthening adaptive capabilities and to

develop partnerships with industry Vocational Studies Program in the form of industry or teaching program called teaching factory (Joko Sutrisno: 2008)

- B. Teaching factory is a mix of production and competency-based learning. Harianton and Saefudin (2010: 75) states that the production-based learning, students are directly involved in the production process. So that the competency of students are influenced from the production of cases they face. The production capacity of this approach is a major concern and a selection of cases is the key factor the successful implementation of production-based learning.

Lamancusa, Zayas, Soyster, Morel, and Jorgensen (2008: 7) states that the concept of teaching factory was found because of three factors: (1) common learning alone is not enough; (2) The benefit of learners gained from practical experience directly; and (3) the experience, team-based learning that engages students, faculty and industry participation enriches the educational process and provide tangible benefits to all parties. Then according Lamancusa, Jorgensen, Zayas-Castro, Ratner (1995: 5), the basic principle is the integration factory learning experience the world of work into the school curriculum. All equipment and materials as well as educational actors conceived and designed to make the production process with the aim to produce products (goods or services).

Moerwismadhi (2009: 2) revealed that in a teaching factory, schools carry out production activities or services that are part of the learning process. Thus the school is required to have a factory, workshop or other business units for learning activities. Then Sudiyanto (2011: 5) in the research stated that, teaching factory is a learning activity with production activities in the form of goods or services within the educational environment of the school by students. Goods or services produced by the students has a quality that is worth selling and accepted by the public or consumers. Results of the gains are expected to add a useful source of revenue for sustainable school education activities. Teaching factory brings the industry / real work in the school environment to prepare graduates who are ready to work.

Hadlock, Wells, Hall, Clifford, Winowich, and Burns (2008: 14) reveals that the teaching factory has the goal of teaching students should realize that more than just what is contained in the book. Students do not just practice soft skills in learning, learning to work in teams, training interpersonal communication skills, but also gain direct experience and practice working to enter the workforce later.

1. Management Teaching Factory

Management teaching factory is meant teaching factory management activities. Ricky W. Griffin (2006) defines management as a process of planning, organizing and coordinating, and monitoring resourcespower to achieve the target (goals) effectively and efficiently. Effective means that the goal can be achieved in accordance with the planning, while efficiently means that the task done correctly, organized, and according to schedule. With such understanding, then the management functions are grouped into three include: planning (planning), implementation (organizing), and control (controlling).

In simple concept Teaching factory is the development of the production units that have been implemented Prodi PKK Catering. Actually, the concept of teaching factory is one form of the development of vocational schools into production school model. According Grenert and Weimann in Heru Subroto (2004), there are three basic models of production schools, namely: 1) Schools simple production (Der

einwickelte produktionsschulyp Training Cum Production); 2) Schools growing production (Der einwickelte produktionsschulyp) and 3) Schools growing production in the form of the plant as a place of learning (Der einwickelte produktionsschulyp inform der Lernfabrik Production Training Corporation).

The first model is a simple production school. This school has an organization structure refers to the organization structure of the school. Schools equipped with a garage and buildings for educational activities. Motion carried out by the school is limited. Achievement structure and personnel structure are generally subject to the norms of the school organization.

The second model, which is a growing school production (training and production). In doing this school is a merger between the educational activities with production activities. This organizational form is characterized by a combination of education with production parts. Schools equipped with workshops for education and workshop for production. This school level with the manufacturing company. This school is not bound by bureaucratic rules so that more schooling tend to be free.

The third model, the School of growing production in the form of the plant as a place of learning (Der einwickelte produktionsschulyp inform der Lernfabrik Prroduction Training Corporation) hereinafter known as factory Teaching Model. Implementation of this model fully integrate between study and work, no longer separated between the delivery of theoretical material and production material (practice). Forms of organization teaching factory shows the nature of the company. Faculty is the synergy of a group of professionals and educators, which is expected to develop a business unit that is able to meet people's needs for products or services Boga.

Implementation of Taching factory in vocational education in Indonesia by Moerwishmadhi (2009);

"Teaching factory does not mean, there is a factory where teaching is taking place. This is done in German "Dual System" where company itself is apprentice Reviews their training and the government is teaching the theory in one or two days "Berufs shcule" per week. "Teaching factory is a training-method and just turning around the German situation so that the training Institutes are running production and services as part of Reviews their training. Very important is, that the training- instritutes are having a close cooperation with some companies of Reviews their professional education fields."

Teaching factory does not mean that their education and training activities at a company or a factory as in Germany. In Germany the teaching and learning activities carried out in a factory or a company while the government theoretical teaching materials in school for one to two days per week. Teaching factory is a method of education and training as opposed to patterns of education and training that was held in Germany. In teaching factory, schools carry out production activities or services that are part of the learning process. Thus the school is required to have a factory, workshop or other business units for learning activities.

Factory, workshop or other business units of the production to produce goods and services that meet quality standards that can be accepted by society or consumer. Teaching factory integrating learning process to produce products and services that

are worth selling to generate added value for the campus. During this learning activity is merely the practice of vocational education with the media or laboratory practices as well as producing goods that do not have a sale value. With production activities that could produce goods or catering services that have a sale value, can be widely develop their potential to explore the sources of financing and a source of learning.

2. Implementation of Teaching Factory

The concept of teaching factory in vocational education to be one of the solutions will meet the needs of students learning atmosphere that is similar to the working atmosphere in an industry where they will work after finishing his studies. Teaching is integrated in the learning productive factory that produces goods to the demands of a particular competence. Course material related to teaching factory is implemented as closely as possible like the working atmosphere in the industry. Time discipline, tolerance of work, speed, originality, and work attitude really implemented in the teaching and learning activities on these subjects. Thus all lecturers to contribute to achieving the vision and mission of the school through diampunya lessons.

Teaching factory implemented since the first half where the work is given to students adjusted their competence. First semester students should already be able to produce a basic form of the workpiece that will be an integral part of the product produced by the students. Learning teaching factory minimize the possibility of student work products are not used at all. The only product that practice can not be used is the product of basic welding practices. Learners who have not mastered the material in accordance with specified minimum competency will be given remedial. Remedial form of repetition of competence that has not been mastered, it is carried out with additional working time (overtime). Remedial system implemented in earnest rare students who must droup out because of his lack of mastery of the material.

3. Supervision

Several methods were used to conduct surveillance. The first, every single week manager, coordinated the evaluation activities that have been implemented and are looking for alternative solutions to problems that arise. In addition to meeting every single week followed Production coordinator to coordinate with the whole staff and faculty once a month.

The second method is to make the assessment form for all campus residents. The form contains performance assessment indicated by the faculty, academic staff and students. The performance assessment is made for faculty and staff affect the salary will be given. Any offenses committed by the students will be given a sanction. Sanctions were performed in general was to increase working hours. Sanctions are given as part of an effort to improve the quality of human resources produced. While lecturers or employees who excel will be rewarded in the form of facilities that support performance.

4. Supporting and Inhibiting Factors Implementation factory Teaching Skills Catering program

a. Factors supporting the implementation of the teaching factory in Prodi Catering is:

- 1) culture or a culture of good
- 2) Human resources who are competent in their field.
- 3) adequate equipment Facilities

Implementation of programs teaching factory in Catering through planning expertise by making long-term plans, medium, and short, implementation by integrating into the curriculum so that it involves all students, as well as oversight by conducting regular coordination and assessment form for all students, employees, and lecturer.

Factors supporting the implementation of the teaching factory is a good culture or culture, human resources competent in their field, and facilities adequate equipment. Whereas the inhibiting factors are: lack of space or special buildings for production units and there is no specific employees manage production units

The benefits are expected in the implementation of teaching factory based learning are:

- 1) Aspects of Pedagogic
- 2) Economic Aspects
- 3) Social Aspects

Teaching Factory is the concept of learning in a real atmosphere, so as to bridge the gap between the needs of industry competence and knowledge of the school. Innovative learning technology and productive practices is the concept of management-oriented educational methods for students to learn in order to align with the needs of industry. (Brochure IGI, 2007).

In another sense that production-based learning skills or learning skills that are designed and implemented based on standard procedures and actual work (real work) to produce goods or services according to market demand or consumer. In other words, the goods produced can be produced which can be sold or can be used by communities, schools or consumers. Teaching Factory (TEFA) is a mixture of existing learning Competency Based Training (CBT) and Production Based Training (PBT), in the sense that the process of expertise or skills (life skills) that are designed and implemented based on standard procedures and actual work to produce products that comply with the demands of the market / consumer. In another sense that production-based learning or learning skills In short explanation is learning-oriented Factory and production efforts. The process of implementation of the teaching program Factory concept is to combine business and vocational education in accordance with the competence of relevant expertise, for example: in the course of fashion expertise through making and selling clothes done by students

The process of establishing a small organization of production management structure will be put up in the form of plant organizational structure and the involvement of students served within a period of one year will be guided by a lecturer who acts as a consultant assesor productive, and facilitators. Some parts of the plan of implementation of the work include: readiness of production space and equipment and supporting materials, energy sales / marketing, purchasing personnel, warehouse managers, cashiers and administrative and production workers. Not some vocational institutions are always trying and working optimally in motivating and respond distribution alumni, either as workers were filling the scope of work or employment

itself. However, due to lack of information is an obstacle to employment opportunities and the harsh reality that must be accepted in the ranks of schools located in areas distant from the labor market activity / business. In simple concept Teaching factory is the development of the production units that have been implemented dipeminatan Catering. Actually, the concept of teaching factory is one form of the development of vocational schools into production school model. According Greinert and Weimann in Heru Subroto (2004), there are three basic models of production schools, namely: 1) Schools simple production (Der einwickelte production sschulyp Training Cum Production); 2) Schools growing production (Der einwickelte production sschulyp) and 3) Schools growing production in the form of the plant as a place of learning (Der einwickelte production sschulyp inform der Lernfabrik Prroduktion Training Corporation).

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DISCUSSION

A. Model Learning Tefa (Teaching Factory)

1. Establishment of management TEFA

In this process does is to form the organizational structure of the management of small-scale production in the classroom according to the forms of organization that exist in the company. In the division there are students who served in management, marketing, administration, and production (production planning and maintenance and repair (MR)). Each section has a team leader responsible for coordinating the work of his staff. Each one has a responsibility on the part and should not happen, the gap between the parts. Lecturer acting as a consultant, assessor and facilitator.

2. The production process

Sequence consumer or goods to be manufactured into management Lecturer as a consultant and facilitator, if it is fixed in accordance with the quality standards and go into administration commands to determine the cost of production and profits. Order and then go into production to be working. During the process of each section monitoring (quality control) of the work carried out to avoid errors. After the construction is completed and then the goods inspected by each part, and then perform the final stage of processing (finishing) and reviewed by lecturers as assessors. If the goods are in accordance with the order and no problems so production is considered finished.

3. Marketing or production processes

Finished goods inspected by each section and then adjusted to the demand/quality standards and approvals consultant. Marketing department sell products under the agreement are agreed. Order customized products among the goods that consumers want the quality of the current environment, the product was not marketed in the general order by the marketing department. Every product sold should be reported to the manager by the administration.

4. Evaluation Process

a. Evaluate the performance of each section. Lecturer who acts as a consultant to provide its own assessment for each section before evaluating together to then be used as a benchmark the success of the work / student progress. From this assessment can be known ability of students in performing their duties.

b. Some stages above is a simplified description of the application of the teaching held Factory school. Teaching Factory requires everyone involved to be professional and responsible in the work she does, though still small in scope. Is expected to be a process of training and learning for each student to work in real situations.

c. In terms of education teaching Factory educate students to apply what they learn ketahuai (learning to know), learn to apply what they are doing (learning to do), and learn to apply what they know and they do the same to then become skills for those who can bring them to life in the community (learning to live together).

B. Factors Supporting Tefa

In general, an important factor that determines whether or not the teaching program at this time is a factor Campus schools and Lecturer Factory.

1. Supporting factors

a. The existence of sources of capital in the form of grants obtained Sources of capital in the form of grants from the central government or local governments. The central government provides assistance in the form of capital investment of 250 million to CMS.

b. Production equipment owned facilities SMK is also quite adequate. In general, equipment owned already has a quality that is not inferior to facilities owned by the Hospitality industry

c. The ability of lecturers

The ability of lecturers is also one factor datu program supporting teaching factory. Vocational education has a program coordinator who has business experience and also have a business or a business. Experience owned businesses are generally relevant to the competence of lecturers.

d. Exhibition by local governments.

Exhibition activities undertaken by local authorities is also very helpful in marketing products made by SMK. Each city has an exhibition schedule each development. SMK certainly invited and involved in exhibition activities carried out by local governments.

2. Factors inhibiting

a. Operations Management

All Vocational Education teaching factory manager structure. But in general the structure is not to be effective. Schools do not have teaching factory development plan with the vision, mission and targets are clear and can be measured properly. Existing structures are also not optimal because of the coordination carried out if there is a program of incidental nature. In fact there SMK yang his teaching factory managers coordinate once a year. This resulted in a lack of monitoring, evaluation and ongoing efforts for the implementation of the teaching factory.

b. Lack of cooperation with industry

Most campuses have not done in cooperation with industry relating to the implementation of the teaching factory. Cooperation is done with this industry for the distribution of labor. Cooperation with industry in teaching factory activity can include financing, supply of raw materials, and marketing.

c. The nature of the program in the form of project

The nature of the program in the form of projects is also one factor inhibitors. Brand equipment made in umunnya turned into the brand "Campus". To obtain components, the product is lost with the result of other products that have emerged with better quality, while the equivalent products already dropped the price. Schools are difficulties in product marketing efforts that are assembled by the school.

d. Competence students

Competency of students is also one factor inhibiting the implementation of teaching factory. Vocational teaching factory which has a program in the form of the manufacture of products and services in general is hampered because of this factor. The results of which were made by students in general have not been able to meet the quality so worth selling to the public.

e. Marketing.

Marketing factors also become one of the obstacles in the activities of teaching factory. Not all campuses have penDosen that focus on marketing. Marketing activities in general held by coordinator at the department level. This causes maximal effort pamasaran can not. Coordinator level departments should have a responsibility in the implementation and monitoring of the student production.

C. Implementation of Teaching Factory (Tefa)

Administration and management is a standard concept in the management of a program-based businesses. Mannajemen will set up and manage in the form of supervision, control, standardization, control and evaluation. Management concept that is built primarily the implementation of the program is the concept of vocational teaching factory should really understand the targets and the preparation and implementation of the management system teaching factory itself. Haya TEFA not be used as a medium of teaching and learning, but more broadly TEFA serves as a bridge with the public school about school programs produced product and that the school work really can be trusted by society in general. This will certainly be a plus for the campus that has been managing TEFA well with good management system.

CONCLUSION

1. Teaching Model Factory can effectively improve the competence of students both cognitively and vocational competencies in subjects productive.
2. Teaching Model Factory can be implemented with either a few things must be done: 1). The agreement between the faculty and students on campus into a management change management industry. 2) support academic policies 3) complete the practice means that terstandart 4) carried out in blocks of sufficient time.
3. With these requirements is possible TEFA models can be implemented properly so that foster the entrepreneurial spirit and experience the world of industrial schools.

SUGGESTIONS

In general, the implementation of teaching factory in Catering membership program that have been implemented have not been going well. The activities carried out have not been able to walk with the optimal sustainable and student involvement is also not maximized. Model teaching factory as one of the solutions, especially in the field of study program Catering to increase the competence of graduates Prodi PKK Specialisation Catering, improve mental entrepreneurship graduates, producing such goods or services that have added value, increasing the sources of school revenue, and improve cooperation with the community and the world of industry.

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