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Assessing the Effectiveness of the Industry-Class Program in the Culinary Department

Rendi Afisal, I Made Yudana, Anak Agung Gede Agung*

Universitas Pendidikan Ganesha, Indonesia

*Correspondence: E-mail: rendi@student.undiksha.ac.id

ABSTRACT

This study aims to evaluate the implementation of the industry-class program for culinary students at SMK Negeri 3 Denpasar, which has adopted the Merdeka curriculum and the industry-class system since 2017. The research employs a management-based program evaluation approach using the CIPP model (Context, Input, Process, Product). It analyzes the effectiveness of the industry-class program at the school. The research population consists of 113 culinary industry-class students, 14 culinary teachers, and 5 industry partners. The sampling technique used is total sampling, in which the entire population is included as the sample. The evaluation results indicate that the variables of Context, Process, and Product are effective, while the Input variable is ineffective. Overall, the evaluation outcome shows a pattern of (+ - + +), meaning that although the industry-class program at SMK Negeri 3 Denpasar is effective in several aspects, challenges remain in the Input variable that must be addressed to improve the program's success. The study recommends strengthening resource readiness, improving regulations, and enhancing collaboration with industry partners to optimize program outcomes.

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1. INTRODUCTION

Education is a process of transmitting culture from one generation to the next (Abd Rahman *et al.*, 2022). In Indonesia's education system, every citizen has the right to receive education and is required to complete basic education funded by the government. This is stated in the 1945 Constitution, Article 32 paragraphs (1) and (2), which affirm that the state is responsible for the education of its citizens. With this guarantee, education is expected to help students develop their skills and competencies, enabling them to benefit both themselves and society. The dynamics of the modern era demand that education produce graduates who are not only of high quality but also possess adequate skills and the ability to compete globally (Joniartawan *et al.*, 2018). These skills are essential for graduates to face future challenges and to remain competitive in an increasingly demanding job market. With the right skills, graduates are expected not only to become job seekers but also to create new job opportunities and contribute positively to society and the nation.

Vocational High Schools (SMK) are educational institutions designed to prepare students with practical skills that enable them to enter the workforce. During their studies at SMK, students are equipped with in-depth skills and competencies, allowing them to face challenges in the workplace as well as to pursue entrepreneurship after graduation.

Graduates of vocational high schools (SMK) are expected to possess strong readiness, adequate skills, and the ability to compete in the industrial sector according to existing demands. However, the reality in the field shows a gap between expectations and outcomes. Data from Statistics Indonesia (BPS) in February 2022 recorded an unemployment rate of 5.53% out of a total workforce of 208.54 million, with SMK graduates dominating the unemployment figures at 10.38%. This indicates that many SMK graduates have not been absorbed into the labor market. One contributing factor is the higher number of graduates compared to the available job vacancies. In 2020, industry absorption capacity was only around 75% of the average 20,000 to 21,000 SMK graduates per year (Arfan, 2021). Furthermore, BPS data in February 2024 reported an Open Unemployment Rate (TPT) in Bali Province of 1.87%, with 15,090 of the unemployed being SMK graduates. Within SMK, students are given the opportunity to participate in industrial work practice (PKL) as part of their preparation for entering the workforce. The purpose of PKL is to provide students with hands-on experience in the industry, enabling them to be ready for employment upon graduation (Kusuma *et al.*, 2019). According to the Ministry of Education and Culture Regulation No. 50 of 2020, PKL is conducted within a specific period adjusted to the curriculum and industry needs. As a flagship program, PKL functions to train students' skills, introduce them to the work environment, and enhance their confidence through the experiences gained during the program (Paturahman *et al.*, 2019).

The internship program (PKL) also aims to develop the soft skills required in the workplace and serves as one of the graduation requirements for vocational high school (SMK) students (Fitriana & Latief, 2019). PKL is a combination of school-based learning and direct work practice in the industry, enabling students to gain real-world experience and acquire skills relevant to industry demands (Kusuma *et al.*, 2019). In addition, this program provides students with the opportunity to develop a positive work attitude and equips them with competencies that will help them face challenges in the global workforce (Suartika *et al.*, 2013).

SMK Negeri 3 Denpasar, one of the vocational schools in Denpasar, Bali, is committed to improving the quality of its graduates by preparing students to be job-ready through the PKL program. The school offers four skill competencies, one of which is Culinary Arts. The Culinary

program equips students with knowledge and skills in food processing, presentation, and service, which are later applied during PKL in restaurants and hotel kitchens.

Since 2022, SMK Negeri 3 Denpasar has implemented the Merdeka Curriculum and has grouped students based on their post-graduation goals: entering the workforce, continuing education, or pursuing entrepreneurship. This grouping is determined through interviews conducted when students first enroll, with those who choose the employment track placed in the industry-class program.

The Industry-Class Program at SMK Negeri 3 Denpasar has been running since 2017. This program aims to enhance the quality of graduates and ensure their work readiness by providing direct industry experience for one year. Unlike regular PKL, the program involves collaboration between the school and industry through a memorandum of understanding (MoU), curriculum synchronization, as well as theoretical instruction and hands-on training in the industry.

2. METHODS

This research was conducted at SMK Negeri 3 Denpasar, located at Jalan Tirtanadi No. 19, Sanur, South Denpasar, Bali. The study commenced upon the issuance of the research permit and will continue for an unspecified duration. The research employs an evaluative method with a management-based program evaluation approach. The purpose of this study is to analyze the effectiveness of the program using the CIPP model (Context, Input, Process, Product), in order to assess the extent to which the industry-class program for culinary students at SMK Negeri 3 Denpasar has been effectively implemented.

The research design follows the CIPP evaluation model, which consists of four main components: context, to assess the objectives of the program; input, to analyze resource readiness; process, to evaluate program implementation; and product, to assess the outcomes of the program. The population involved in this study includes 14 culinary teachers at SMK Negeri 3 Denpasar, 113 culinary industry-class students, and 5 industry partners that serve as hosts for the industry-class program. The sampling technique used is total sampling, in which the entire population is included as the research sample.

Data collection was carried out using several methods, namely questionnaires, documentation, and interviews. Questionnaires were distributed to students and teachers using a Likert scale to measure various aspects of the program evaluation. Documentation consisted of official school records and archives, while interviews were conducted with teachers, industry partners, and alumni to obtain more in-depth information about the program implementation. To test the validity of the instruments, the product-moment correlation was used, while instrument reliability was tested using the Cronbach's Alpha method. Data analysis techniques included the calculation of Z-scores and T-scores to determine program effectiveness, which was then analyzed using Glickman's quadrant.

3. RESULTS AND DISCUSSION

Based on the analysis of data from four variables (context, input, process, and product) obtained through questionnaires from 113 students of SMK Negeri 3 Denpasar, this study describes the process of data collection and analysis. The questionnaires were distributed via Google Forms shared through WhatsApp following school observations, with some respondents completing them directly and supplemented by interviews. The main instrument used was a questionnaire designed to evaluate the implementation of the industry-class program in the culinary department. After the questionnaires were completed, the data were

analyzed for each variable. To gain deeper insights, additional documentation in the form of official documents, photos, and audio records was also collected to support the findings.

To obtain an overview of the score distribution characteristics for each variable, the number of respondents, mean, median, mode, standard deviation, variance, maximum score, and minimum score are presented. To facilitate the description of each variable, a summary of the descriptive statistics is provided in **Table 1**.

Table 1. Summary of Descriptive Analysis.

Statistics	Variabel			
	Context	Input	Process	Product
N	113.00	113.00	113.00	113.00
Sum	5403.00	5685.00	6511.00	5694.00
Mean	47.81	50.30	57.61	50.38
Median	48.00	50.00	59.00	51.00
Mode	46.00	48.00	59.00	54.00
Standard Deviation	4.74	5.19	5.21	4.56
Variance	22.49	26.94	27.14	20.81
Maximum Score	56.00	59.00	64.00	56.00
Minimum Score	33.00	28.00	45.00	37.00

In analyzing the effectiveness level of the industry-class program, in addition to the univariate quantitative descriptive analysis/theoretical ideal criteria, a T-score analysis was also conducted, as presented in **Table 2**.

Table 2. Recapitulation of the Combined Results for Context, Input, Process, and Product Variables.

Variable	T-Score Direction (F+)	T-Score Direction (F-)	Result	Remarks
Context	61	52	+	+ - + +
Input	56	57	-	
Process	75	38	+	
Product	63	50	+	

Based on **Table 2**, the evaluation results of the industry-class program for culinary students at SMK Negeri 3 Denpasar indicate varying levels of effectiveness across the variables. The Context, Process, and Product variables show effectiveness (+), while the Input variable indicates ineffectiveness (-). Overall, the evaluation demonstrates a pattern of (+ - + +), which means that the industry-class program is considered effective in the Context, Process, and Product variables, but ineffective in the Input variable.

3.1. Evaluation of the Implementation of the Industry-Class Program for Culinary Students Based on the Context Variable

The data for the Context variable show a minimum value of 33 and a maximum value of 56, with a mean of 47.81, a median of 48, a mode of 46, a standard deviation of 4.74, and a variance of 22.49. Based on the SPSS analysis, the average score of the Context variable, which exceeds the threshold of $X \geq 44.5$, falls into the "very good" category. The frequency distribution graph of the Context variable indicates that the implementation of the industry-class program for culinary students at SMK Negeri 3 Denpasar can be categorized as effective.

Analysis of the 14 questionnaire items revealed that 7 items received positive responses, while the other 7 items received negative responses. This suggests a generally positive perception, although several challenges remain. Positive aspects identified include alignment with school policies, benefits of the program for students, enhancement of students' competencies, and clear program objectives. However, weaknesses were found in areas such as misalignment with government regulations, suboptimal policy implementation, program managers' competencies, and a lack of comprehensive understanding of the program's vision. Overall, while the perception is predominantly positive, several aspects still require improvement to ensure the program's sustainability and long-term success.

3.2. Evaluation of the Implementation of the Industry-Class Program for Culinary Students Based on the Input Variable

This study analyzed the Input variable in the industry-class program for culinary students at SMK Negeri 3 Denpasar. The results showed that the average score of the Input variable was 50.30, which falls into the "good" category. However, further evaluation revealed that the number of negative scores ($\sum i (-) = 57$) exceeded the positive scores ($\sum i (+) = 56$), indicating that the Input variable was considered less effective.

The main issues identified were unclear regulations, insufficient readiness of teachers and students, and inadequate facilities and infrastructure. Teachers require additional training, students need stronger motivation, and facilities both at school and in industry settings require improvement. Despite these challenges, positive aspects were also observed, such as the preparedness of the management team and individual enthusiasm.

To enhance program effectiveness, improvements are needed in establishing clearer regulations, providing professional development for teachers, fostering greater student motivation, upgrading facilities, and strengthening collaboration with industry partners. These steps are expected to make the industry-class program more effective and provide greater benefits for students, teachers, schools, and industry partners.

3.3. Evaluation of the Implementation of the Industrial Class Program for Culinary Students Based on the Process Variable

This study shows that the Process variable in the implementation of the industrial class program obtained overall positive results. The average score for this variable was 57.61, with a median of 59 and a mode of 59, indicating a relatively high score tendency. The standard deviation of 5.21 and variance of 27.14 reflect a relatively small data variation, suggesting consistency in the responses obtained from participants.

Based on the calculation of the ideal mean (M_i) of 59.5 and the ideal standard deviation (SD_i) of 1.5, the Process variable falls into the very good category ($X > 52$). This is in line with the relative norms of the five-scale category, indicating that the implementation of the industrial class program in this variable can be considered effective.

Further analysis of the distribution of questionnaire scores revealed that the number of positive scores ($\sum i (+) = 75$) was significantly higher than the negative scores ($\sum i (-) = 38$), reinforcing that overall, the process of implementing the industrial class program was carried out effectively and successfully. This demonstrates that various aspects of the program's implementation process have been applied properly and in accordance with the intended objectives.

In the item-by-item analysis, although 8 items showed positive scores and another 8 items showed negative scores, the overall results were more dominantly positive. The process of implementing the industrial class program was considered effective, particularly in several

key aspects. Program socialization to schools, parents, and industry partners was perceived as running smoothly, ensuring that all stakeholders involved had a clear and thorough understanding of the program. This effective socialization facilitated smoother implementation, as all parties could comprehend and support the program.

The success of the Process variable was also supported by regular supervision and assessment, which ensured that students received the necessary guidance and support. However, several challenges remain, such as unresolved difficulties faced by some students and the need to further improve students' understanding of the program. Overall, although the results were positive, enhancing students' comprehension, addressing existing challenges, and strengthening supervision are needed to ensure the program's sustainability and effectiveness in the future.

3.4. Evaluation of the Implementation of the Industrial Class Program for Culinary Students Based on the Product Variable

This study analyzed the Product variable in the industrial class program for culinary students at SMK Negeri 3 Denpasar. The descriptive analysis showed that the average score for this variable was 50.38, with a median of 51, a mode of 54, a standard deviation of 4.56, and a variance of 20.81. Based on the calculation of the ideal mean ($M_i = 46.5$) and the ideal standard deviation ($SD_i = 3.1$), the Product variable falls into the very good category ($X > 45.5$). The evaluation revealed that the total number of positive scores ($\sum i (+) = 63$) was higher than the negative scores ($\sum i (-) = 50$), indicating that the Product variable was considered effective.

Although the overall results for the Product variable were positive, a more detailed analysis indicated that out of the 14 questionnaire items, only 6 items received positive scores, while the remaining 8 items received negative scores. This suggests that while the program is effective, there are still several aspects that require improvement.

The success of the Product variable is reflected in the enhancement of students' competencies, with some items indicating that students gained significant benefits from the program, including improved skills and industry-relevant knowledge. The quality of learning was also assessed positively, with the learning materials aligned with industry standards and applicable to the workplace. However, the negative scores on several items revealed shortcomings in the comprehensive development of competencies, as well as some misalignment between certain materials and industry needs.

In conclusion, although the industrial class program has been effective in terms of the Product variable, further evaluation is necessary to improve its relevance and optimize the outcomes. Addressing the areas of weakness will ensure that the program's outputs are more closely aligned with industry requirements and deliver greater benefits for students.

3.5. Evaluation of the Implementation of the Industrial Class Program for Culinary Students Based on the Context, Input, Process, and Product Variables

The evaluation of the industrial class program for culinary students at SMK Negeri 3 Denpasar reveals varying levels of effectiveness across the Context, Input, Process, and Product variables. The Context, Process, and Product variables were found to be effective, while the Input variable was assessed as ineffective. This indicates that although the program has succeeded in terms of planning, implementation, and outcomes, weaknesses remain in the initial stage related to program readiness.

In the Context variable, the program was well-structured in accordance with the school's vision, mission, and relevant policies, and was supported by adequate socialization efforts. However, the Input variable highlighted significant obstacles, such as suboptimal readiness of

teachers, students, and facilities, which hindered effectiveness in the early stage. This suggests the need for greater attention in planning and in the provision of resources.

For the Process variable, program implementation proceeded in line with established procedures, supported by effective socialization, well-managed administration, and consistent monitoring and evaluation by both supervising teachers and industry partners. Meanwhile, the Product variable also demonstrated positive results in enhancing students' competencies, with learning materials aligned to industry standards, although certain aspects still require improvement.

Overall, although the Context, Process, and Product variables demonstrated effectiveness, the Input variable, which was found to be ineffective, emerged as the main obstacle. To enhance the overall effectiveness of the program, improvements in the Input aspect particularly in teacher readiness, student preparedness, and infrastructure are crucial. With these improvements, the industrial class program is expected to become more optimal and generate greater impact for all stakeholders involved.

The study by several researcher (Widodo, 2023) provides an important contribution in evaluating the implementation of the industrial class program in vocational schools, particularly at SMK Negeri 3 Denpasar. This research employed the CIPP model (Context, Input, Process, Product) to analyze both the successes and challenges of the program. The findings indicate that the implementation of the industrial class at the school has been running effectively, supported by strong legal foundations and a solid Memorandum of Understanding (MoU) between the school and industry. The input aspect was also supported by a structured student admission standard. Nevertheless, several challenges were identified, such as students failing the health test and teachers' limited competence in keeping up with technological developments. Proposed solutions include promoting the program more widely and inviting guest teachers from industry to enhance the quality of teaching.

These findings can serve as a valuable reference for developing better policies in the implementation of industrial class programs in vocational schools.

Collaboration between schools and industry is crucial, as well as ensuring that the curriculum is relevant to industry needs. They suggest that the implementation of the industrial class program at SMK Negeri 3 Denpasar should involve closer cooperation between the school and industry to ensure that students acquire competencies aligned with culinary industry standards. In line with this, several researcher emphasize the importance of strong partnerships between vocational schools and industry, highlighting that students' interest, self-confidence, and the relevance of learning to industry needs are key factors in enhancing the quality of culinary industrial class programs. Consequently, students at SMK Negeri 3 Denpasar are able to acquire skills that meet industry requirements, serving as a benchmark for program success. Furthermore, according to several researcher (Kaaba et al., 2023), the readiness of facilities and the availability of qualified teaching staff are critical, as learning aligned with industry standards strongly influences the effectiveness of the industrial class program. Supporting this perspective, clear planning and measurable objectives, along with adequate infrastructure and effective supervision during the learning process, significantly determine the success of program implementation (Batubara, 2018). Together, these studies underline that for industrial class programs to succeed, a combination of collaborative partnerships, competent teachers, relevant curriculum, and well-prepared facilities is essential.

According to several researcher (Safitri, 2021), the development of students' independence is crucial, which can also be applied in the culinary industrial class program to better prepare students for a self-reliant transition into the workforce. Similarly, several

researchers (Hakiki, 2020) provides insights into the importance of teacher readiness, instructor competence, and supporting facilities in ensuring program success, emphasizing that proper evaluation strengthens the implementation of industrial classes at SMK Negeri 3 Denpasar. In addition, the necessity of evaluating every aspect of the industrial class program to ensure that industry standards are met and students are well-prepared for employment. Furthermore, the importance of legal foundations, implementation strategies involving socialization, and continuous supervision to enhance program quality. Overall, these studies provide valuable guidance for improving the implementation of the industrial class program at SMK Negeri 3 Denpasar, focusing on industry collaboration, facility quality, curriculum relevance, the strengthening of student character, and comprehensive program evaluation.

3.6. Challenges in Evaluating the Implementation of the Industrial Class Program for Culinary Students Based on the Context, Input, Process, and Product Variables

The evaluation of the industrial class program at SMK Negeri 3 Denpasar faces various technical and non-technical challenges. The main obstacle is the limitation of accurate data, particularly in documenting program activities and obtaining reports from teachers, students, and industry partners. Difficulties in accessing information from industry partners also pose a challenge, especially during management changes. Limited participation from students and teachers with busy schedules hinders data completeness. Differences in standards between the school and industry, as well as varying expectations regarding student competencies, make consistent evaluation difficult. The lack of facilities and cooking equipment that meet industry standards also affects program implementation. Time constraints are another significant factor, as data collection is challenging within a limited period. Coordination with industry partners, especially those located far away, requires additional time. Data heterogeneity and differing perspectives among stakeholders necessitate more in-depth and objective analysis. Social and cultural barriers, such as differing perceptions of program objectives, also influence coordination. To address these challenges, improvements are needed in communication, the integration of curricula, enhancement of facilities, and the use of technology for data collection. These measures are expected to make program evaluation more effective and beneficial for the future development of the industrial class program.

3.7. Research Implications

The evaluation of the industrial class program for culinary students at SMK Negeri 3 Denpasar demonstrates varying levels of effectiveness across different aspects. The Context, Process, and Product variables were found to be effective, while the Input variable was assessed as less effective, indicating success in planning, implementation, and outcomes, but highlighting deficiencies in initial planning and resource allocation that require improvement.

In the Context variable, the program successfully met industry needs with strong support from relevant stakeholders; however, partnerships with industry partners need to be strengthened, and communication should be more dynamic. Regarding the Input variable, improvements are needed in teacher quality through training, as well as in practical facilities that meet industry standards. Student selection should also be more stringent to ensure the quality of program participants. Evaluation of the Process variable shows that program implementation follows the plan, but supervision should be enhanced, particularly by leveraging technology and involving industry partners in training. For the Product variable, graduates already possess competencies in line with industry standards, yet their absorption into the workforce could be improved through regular surveys and additional competency assessments.

Overall, this evaluation emphasizes the need for improvements in the Input aspect, especially in terms of human resources and facilities. Despite certain shortcomings, the industrial class program holds great potential, and with continuous enhancements, SMK Negeri 3 Denpasar can serve as a model for developing programs that are relevant to the workforce and contribute to vocational education in Indonesia.

4. CONCLUSION

Based on the research findings, it can be concluded that the industrial class program for culinary students at SMK Negeri 3 Denpasar demonstrates varying levels of effectiveness across different aspects. In the Context variable, the program is considered effective, with the number of positive indicators ($\sum (+)$) = 18 exceeding the negative indicators ($\sum (-)$) = 12. The average score falls into the moderate category, indicating that the program planning has taken into account the relevant educational context as well as the needs of the business and industrial sectors.

In contrast, the Input variable is deemed ineffective, with positive indicators ($\sum (+)$) = 10 being fewer than negative indicators ($\sum (-)$) = 20. The average score is in the low category, reflecting limitations in human resources, facilities, and implementation strategies that require improvement.

For the Process variable, the program is considered effective, with positive indicators ($\sum (+)$) = 22 surpassing negative indicators ($\sum (-)$) = 15. The average score falls into the moderate category, showing that program implementation has generally followed the planned procedures and received adequate supervision, although there is still room for improvement. Similarly, in the Product variable, the program is deemed effective, with positive indicators ($\sum (+)$) = 24 exceeding negative indicators ($\sum (-)$) = 10. The average score is in the moderate category, indicating that the program outcomes positively contribute to the enhancement of student competencies, even though further evaluation regarding graduate absorption in the labor market is necessary.

Overall, although the program is effective, the Input variable requires special attention, particularly in improving human resources, facilities, and teacher training. Strengthening collaboration with industry partners and conducting continuous program evaluation can serve as strategic measures to further enhance the quality of the program in the future.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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