

Evaluation of vocational guidance in VHS and development's strategy

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Abstract--The problem in this research is how the implementation of vocational guidance in Vocational High School (VHS), carrying capacity and constraints on the implementation of Vocational guidance, and how its development strategy. The study was conducted with the CIPP model of evaluation research approach, the method of data collection by observation and in-depth interviews. Analysis of data using qualitative descriptive approach. The results of the study concluded that: 1) the implementation of the aspects context vocational guidance is included in the category enough, the input aspect is included in the good category, the process aspects included in the poor category, and the products aspects are included in the medium category. 2) Carrying capacity of the principal in the implementation of vocational guidance the availability of human resources, the response of students and parents were positive, while the main constraint is the ability to the management and content of vocational guidance services that have not been feasible. 3) Strategies undertook for the implementation of vocational guidance in vocational future for the better vocational guidance necessary to develop a model that fits the needs of the school and can be applied appropriately.

Keywords--evaluation, vocational guidance, strategy development

I. INTRODUCTION

The main mission of the organization of vocational education is to prepare graduates to be ready to work, both in his own environment and in society. Implementation of vocational education is focused and directed to education programs that lead to the preparedness of individuals in order to prepare themselves as workers. This is done as an effort to reduce the gap between competency demands required by the users with the ability possessed by SMK graduates. Nugroho Wibowo (2016: 46-50), suggested that SMK in order to prepare a competent workforce, both in terms of hard skills and soft skills that match the expectations of the industry, can be pursued through extension and coaching program by involving stakeholders to get involved in the preparation Quality workforce. There are three things that should be done in the implementation of vocational education, namely: (1) to guide students to master specific skills and abilities in the field of engineering; (2) provide experience to students in the fields of vocational, and (3) provide vocational guidance services to students (Th. Sukardi, 2009).

Vocational guidance programs in Vocational High School (VHS), is one of the services programs to help prepare students to enter the working world. Through vocational guidance services program, learners will receive a variety of services,

among others, help to develop the potential of her abilities optimally utilize these capabilities to well-being, as well as participating in community life. In Kepmendikbud No. 0490 / U / 1992 on vocational, in Chapter XI of section 25th and 26th that the implementation of vocational guidance among other things is intended to provide assistance and services for students in order to develop themselves optimally, especially in the skill program chosen, in order to market their expertise right and can live independently.

Therefore, it is proper that vocational guidance program at VHS should get serious attention from various parties, especially from the actors of vocational education in Indonesia. Vocational guidance as part of efforts to provide services or guidance to students in order to setup enters the working world. Many things need to be given directives or guidance to help solve various problems faced by young people associated with the selection of the type of work. Problematic faced by students include: how the students after graduation obtain suitable jobs, how students can match the ability of himself with the work to be chosen, how the students know the different types and characteristics of jobs that exist in the world of work, how students prepare for development vocational and its future, the kind of education which must be taken to obtain a job in which it aspires, whether learning activities that are being followed in the current school will be able to contribute towards a career in the future, and a variety of other questions.

A vocational guidance program is a form of service or assistance counselling and guidance to potential learners, participants and graduates to obtain appropriate services. Through vocational guidance, students can develop his potential ability to optimally utilize these capabilities to well-being, as well as participating in community life. The purpose of convening vocational guidance in VHS is in order to provide services to students in order to: (1) obtaining accurate information about the areas and programs appropriate expertise; (2) can develop them optimally, especially in the membership program chosen; and (3) can market expertise appropriately and can live independently. Parsons in W. Bruce Walsh, Mark L. Savickas. (2005: 23-25), giving an outline of the concept of vocational guidance, which includes three main steps that serve as a paradigm of the development of the concept of vocational guidance, namely: (1) lead to increased self-knowledge, (2) provide information on the type and nature of work, and (3) conform to a field of work which is in accordance with the self and community needs. Furthermore, H.H. London (1973: 8), found a vocational guidance to help

someone to prepare, enter, the world of work in accordance with the ability of himself and his environment.

To achieve the objectives in organizing vocational guidance as noted above, need to be well coordinated between teacher guidance and vocational teachers. Vocational guidance is integrated with education and training programs as a whole. In addition, there needs to be an external party that is directly related to the implementation of vocational guidance conducted dim SMK, among other businesses and industries, department of labour and other agencies concerned. Through this vocational guidance services, expected that students obtain education and training programs is really appropriate, so as to develop optimally, and can utilize the results of their study to improve the lives and happiness in the future. Through vocational guidance, students and graduates of vocational education in the future be able to adapt themselves creatively and positively (well-adjusted) to situations and circumstances, both in order to learn, practice or working life. Through vocational guidance services, the students hope to overcome the conditions and the internal and external situation, which could hamper her development.

But on the other hand, vocational guidance program at VHS in its implementation to date has not been obtained empirically accurate data about the meaning, purpose and benefits of the vocational guidance contained appropriate. Based on observations in the field, shows that: first, learning in schools has not been intensely touching or developing learner adaptability to its environment. Aspects of soft skills in vocational education concerning the whereabouts jobs and careers are less visible in the learning process. That is because there is no set curriculum and the syllabus. Second, the average student does not have the orientation or vision for the future is clear, so it is often faced with confusion when it should take a decision in choosing a job. Thirdly, the students do not understand the characteristics and types of jobs that exist in the world of work. Fourth, they are less able to prepare and develop themselves to enter the workforce well. Fifth, in general, students do not receive special training in preparation for entering the workforce, such as how to apply for a job, face interview, and so on. Sixth, the student has not fully prepared to adapt to the changes and changes in science and technology developed in the industrial world today.

Based on the problems mentioned above, it is necessary to shoot as to whether the implementation of vocational guidance program at VHS today, ranging from vision, mission, goals, programs, implementation and the results empirically. It was done as a material for evaluation of vocational guidance program conducted at VHS. The hope is that it can be seen how far the implementation of the vocational guidance program, the extent of this achievement level, as well as factors whatever the carrying capacity of the success of the program as well as a variety of obstacles that occur, and then performed a thorough analysis. Based on the results of the analysis, it can be given suggestions or recommendations on how the development strategy of vocational guidance program at VHS future results become more precise and efficient.

II. METHODS

Evaluation in this study using a type of formative evaluation, the evaluation made at the time of implementation the program is running. As for the evaluation method used in this research is using CIPP model evaluation, the evaluation in terms of context, input, process and product. Kaufman & Thomas (1980: 115) states that the evaluation model of CIPP basically contains three main steps, namely: a metaphor (delineating), achievement (Obtaining), information provision (providing). Furthermore, it is said that the results of the evaluation will provide alternative solutions for decision makers.

This research was conducted in Vocational High Schools in the city of Yogyakarta and surrounding areas. The research was conducted from April to October 2016. The subject of research is the teacher counselling, business belonging Special Working Unit in the field of public relations, and school leadership element. Methods of data collection were done by using observation and the in-depth interviews, as well as documentation. The research instrument is based on a literature review that was built, is constructed and validated through discussions with several specialist fields of vocational education. Instruments are developed based on CIPP evaluation model. Analysis of the data in this study used a qualitative descriptive analysis method, initiated a review of all available data from various sources, through interviews, observations in the field. The process of data analysis carried out through the following stages: data reduction, presentation or display of data and conclusions or verification.

III. RESULTS AND DISCUSSION

A. *Implementation of Vocational Guidance Program*

Vocational guidance programs implemented in VHS in the city of Yogyakarta and surrounding areas, based on the observation in this study is a part of a program developed by the counseling unit activity, and units of special employment exchanges, guidance programs managed by vocational counseling, there are four areas, namely personal guidance, social guidance, tutoring and vocational guidance. As for vocational guidance program run by the special employment exchanges among others in terms of equipping the industry working practices, recruitment of graduates in collaboration with business and industry.

This study focused on the evaluation of the implementation of the vocational guidance program in VHS. Program evaluation approach using formative evaluation of the program, because the program is still kept going. The evaluation model used in this study is the model CIPP (Context, Input, Process, and Product) evaluation. The results showed that the implementation of vocational guidance in vocational, especially in Yogyakarta, reviewed by CIPP evaluation model, is as follows.

Context Evaluation, which serves and facilitate decision-making at the planning level. At this level, more emphasis on efforts to determine the needs that will be the basis for the development of vocational guidance program, which among

other things is hope, idealism, enthusiasm, and the school community response to the program of vocational guidance.

The results based on the context of the aspect can be seen in Table 1.

TABLE 1. ASPECTS OF THE EVALUATION CONTEXT

| No | Context Aspects | Descriptions | Standards Achievement | Achievement Indicators | Category |
|----|---------------------------|---|---|---|--------------------|
| 1 | Hope and Interest program | The students know and understand themselves, The student can know the world labour market, Students verifiable plan for the future that corresponds to that expected, The student is able to determine and make decisions appropriately and responsibly Provide transitional learning services and knowledge of the requirements of the Working | Overall there are 25 program activities | Only reached less than half of the activities that can be handled effectively yet | effectively yet |
| 2 | Idealism | Educational able to facilitate all students to have good behaviour and effective Schools can alleviate the problems faced by students All students are well served | All students are well served | There are a few percent of the number of students who have learning problems have not been handled effectively Enough | effectively enough |
| 3 | Responses school members | All school members ranging from school leaders, teachers, employees and students looked forward to a positive reply to the existence of vocational guidance program positively to the whole school community of career counselling program | The whole school community positively to career guidance program. | Not more than 2% of schools do not know of the existence of Vocational guidance | effective enough |

Input Evaluation, serving decisions on organizing activities. Determine the resources available, alternative strategies need to be used in the program, as well as planning the best to meet the needs, the main focus of assessment at this level. Resources available include counsellors, teachers, students, facilities, programs, and management of vocational guidance program.

Developed alternative strategies performed in the classical style, group and individual. Planning program was developed based on the agreement of the school as a whole, in which there are school leaders, teachers, counsellors, parents/guardians, and other related parties. The results based on the input aspects can be seen in Table 2.

TABLE 2. SUMMARY RESULTS OF THE EVALUATION DATA COLLECTION INPUT

| No | Input Aspects | Descriptions | Standards Achievement | Achievement Indicators | Category |
|----|---|--|---|---|----------------|
| 1 | Resources (counsellors, teachers, students) | Business Stock Counseling and Special Work, Counseling teachers, student | 150 students per teacher per week | All teachers Counseling can reach the target | Effectively |
| 2 | Facilities and infrastructure | Law, sources of funds, computers and network devices, furniture, media | All ingredients can be met according to the needs | Computer, media and funding have not been met to the fullest | Less effective |
| 3 | Vocational Guidance Program | Program Insights themselves and vocational preparation | Each half can be implemented already | A minimum of one day per existing carrier | Effectively |
| 4 | Strategies developed | Basic services, responsive service, individual planning, questionnaire, interview and observation. | All services can be carried out according to existing | All services can be carried out according to existing procedures and responsive basic services can run well, the most frequent method used with interviews and questionnaires | Effectively |

Process Evaluation, serving decisions relating to the implementation of the program. The main focus at this level is: a) how the predefined plans can be carried out either? b) The extent of the involvement of the school community, how enthusiastic the students towards vocational guidance programs implemented in schools, how to support parents? c) Any

obstacles encountered and inhibit success? d) What improvements are needed? To be able to answer these things need to be monitored. So monitoring is an attempt to evaluate the process of implementation of a program. The results based on aspects of the process can be seen in Table 3.

TABLE 3. SUMMARY RESULTS OF THE EVALUATION OF THE DATA COLLECTION PROCESS

| No | Process Aspects | Descriptions | Standards Achievement | Achievement Indicators | Category |
|----|--|---|---|---|----------------|
| 1 | The process of implementation of the program | Starting from the planning, organization, implementation and monitoring of programs | The program can be implemented optimally from the planning, organization, implementation and monitoring | The program is not maximized in the implementation until recently reached 70% | Less effective |
| 2 | Involvement of stakeholders | Students, parents guardians of students, business and industry, | All stakeholders can be involved in the implementation of vocational guidance to | Yet intense stakeholders will be involved in the implementation of | Less effective |

| No | Process Aspects | Descriptions | Standards Achievement | Achievement Indicators | Category |
|----|-----------------------|--|--|---|----------------|
| | | government | the fullest. | vocational guidance. | |
| 3 | Enthusiastic students | Students' response to the guidance program Vocational | Students are actively involved and enthusiastic about the existence of vocational guidance program. | Most of the students are very enthusiastic about the program career guidance at the schools | effective |
| 4 | Improvements needed. | socialization of vocational guidance program, management of vocational guidance, the involvement of external parties related the competence of teachers, school guidance counsellor. | There is an increasing socialization of vocational guidance programs, revamping management of vocational guidance relating bring outside parties For jointly developing vocational BIMB, enhancing the competence of teachers in counselling school. | Constrained by the ability of the human resources managers of vocational guidance and there are still many obstacles to be able to involve stakeholders in the development of vocational guidance program | Less effective |

Product aspects of evaluation, serving decisions relating to the achievement of the program and the possibility of re-planning. Therefore, the focus of this assessment includes: a) the results of what is gained? b) The extent of the need already

can be met? c) What should be done after the program running? The results based on aspects of the product can be seen in Table 4 below.

TABLE 4. SUMMARY RESULTS OF THE EVALUATION DATA COLLECTION PRODUCTS.

| No | Product Aspects | Descriptions | Standards Achievement | Achievement Indicators | Category |
|----|---|---|---|--|----------------|
| 1 | The results achieved vocational guidance program. | The students know and understand themselves, the world of work, Students can plan for the future The students were able to determine the choice of a job schools provide transitional learning services and knowledge of the requirements of Work | All students know and understand themselves, familiar with the world of work, can plan for the future is able to determine and take appropriate decisions, the school provides learning services and knowledge of the requirements transitional Works | Students are still difficult to understand himself and the world of work imaginable, several students do not know want to work where, and there are still doubts in determining the choice of jobs would come. | not effective |
| 2 | The level of demand has been reached | All students can be served well, in line with expectations planned by vocational guidance program | All students can be served well, in line with expectations planned. | Still plagued by human resources vocational guidance, especially in terms of quality | Less effective |
| 3 | Things to be done after the program runs | Find the strengths and weaknesses of the program, and then make improvements ranging from planning, organizing, implementation and supervision of vocational guidance program | Business vocational guidance can find the strength and weaknesses of the program, and then make improvements, ranging from planning, organizing, implementation and supervision of vocational guidance program. | Need to increase overall will improve the quality of vocational guidance services for students. | Less effective |

B. Supporting Factors and Obstacles

In the implementation of vocational guidance program carried out on VHS as positive and fully supports the implementation of vocational guidance programs, among others: the availability of human resources which already has particularly experience managing career guidance is not less than 15 years. Enthusiastic students of the vocational guidance program, especially students who are about to graduate. Their alliances with external parties (stakeholders), which is getting stronger. Welcome parents/guardians of students that are embodied in the school committee were very positive, so every graduate recruitment program by the industry, they are the parents responded with enthusiasm.

The obstacles encountered in the implementation of programs of vocational guidance VHS in Yogyakarta, among others: weaknesses in program management, funding of schools, and many students who are not able to understand themselves and their surroundings. Qualifications of teachers who deal in a part of graduates of vocational guidance counselling, so that there are difficulties in understanding the

principles of vocational education, which impact on the management of vocational guidance services are less than optimal.

C. Development strategy

Based on the analysis of data obtained in the field in the implementation of vocational guidance in VHS, with reference to the theoretical studies on vocational guidance, it can be arranged development strategy to a better direction. In this case, it is still limited to the development of conceptual models, not to test the feasibility of the model. At least there are still two major events to be able to produce a model of vocational guidance program that is ready to be implemented in VHS effectively. Both of these activities is the development of conceptual models and model testing in the field of vocational guidance. Both of these activities can be carried out as a follow-up study of the results of this study.

As for the strategy of development of vocational guidance in the VHS for the future to be better, to do include: developing a model of vocational guidance comprehensively, conducted field tests, conducted dissemination and implementation of

widely VHS. Enhancing the role of carrying capacity and minimize barriers or obstacles in implementation vocational guidance on VHS, it is necessary to expand the network of cooperation between the VHS and the outside world is concerned. In this case, the world of business and industry need to be involved in the development of vocational guidance models. Department of vocational education, local government, and the Department of Manpower and Transmigration (Department Nakertrans), as well as the Chamber of Commerce, to be involved intensely in order to help provide ideas, feedback and funding for the implementation of vocational guidance program at VHS. In addition, the development strategy of vocational guidance in VHS, to be loaded with programs that provide benefits to students or graduates in preparation for entering the workforce. Through vocational guidance program students are expected to get help on the increase and the understanding of self and the environment, help in the selection of suitable jobs and harmony between self-efficacy and work environments demand. To evaluate and follow-up, get a referral election, and job placement as desired.

Through vocational guidance, students get a variety of information work, both types, characteristics and other information about the world of business and industry are available. Learners receive training soft skills and hard skills to the best preparation for entering the workforce. The training includes training on how to make a job application, fill out the application job application, preparation for interviews, psychological tests, mastery of information technology, foreign language training and practise. Learners can make adjustments to the job, namely making adjustments between capability self and job characteristics, circumstances, conditions and other issues that were going on and require special attention.

The model of vocational guidance that will be developed at VHS is a strengthening program counseling, particularly activities related to the field of career and public relations handling the Labour Exchange Lodging, supported and amplified from expert opinion and review of the literature that has been built in this study. In operation, the second unit in coordination with the head of the school, including the principal, department head, head of programming skill. PR coordinate with external parties such as by business and industry Office manpower, and related parties, while Counseling supported by Guru counselling, vocational teacher, and the school committee. Vocational guidance programs in providing services to students are grouped into two categories, namely individual services and service groups. Program individual vocational guidance services, among others: provide counseling assistance in terms of aid understanding of themselves and their surroundings, self-direction to an appropriate area of work; Assistance in the selection of suitable jobs and harmony between themselves and the ability to request the work environment; To evaluate and follow-up after the election stabilization work; Provide guidance, selection, and placement work as expected.

As for the service group vocational guidance programs, among others: a program to provide employment information, both types, characteristics and other information about the

world of business and industry are available; Soft skills training program and hard skills through school programs, among others: internships, leadership training, extracurricular, and so forth; The training program preparation for entering the workforce through training to make a job application, fill out the application job application, preparation for interviews, psychological training, deepening mastery of information technology, language training, and so on; Service program for employment adjustment, between self-efficacy and job characteristics, circumstances, conditions and other Issues is going on. In an operational implementation, vocational guidance can be integrated into the curriculum implementation, namely through a learning process both in the classroom and practical theories have. In addition, the implementation of vocational guidance conducted through curricular or extracurricular activities. Implementation of the program of vocational guidance VHS at Yogyakarta, in terms of aspects of context, input, process and product. Based on interviews and observations on the implementation of vocational guidance program can be described on Aspects of Context, Input Aspect, Process Aspects, and Aspect Product

Aspects of this context cover issues related to environmental conditions or the objective conditions to be implemented as well as relevant program with parties related to the implementation of the program. In the context of this aspect will be the relevance of hope, idealism, and the public response to the vocational guidance programs conducted at VHS. Associated with hope, idealism and the public response to the program of vocational guidance in VHS, have a tendency to be quite effective. However, of the expectations and the results achieved is still underway intense efforts, so that the future of vocational guidance program will produce the best results.

Aspects of this input include personal analysis associated with the use of available resources, management and strategies that should be considered in order to achieve the objective of a program. Aspects input has a very important role in the program, in accordance with performance indicators specified aspects of input in the review of the implementation of the program of vocational guidance includes human resources (counsellors, teachers, students), facilities and infrastructure, a program of vocational guidance, and strategy developed. Based on observations and interviews, as well as a summary of the results is shown in Table 2 above, it can be interpreted, that the vocational guidance program implemented by vocational schools in Yogyakarta, seen from the aspect of input included in the category is quite effective, except in terms of the provision of facilities and infrastructure. Provision of media and funding for the development of vocational guidance program from year to year is still relatively far from the requirement that it should be. This is related to budgeting that has been planned as an annual school budget plan.

Referring to the indicators of program performance, process aspects in this study include adherence to the program; stakeholder engagement; enthusiastic students; and improvements needed. Program evaluation aspect of this process is a very important thing to do because it will soon be known the things that result in the stunted program, not smooth, nor the obstacles that occur. Overview aspect of the

process is based on observations and interviews, as well as a summary of the results is shown in Table 2 above, it can be interpreted, that the vocational guidance program implemented vocational schools in Yogyakarta from the aspects included in the category tendency process less effective. It is still considered that the program of vocational guidance has yet to be maximum in implementation. The involvement of stakeholders is not intense for his involvement in the implementation of vocational guidance. Conditions of human resources, especially teachers guidance turns out 50% of existing counselling program not have a vocational education. They are as big a background counselling. The involvement of stakeholders is still constrained given the interest among stakeholders to vocational guidance program can vary. There indeed have an interest in the school program, but on the other hand, there is a profit-oriented, so it is less interested in the program. Actually, there are many things that can be done by the school so that the vocational guidance process can take place well, that is by involving stakeholder (industrial world). Sunar Rochmadi (2017: 210-224), among others, through partnership-based learning with the world of work, for example by bringing practitioners from the industry to provide material in the process of vocational learning, training assistance and industrial practice.

Product aspects in the implementation of vocational guidance program include the results of vocational guidance program that achieved the objectives of vocational guidance programs, the level of need that has been achieved, and what should be done after the program runs. Overview aspects of the product, as well as a summary of the results listed in Table 4 above, it can be interpreted, that the vocational guidance program implemented VHS in Yogyakarta including the category has not been effective. It is suspected that most of the students are still difficult to understand himself and the world of work there; students do not know which will work, there are still doubts in determining the choice of work. In the vocational guidance, program management is still weak. Management of vocational guidance programs has not been effective so we need improvements, ranging from planning, organizing, implementation and supervision of vocational guidance program.

IV. CONCLUSION

Implementation of the programs implemented in vocational guidance VHS especially in Yogyakarta, based on observations and interviews from the aspect of context, input, process and product can be expressed as follows: (a) Aspects of context, have a tendency to fall into this category is quite effective. (b) Aspects of inputs, including in the category quite effective, except in terms of providing infrastructure is still lacking. Provision of media and funding for the development of vocational guidance program from year to year is still relatively far from the requirement that it should be. (c) The review is based on aspects of the process have a tendency included in the category of less effective. (d) Aspects of products, included in the category has not been effective. It is suspected that most of the students are still difficult to understand himself and the world of work there; students do not know want to work where,

and there are still doubts in determining the choice of future work.

Carrying capacity in the implementation of vocational guidance in VHS, among others, the availability of human resources mainly from the experience and numbers, the enthusiasm of the students and parents of students to the vocational guidance program, the VHS establishment of cooperation with external parties (stakeholders) are increasing. The obstacles in the implementation of programs of vocational guidance in VHS, among others: weaknesses in program management, funding of schools, and many students who are not able to understand themselves and their environment, qualifications of teachers who deal with vocational guidance in part of graduate counseling, so there are constraints in understanding the principles of vocational education, which impact on the management of vocational guidance services.

Strategy Development of vocational guidance in VHS, among others, can be done by (a) developing a comprehensive model of vocational guidance, proven and can be implemented in the field, (b) enhancing the role of the existing carrying capacity, and minimize barriers or obstacles in the implementation of vocational guidance in VHS, (c) expand network between VHS associated with the outside world, (d) vocational guidance program is geared to providing benefits to learners in preparing to enter the world of work, (e) In providing services to students can be grouped into two categories, namely individual services and service groups, (f) vocational guidance developed can be integrated into the implementation of the curriculum, through a learning process, both in the classroom and practical theories have, as well as through curricular or extracurricular activities.

V. RECOMMENDATION

Based on the evaluation results of vocational guidance VHS in Yogyakarta, it can be recommended both for the development of science, as well as managers of vocational guidance practitioners in VHS. For the development of science, the results of this study can be used as a material consideration to further assess more fully the implementation of vocational guidance in VHS. In addition, vocational guidance program based on the results of this study can follow up through more intensive research on the development of vocational guidance in VHS, namely by developing the appropriate vocational guidance, which can meet the needs of the school and can be implemented effectively and efficiently. For education, especially school principals in VHS recommends that in the handling of vocational guidance needs to be improved, especially in terms of the provision of human resources that fit their needs. There needs to be a strong synergism through collaboration and stakeholder involvement with the school. Vocational guidance programs in schools need to be improved and disseminated to the entire school community in a sustainable manner, especially to students, ranging from X, XI and XII grade is intense.

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