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Analysis Effectiveness Program Apprenticeship for Synchronization Link and Match College Tall with World Industry

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ABSTRACT

This research aimed to find industrial needs about students' abilities and skills during apprenticeship at company. This research is descriptive quantitative, which is using questionnaires to collect data from the respondents. The results showed that, the apprentice program had be effective enough, but there were still constraints that faced by student. The constraints were soft skills, communication, interaction, adaptation, discipline and computer skills. The most useful competence were computer skills and soft skills to connect to the people.

Keywords

competence, apprentice, effectiveness.

INTRODUCTION

National education in functions to prepare Indonesian people for present and future life, by holding a learning process. In the learning process, the curriculum is a very important component, because it is used as a reference in organizing education and also as an indicator of the quality of education. Wrong One cargo curriculum which always There is is apprenticeship or field work practice or dual system education. Internships are a form of education and training that will develop students' competencies. The National Training Board of Australia (1995) in Anonymous (2008) describes Competency as: based Educational and Training (CBET) is education and training that focuses on mastering specific knowledge and skills and their application in the workplace. This knowledge and skills must be demonstrable against existing industry standards, not relative standards determined by one's success within a group.

Internship or field work practice is one of the compulsory courses for 7th semester students who have completed 110 credits in the Management study program at the University of Muhammadiyah North Sumatra. Students are required to choose the company where they will do their internship. Department for implementation, it is adjusted to the chosen concentration, in this case it is divided into financial management, human resource management, and marketing management. The implementation of this internship varies in each company, meaning that not all companies student do work Which in accordance with concentration.

In practice, students have not yet gained the confidence to do actual work. In this case, since 2010 The Ministry of Education and Culture has implemented a program to align education with industry. Nine obstacles contribute to the misalignment between education and industry, which can be addressed through collaborative efforts. These nine factors are outlined in the Ministry's fishbone diagram, including:

1. Ability teacher in hard skills and soft skills.
2. Method learning Which Still traditional.
3. Lack of facilities and infrastructure, especially Lack of practical facilities and equipment is still an obstacle
4. Mismatch curriculum. Surveys have shown that formal education does not fully equip graduates for employment in their chosen fields. It is hoped that the industrial sector (DUDI) can participate in curriculum development to achieve results that meet needs.

5. Lack of DUDI information for education. So far felt There is gap between the world of education and the world of industry. In this case, the world of industry is expected to be able to provide opportunity for Teachers for internships at Industry as learning materials and as information on job vacancies needed for their students.

6. Lack of Internship Opportunities. The teaching system, which still focuses heavily on theory, results in students lacking knowledge of the real world of work. Collaboration world industry with give chance Internships for students will be a balance between the theory they get in the world of education and being able to apply it in the industrial world.

7. Career guidance. Many job seekers Many workers are unaware of the career guidance services provided by the Ministry of Manpower and Transmigration and the Department of Manpower. This situation is likely due to the limited publicity regarding career guidance for job seekers.

8. Lack of entrepreneurship. The tendency to be more interested in finding work than creating it is one factor contributing to the rise in unemployment.

9. Lack of soft skills among graduates. The low soft skills possessed by graduates are the reason they cannot face the challenges of the workplace. Weakness graduates in the field of soft skills including motivation, communication, hard work and self-confidence.

The internship program is expected to bridge the gap between universities and the business world. However, it turned out that what was expected didn't work out as expected. The internships merely served as a means of passing the course but served no real purpose. On the other hand, the supervising lecturer is not directly involved in the internship process. In the sense that

interns are not given direction and guidance before and during the internship. The lecturer's only job is to correct the reports that students have worked on. So that the internship activities themselves cannot be controlled properly. Good its implementation system implementation program apprenticeship which now still not yet effective because weakness coordination between parties which involved, not enough structured, and less selective, so that need improvement.

Therefore, it is deemed necessary to conduct research on the effectiveness of the internship program implemented by the Faculty of Economics, Management Department, University of North Sumatra. This will result in recommendations for effective internship programs that align with industry needs. This is what synchronizes industry and education, known as "link and match" Students who do internships can also apply concepts learned in college.

As one of the foundation's permanent lecturers, the researcher has the burden of guiding students in the process of writing internship reports. Ideally, a supervisor will do guidance before the activity with The aim is to provide direction on what can be done during the activity with the aim of providing input on what has been done and in the process of preparing the report. In reality, the internship supervisor only guides students in completing their internship reports. Lecturers do not know when and what students actually do. This prevents lecturers from providing guidance to students. Students are not escorted to the internship location, so they don't know the job description.

This phenomenon causes students who are doing internships to feel like chicks that have been separated from their mother, who do not know what they will do. Besides that, the company does not give enough trust to students to carry out serious tasks. The reason is understandable, because the student is not experienced, so if there is a mistake then will slow down the overall work. Curriculum development at SMK Negeri 2 Palopo has not been implemented in accordance with the expectations of the PSG implementation management because the school has not invited industry to sit together to formulate competencies implemented in industry with those taught at school (Deden, 2011).

Samsudi's (2004) study found that education and training programs and curricula are often unilaterally developed by providers, without involving the business or industrial world. This leads to disparities when graduates enter the industrial world.

According to Sanjaya (2009), the aim of the link and match movement is to bringing suppliers closer to the quality of human resources, especially those related to the quality of employment. Saifuddin (2009) stated that PSG implemented to meet need power professional work in their fields. Through PSG, it is hoped that this professional workforce can be created. Where the students are carrying out education it is expected that can apply the knowledge gained and at the same time learn about the industrial world.

The quality of human resources (HR) is a real challenge faced nation today. Only a nation that has Superior human resources and smart people who will win global competition and will survive in the future. Because That is, a new paradigm for a quality education system that refers to a broad-based education system that is oriented towards improving the life skills of the community by accommodating the needs of the community can continue education to higher education, transformed into a focused-based education system oriented toward improving life skills from one's potential by accommodating the needs of the business world, industry, and entrepreneurship. This has become a perceived need and needs to be prioritized to reduce intellectual unemployment (Suranto, 2006).

Some input on government and organizer policies study programs to improve quickly are (Suranto in Suranto, 2006): 1.Strategy learning from approach supply driven to demand driven; 2. Learning from campus-based (Campus Based Program) to industry-based system (Industrial Based Program); 3. Model learning teaching to the model competence and adheres to the principle of multi entry, multi exit; 4. Narrow basic program learning towards a basic, strong and focused basic program or focused based education; 5. Learning that recognizes skills acquired from anywhere. Learning must fixed, with curriculum automatic including in The learning component should include synchronization between the world of education and the world of industry. According to Tilaar in Anonymous (2008), the process towards a modern industrial society moves in a network of several transformation axes such as globalization, changes in economic structure, strengthening of political life and national ideology, national culture, including national education. National education in terms of This serves to prepare Indonesian people and society for present and future life, which is a continuous process. Furthermore, Tilaar in Anonymous (2008) stated that national education is currently experiencing several crises which originate from: (1) quality education Which Still low; (2) education Which Not yet relevant with need development will skilled labor; (3) education Which Still nature elitism as well as; (4) management education Which Not yet arranged in a way efficient.

These weaknesses lead to weak competency in learning outcomes, so that they often have difficulty adapting when they have to enter the industrial world. The scope and extent of (professional) competence is explained by Burke (1995) as follows: (1) Competencies are based on the analysis of professional roles and theoretical formulations of professional responsibilities; (2) competency explains learning outcomes demonstrated by professionally demonstrated performance; (3) aspect competence explain criteria evaluation; (4) competencies were created as tentative predictors of professional effectiveness and led to validation procedures.

The Australian National Training Board (1995) describes Competency Based Educational and Training (CBET) as education and training that emphasizes mastery of specific knowledge and skills and their application in the workplace. This knowledge and skills must be demonstrable against existing industry standards, not relative standards determined by one's success within a group. Samsudi's (2004) study found that education and training programs and curricula are often unilaterally designed by the organizers, without involving the business or industrial world. This leads to inequality when graduates enter the workforce industry.

Problems faced by universities in Indonesia in general cannot be separated from three main issues, namely the issue of quality, the issue of relevance and the issue of access (Dikti, 2004). Specifically, the Higher Education Council of the Directorate General Higher Education the Ministry of National Education revealed that the condition of higher education in Indonesia is (kompasiana, 2013): 1. Higher education is still (considered) a source of knowledge, ethics and policy values; 2. Wages professors

or lecturers are still very low so they need additional income from various sources and other activities that take up his time as an educator; 3. Higher education is still shrouded in various problems and is also a problem for the nation as a whole; 4. PTN (especially) operates very ineffectively and inefficiently (low lecturer attendance, graduate unemployment, curriculum that is not responsive to job market needs, etc.); 5. Cost school the more expensive and DO the more tall; 6. Tata implementation PBM No in accordance with quality standards; 7. The credibility of higher education institutions has not satisfied stakeholders or the general public.

Instilling ethical values and soft skills is very important, followed by life skill competencies. Life skills competencies are acquired, among other things, through internships in industry as a means of actualizing theory. This is intended to establish relevance between education and industry.

The issue of relevance can be interpreted as the suitability of what is produced by universities with the response of the world of work, meaning that by looking at how much the world of work absorbs university graduates, it can be said that there is a match between the two. If the world of work absorbs university graduates so little that it becomes a contributor to the increasingly high unemployment rate, it means that happen problem relevance between education with working world, It means criteria And qualification competence which needed world work no fulfilled by graduates college high. Problem Relevance is also related to the economic side, universities always produce graduates who are expected to be absorbed by the world of work, it turns out to present a new phenomenon as part of the unemployment problem itself, the qualifications and competencies needed by the business world and industry are not being met properly by universities. If this happens, if it is not handled immediately, it will spread further and create instability. The inability of the economic side with limited resources is an undeniable fact, so that the teaching and learning process is far from expectations and does not meet the needs of the user community. Dakir (2004) stated that in the current era of development, curriculum development should consider the link and match, as well as the output, with the required employment opportunities. This means that curriculum development efforts cannot be separated from the needs of society.

Theoretically, Sukmadinata (2002) said that curriculum development must pay attention to several important principles, namely (1) the principle of relevance, (2) the principle of flexibility, (3) the principle of continuity, (4) the principle of practicality and (5) the principle of effectiveness. Internal relevance shows the integrity of a curriculum, namely the relationship between the components of the curriculum where there is harmony between the objectives to be achieved, the content, material or learning experience that students must have, the strategies or methods used and the assessment tools to see the achievement of objectives. External relevance is related to the harmony of objectives, content, teaching and learning processes included in the curriculum that are relevant to the students' living environment, relevant to current and future developments, relevant to the demands of the world of work so that students are able to prepare their students to be ready to face their lives in the future.

Whereas target strategic that wants achieved in development curriculum at college tall is First capable access need power Work which are available in public in accordance with condition competence Which enforced in a way international second can play a role as capital intellectual (intellectual capital), Which characterized by his abilities as: (1) human capital, (2) structural capital, (3) relational or customer capital, and thirdly have high mobility towards vertical And horizontal For can access field Work Which volatile , competitive, and uncertain whereabouts. Directorate General Higher Education Ministry of National Education (2002) Wuryadi (in Siddhartha, (2002) emphasize that competence in a way the definition has a greater meaning related to capability, skill, intelligent (smart), authority (authority), performance (performance), behavior (attitude), and awareness (awareness). According to Jones (in Siddhartha, 2002) competence is something knowledge and skills special And method application of knowledge as well as skills the follow A standard performance (standard performance) Which has set. Suparno (2002) defines competence as knowledge, skills and values that have become a person's way of acting and thinking, in other words, an ability that has truly become part of a person's life so that it can be used directly in facing problems. problems and in acting.

Ministry of National Education (2006) states that competence is the ability to behave, think and act consistently as a manifestation of the knowledge, attitudes and skills possessed by students. Operationally, Suparno (2002) proposed that there are at least five competencies. general what graduates must have college tall If you want to win in the international arena and win in the global market, namely (1) English language competence (2) computer competence (3) competence related to work attitude, honesty, accuracy, responsibility and emotional maturity (4) competence to work with others (e) competence to express yourself.

In several recent reports published by international institutions such as the National Association of Colleges and Employers USA 2002 (Rizal in Rino, 2010) it was stated that of the 20 skills studied regarding the expectations of the industrial world regarding the quality of higher education, it turned out that 18 of the desired skills were in the form of soft skills, namely: (1) communication skills, honesty/integrity, (2) cooperation, (3) interpersonal, (4) ethics, (5) motivation, (6) initiative, (7) Power analytic, (8) organize, (9) oriented on details, (10) ability adapt, (11) leadership, (12) trust self, (13) friendly, (14) polite, (15) wise, (16) creative, (17) humorous And (18) entrepreneurship.

The results of a survey conducted in America, Canada and England regarding 23 dominant soft skills attributes needed in the workplace consist of: (a) Initiative, (b) ethics/integrity, (c) critical thinking, (d) willingness to learn, (e) commitment, (f) motivation, (g) enthusiasm, (h) reliability, (i) oral communication, (j) creativity, (k) analytical ability, (l) can dealing with stress, (m) self-management, (n) solve problems, (o) can summarize, (p) cooperate, (q) flexible, (r) teamwork, (s) listening, (t) independent, (u) tough, (v) logical argumentation, (w) time management. Rizal in Rino (2010).

Blank (1982) in Hilman (2008) identified three strategic approaches used in identifying and verifying competencies, namely: (a) actually observe what is being done by a worker in a certain position; (b) do meeting with for worker on position certain; (c) submit list task tentative to worker on position certain. Dacum is a very effective method for analyzing things related to tasks and positions in work, where this method has been used for 40 years in developing job analysis which is ultimately used to update the program curriculum. education and training. Curtis & Crunkilton (1979) in Hilman (2008) stated that dacum is the most widely used method in developing vocational curricula. link and match policy essentially aims to increase the relevance of education to job market needs. This is an effort to find common ground between the world of education as a producer and the world of work/industry. as consumer. According to Sanjaya (2009), objective movement link and the goal of the dual-system education system is to connect

suppliers with quality human resources, particularly those related to workforce quality. The basic concept of implementing a dual-system education system is to systematically integrate educational activities in schools with educational activities (practice) in the industrial world. As a realization of this policy, the concept of a dual-system education system (PSG) was launched.

Benefit PSG as explained Ministry of National Education (2009) is: 1) Growing attitude Work Which tall; 2) student get competence Which No obtained in school; 3) Student can give contribution power Work in company; 4) Give motivation And increase ethos Work student; 5) Tighten connection cooperation between school with institutions partner; 6) Allows For industry give help to school, for example teacher internships, practical assistance, and; 7) As promotion graduate Vocational School.

PSG or Possible more familiar known with Practice Work Field (street vendor) Industrial Internship (Prakerin) is a form of professional skills education that systematically and synchronously integrates school programs with company programs, obtained through direct work in the workplace to achieve a level of professional expertise. Saifuddin (2009) states that PSG is implemented to meet the need for professional workers in their fields. Through PSG, it is hoped that this professional workforce can be created. Where students who undertake this education are expected to be able to apply the knowledge they have gained and simultaneously learn about the industrial world.

The government, through the Ministry of Education and Culture (read: Ministry of National Education), has established a link and match policy that applies to all types and levels of education in Indonesia. The Dual System Education Approach as an inseparable study of the link and match policy is used as the main pattern for implementing the vocational high school curriculum which has begun in the 1994/1995 academic year.

Effectiveness is the relationship between the output of a responsibility center and the targets that must be achieved. Effectiveness is a description of the level of success or excellence in achieving predetermined targets and the existence of a connection between varying values.

The problem of organizational efficiency and effectiveness, explained by Gibson in Steers (1995) in Joko Purnomo (2006) that the factors that influence it start from the effectiveness of the affected individual by the individual's abilities, skills and knowledge, formal educational background, it is not always like that, but at least based on an appropriate educational background with technicality will influence the way of behaving, motivation, which ultimately when No can fulfil demands psychological or in accordance hope, can causing stress. Further Richard Steers (1995) in Joko Purnomo (2006) stated that there are 4 (four) factors that can influence organizational effectiveness, namely: organizational characteristics/features, environmental characteristics, worker characteristics, and management policies/practices. This can be explained as follows: a. Characteristics/Features of an organization, for example structure, technology used in the organization. Structure is the relative relationship between human resources, or structure is the method used by the organization in arranging people. Thus, the meaning of structure includes the scope of decentralization, specialization, span of control, size of the organization, size of the work unit; b. Environmental Characteristics (Climate), which include the properties or traits inherent in the organization and felt in the organizational work environment that arise Because activity organization Which considered to influence behavior employees, and external climate influences, namely complexity, stability and uncertainty. c. The effectiveness of Field Work Practice (PKL) is the expected result obtained after students carry out Practice Work Field (street vendor) With competency indicators in the following table.

METHOD

Definition Operational

Table 1. Indicator Study

Indicator	Sub indicator
Competence Speaking English	Passive, active, correspondence ,translate document
Competence Use Computer	Microsoft office, programming
Competency Related To Attitude Work	Trained in ethics Work, Discipline time, discipline Work,
Honesty, Accuracy, Not Quite Enough Answer And	Dare to admit mistakes, be careful, positioning in accordance place.
Maturity Emotion	
Competence For Cooperate With Person Other	Cooperative, orientation team
Competence Express Self	Creative, innovation, initiative

Location Study, Population and Sample

Study take location in:

1. Faculty of Economics, Muhammadiyah University of North Sumatra, with research subjects being students majoring in Management who have doing an internship.
2. The research population was management study program students who had participated in the internship program, a total of 134 were taken as a sample. The companies that assessed the effectiveness of the internship program were Muhammadiyah Hospital, Haji Hospital, and PT Perkebunan Nusantara.

RESULTS STUDY AND DISCUSSION

From results processing data obtained results as following:

Table 2. Summary Results Evaluation Effectiveness Apprenticeship

Competence	Participant Apprenticeship		Company	
	Mark	Category	Mark	Category
Language English	2.54	Effective	2.8	Effective
Use computer	2.97	Effective	2.1	Enough effective
Attitude Work	3.33	Very effective	3.52	Very effective
Honesty, thoroughness, responsibility and emotional maturity	3.24	Very effective	3.47	Very effective

<i>Express self</i>	3.16	Effective	3.36	Very effective
<i>Effectiveness instructor</i>	3.15	Effective	3.41	Very effective
<i>Internship suitability with theory</i>	3.21	Very effective	3.44	Very effective
<i>Average</i>	3.08	Effective	3.16	Effective

In general, the internship can be categorized as effective because it complies with established standards. This means that the student interns perform work within the company environment, following the guidance of their instructor. As for Obstacles that students often encounter during internships are communication, adaptation and interaction with employees, instructors who are less friendly (don't trust the students' abilities), mismatch between the students' concentration and the placement department during the internship, and the variety of tasks caused by the changes in departments experienced. Meanwhile, the skills that interns must have are the ability to use computers, English and soft skills. These soft skills are crucial because they affect the relationship between student interns and the employees of the company where they are interning. As has been widely reported, soft skills are more crucial to career success than technical skills. The company demands that the university take responsibility for guiding students who are doing internships, because the employees themselves already have a lot of work and responsibilities so they cannot provide direct guidance. optimal. Student participant apprenticeship sued for more active, creative and take the initiative in handling work. This is a dilemma for students, because as those who are not part of the company, they certainly do not dare to do work without clear instructions. This situation strengthens Tilaar's statement in Anonymous (2008) that national education is currently experiencing several crises which originate from:

1. quality education Which Still low,
2. education Which Not yet relevant with need development will skilled labor
3. management education Which Not yet arranged in a way efficient

This requires serious attention from the university to participate in formulating an effective internship program that prepares students' soft skills and life skills, so that they will be ready when they have to enter the industrial world. In his study, Samsudi (2004) found that often programs or curricula education And training Still arranged unilateral by The organizers haven't yet involved the business or industrial world. This creates an imbalance when graduates enter the industrial world. This is a common occurrence: when undertaking an internship, students don't know what to expect. This situation This is certainly worrying, making us question the effectiveness of the formal learning process, which should be able to improve students' abilities, knowledge and behavior. A number of the expertise studied concerns the expectations of the industrial world regarding the quality of higher education, there are 18 The desired skills are in the form of soft skills, namely: (1) ability communication, honesty/integrity, (2) cooperation, (3) interpersonal, (4) ethics, (5) motivation, (6) initiative, (7) Power analytic, (8) organize, (9) oriented on details, (10) ability adapt, (11) leadership, (12) trust self, (13) friendly, (14) polite, (15) wise, (16) creative, (17) humorous And (18) entrepreneurship.

Considering the constraints and capabilities that must be The ethical values possessed by intern students are, therefore, it is necessary to instill ethical values, soft skills, followed by life skill competencies. Life skills competencies are acquired, among other things, through internships in industry, which serve as a theoretical implementation. This is intended to establish the relevance of education to industry and to understand the true nature of industry activities. Students must be clever in interpreting the internship process and making it an experience when they actually enter the industrial world.

Problem relevance appear when students do apprenticeship, in where they feel a huge difference between the concepts learned on the bench college and the real world of work. The issue of relevance can be interpreted as the suitability of what is produced by universities with the response of the world of work, meaning that by looking at how much the world of work absorbs university graduates, it can be said that there is a match between the two, if the world of work absorbs university graduates is very small so that being a contributor to the increasingly high unemployment rate means that there is a problem of relevance between education and the world of work, meaning that the criteria and competency qualifications required by the world of work are not met by university graduates. tall. Problem relevance Also own connection with side economy, universities that consistently produce graduates who are expected to be absorbed by the world of work, it turns out to present a new phenomenon as part of the unemployment problem itself, the qualifications and competencies needed by the business world and industry are not being met properly by universities. If this situation is not addressed immediately, it will escalate and create instability. Economic inadequacy and limited resources are undeniable, resulting in a teaching and learning process that falls short of expectations and does not meet the needs of the user community.

The role of universities is to provide human resources with comprehensive capabilities. Technical skills, soft skills, and life skills that are ready to be applied. However, all of this is inseparable from the individual side of the student himself. This means that the learning process provided by the university is comprehensive in all aspects, but it all comes back to the students' interests, motivation and willingness to follow it. It cannot be denied that not one hundred percent of students They share the same interests, motivations, and willingness to participate in learning. Therefore, it is important for universities, especially lecturers, to recognize the characteristics of their students so that they can develop each student's deepest interests, motivations, and desires.

Faculty and companies should set aside time to sit together to formulate effective and efficient program implementation, which is able to develop technical skills, soft skills and life skills. When in college, students learn concepts comprehensively and apply them in their work. industrial world during internship

CONCLUSION

Results study can concluded as following:

1. Effectiveness The internship carried out was assessed by the company and student interns as being effective.
2. The weaknesses of the internship program are the lack of technical skills (computer and operating facilities), soft skills (communication, adaptation, interaction, work discipline), and the lack of guidance from the institution for students on how to carry

out the internship.

3. The competencies that student interns must have are technical skills such as operating a computer, English, soft skills such as communication, discipline, ethics and adaptation and interaction.

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