

The Relevance of Productive Tourism Service Courses to the Implementation of Industrial Work Based Learning: A Case Study at SMK Negeri 1 Sewon, Indonesia

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ABSTRACT

Purpose - This study examines effect of the relevance of productive Tourism Service courses, namely Tour Planning and Management (P3W) and Tour Guiding (PPW), on the implementation of Industrial Work-Based Learning (IWBL) at SMK Negeri 1 Sewon, Indonesia. *Methodology/Design/Approach* – quantitative survey was conducted involving 80 graduates of the Tourism Service Business who completed a three-month IWBL program in the tourism industry. Data were collected using a valid and reliable questionnaire and analyzed through descriptive statistics, classical assumption tests, and multiple linear regression. *Findings* – The results showed that the relevance of the P3W course positively and significantly affects IWBL implementation ($\beta = 0.533$, $p < 0.001$). Likewise, the PPW course has a positive and significant effect on IWBL implementation ($\beta = 0.454$, $p < 0.001$). Together, both courses explained 82.3% of the variance in IWBL implementation (Adjusted $R^2 = 0.823$), indicating that curriculum alignment with industry needs enhances the quality of work-based learning. *Originality/value* – This study provides empirical evidence that the relevance of two core productive courses in tourism vocational education contributes significantly to the effectiveness of IWBL. The findings supported curriculum alignment and stronger school–industry collaboration to improve vocational education quality.

Keywords: Tour Planning and Management, Tour Guiding, Industrial Work Based Learning, Tourism Industry.

I. INTRODUCTION

The tourism industry has a strategic function in advancing regional and national economic development by creating job opportunities and fostering local economic expansion. In Indonesia, especially in the Special Region of Yogyakarta, tourism development depends not only on the appeal of destinations but also on the presence of skilled human resources who can provide high-quality tourism services.

Accordingly, vocational education has emerged as an essential tool for preparing graduates whose competencies align with the needs of the tourism industry.

Vocational High Schools are expected to prepare students with practical knowledge and professional competencies through competency-based learning that is aligned with industry requirements. At SMK Negeri 1 Sewon, the Tourism Service Business program provides two main productive subjects: Tour Planning and Management (P3W) and Tour Guiding (PPW). P3W builds students' abilities in designing travel itineraries, calculating tour package costs, and planning tourism products, whereas PPW emphasizes tour guiding methods, public speaking, hospitality, and professional engagement with tourists. These subjects are designed to equip students with the competencies needed for workplace practice.

A key strategy for improving the alignment between vocational education and industry is the adoption of Industrial Work-Based Learning (IWBL). IWBL allows students to use what they learn in the classroom in real workplace environments, while building technical competencies, professional dispositions, communication skills, and problem-solving capabilities. The impact of IWBL is strongly tied to how well school-based learning corresponds to workplace expectations. As a result, effective learning should mirror current industry practices so that students are properly prepared before they begin work.

Despite the adoption of competency-based curricula and collaboration with industry, several challenges continue to persist. Classroom learning remains largely theoretical, which restricts students' opportunities to build hands-on experience with tourists before they enter industry placements. In addition, the learning materials have not yet fully reflected recent developments in the tourism sector, including digital tourism technologies, emerging tourism trends, and online marketing practices. Students also find it difficult to apply communication skills, hospitality skills, and other soft skills during workplace practice. Taken together, these circumstances suggest a possible misalignment between the competencies students develop at school and those expected by the tourism industry during industrial work-based learning.

Prior research has highlighted the significance of curriculum relevance for enhancing vocational graduates' readiness for employment (Harianto, 2025). Nevertheless, comparatively little study has addressed the degree to which productive tourism subjects align with the competency demands faced during industrial work-based

learning, especially within vocational tourism education in Indonesia. Clarifying this connection is crucial for determining whether the current set of productive subjects sufficiently prepares students for the workplace and for pinpointing areas where the curriculum should be strengthened.

The development and empirical testing of an integrated vocational education model that explaining how curriculum relevance contributes to career opportunities through industry work experience distinguishes this study from previous research. This study explores the mediating effect of industrial work-based learning in connecting the relevance of tourist vocational courses with graduates' employment chances, in contrast to earlier research that primarily looked at vocational curriculum relevance, internship programs, or employability independently.

Furthermore, this study provides new empirical evidence from a specific tourism vocational education context by examining two core competency subjects, namely Travel Planning and Management (P3W) and Tour Guiding (PPW), within a Vocational High School (SMK) implementing the link and match approach with the tourism industry. The involvement of alumni as respondents who have experienced workplace learning and entered the tourism sector strengthens the practical contribution of this research by demonstrating how school-based competencies are transformed into industry readiness and employment outcomes.

Therefore, this research contributes to the vocational education literature by proposing that curriculum–industry alignment alone is insufficient to improve graduate employability; rather, the effectiveness of such alignment is strengthened through meaningful workplace learning experiences.

Therefore, this study aims to examine the relevance of the productive subjects Tour Planning and Management (P3W) and Tour Guiding (PPW) to the implementation of industrial work-based learning in the tourism industry. The findings are expected to provide empirical evidence for improving vocational tourism curricula and strengthening the alignment between school-based learning and industry expectations.

II. LITERATURE REVIEW

Vocational Education and Industry-Relevant Learning

Education serves as a means of developing the knowledge, skills and moral values necessary to enhance individuals quality of live. This viewpoint is in line with Dredge's (2015) assertion that education is crucial to a person's whole development. Since skills are not enough to guaranty responsible behavior and significant social contributions,

education should not be restricted to the development of technical competencies. Dredge (2015) emphasizes the significance of moral values and personality development as essential components of education. This theory is predicated on the notion that knowledge devoid of moral underpinnings could result in careless behavior.

Therefore, education should provide a learning environment that fosters awareness, empathy, and ethical behavior, enabling students to develop not only as individuals with professional expertise but also as responsible members of society. From this perspective, ideal education is an educational process that balances skill mastery with character development, thereby producing human resources with comprehensive and sustainable competencies.

Education is a key tool for molding a person's character thru a systematic learning process, in addition to its significance in the development of moral values and personality. When education is seen as a means of imparting values, information, and skills that are pertinent to societal demands, this role becomes even more important. In this situation, it is critical that educational institutions' vocational programs match the demands of the business and industry sectors (DUDI). Relevant education should guaranty that the skills taught are in line with workplace expectations and professional demands rather than just imparting basic knowledge.

Tourism Curriculum and Competency-Based Learning

The ability of graduates to find work related to their area of expertise is a key indicator of the quality of education; thus, it is not exclusively determined by input elements or the learning process itself (Garira, 2020). In order to guaranty that graduate competences are in line with labor market demands, current vocational high school (SMK) curricular regulations place a strong emphasis on the application of the link and match concept. According to the Directorate of Vocational High Schools (2020), the link and match strategy has five primary features, which are:

- a. Curriculum development is based on the needs of business and industrial sectors (DUDI).
- b. Graduates possess competencies that meet industry standards.
- c. Establishment of partnerships between vocational high schools and DUDI.
- d. Collaborative curriculum development involving DUDI.
- e. Competency assessment is conducted based on industry standards.

As a logical consequence of the importance of graduate relevance to industry demands, vocational high schools must ensure that the implemented curriculum is

genuinely aligned with workplace requirements. Within this framework, vocational institutions are encouraged to establish strategic partnerships with DUDI to facilitate curriculum synchronization, ensuring that the learning structure implemented in schools corresponds closely with competency standards applied in industry. One relevant curriculum approach to support this objective is competency-based education, which emphasizes the development of knowledge, practical skills, and professional attitudes required in the workplace.

Tourism Service Business Competencies through P3W and PPW Subjects

Competency refers to a combination of knowledge, skills, and attitudes possessed by learners to perform occupational tasks in accordance with established operational standards. According to Spencer and Spencer (1993), competency represents an underlying characteristic of individuals that includes motives, traits, self-concept, knowledge, and skills, which influence their ability to perform effectively and interact professionally with colleagues. In the context of vocational education, particularly in vocational high schools (SMK), students are required to acquire competencies relevant to their specific areas of specialization to ensure that they are able to perform occupational tasks aligned with their professional fields. Competency reflects the ability to carry out work according to professional standards, including communication skills, work ethics, and teamwork capabilities (Wibowo, 2018).

Technical competency refers to an individual's ability to apply acquired knowledge and skills to perform relevant tasks professionally. Technical competency is strengthened by behavioral competencies, which are associated with personal attitudes, values, and character. The integration of technical and behavioral competencies contributes significantly to effective work performance and task completion (Boyatzis, 2008).

Meanwhile, the Ministry of National Education (Depdiknas, 2004) categorizes competencies into three dimensions:

a. Cognitive competency

Competency related to knowledge and theoretical understanding.

b. Psychomotor competency

Competency related to practical skills and the ability to perform tasks through direct application.

c. Affective competency

Competency related to attitudes, work ethics, and professional behavior.

The information, abilities, and attitudes necessary for pupils to carry out occupational duties in accordance with industry norms are all included in the competencies developed in vocational high schools. Students' gained competencies can be used as markers of the relevance of the curriculum and help graduates become more competitive in the job market. As part of their preparation for the workforce, students are expected to master productive topics that embody these competencies.

In the Tourism Service Business specialization, two core productive subjects are designed to meet industry requirements: Tour Planning and Management (P3W) and Tour Guiding (PPW). P3W focuses on competencies related to planning, organizing, and managing tourism travel programs, while PPW emphasizes competencies related to guiding services, communication, hospitality, and direct interaction with tourists.

The assessment and measurement of competency dimensions are represented through learning outcomes that students are expected to achieve at each educational phase. Learning outcomes serve as benchmarks for evaluating the effectiveness of the learning process and are developed based on the National Education Standards. Therefore, the established learning outcomes for P3W and PPW represent the targeted competencies that students must achieve to meet professional requirements in the tourism industry.

The mix of knowledge, abilities, and attitudes needed to carry out tasks successfully in accordance with professional standards is referred to as competency. According to Spencer (1993), competency is made up of underlying traits that affect work performance, including knowledge, skills, self-concept, and personal qualities. The capacity of students to apply their knowledge and abilities in accordance with occupational criteria is referred to as competency in vocational education.

Technical, social, and conceptual aspects make up tourism competence. Providing tourism services, managing reservations, applying hospitality concepts, and attending to the needs of tourists are all examples of technical expertise. While conceptual competency entails comprehending service management and professional tourist operations, social competency relates to communication skills, teamwork, and engagement with varied visitors.

In the Tourism Service Business (ULP) program at SMK Negeri 1 Sewon, these competencies are primarily developed through two productive subjects: Tour Planning and Management (P3W) and Tour Guiding (PPW).

The P3W subject focuses on students ability to design tourism products, prepare travel programs, calculate tour package costs, obtain tourism product information, and coordinate tourism service providers. These competencies are closely related to travel industry operations, particularly in tour planning and package development.

In the meanwhile, PPW concentrates on helping students acquire guiding competences, such as public speaking, communication skills, hospitality implementation, safety protocols, and direct connection with tourists. These skills are crucial for tourism professionals that deal directly with tourists.

Both P3W and PPW place a strong emphasis on integrating technical knowledge, practical skills, communication abilities, and professional attitudes in accordance with the learning outcomes set forth by the Ministry of Education, Culture, Research, and Technology (2022). Therefore, prior to students engaging in industrial practice, these disciplines are anticipated to give foundational competencies.

Industrial Work Based Learning (IWBL)

According to the IWBL implementation stipulated in the Regulation of the Director General of Vocational Education Number 3 of 2021, the implementation of IWBL is based on four main principles:

a. Relevance

Learning activities conducted in the workplace are aligned with students' competencies, and curriculum

b. Partnership

Establishing collaborative relationships between vocational schools and business and industrial sectors.

c. Mutual benefit

Creating benefits for both vocational institutions and industries through cooperation in developing competent.

d. Guidance

Providing structured supervision and mentoring by teachers and industry instructors to ensure students.

IWBL is one of the graduation requirements for vocational high school (SMK) students, as it provides opportunities to gain workplace learning experiences and apply theoretical knowledge acquired at school. Through IWBL, vocational schools synchronize their curriculum with industry requirements and establish partnerships with industries, including collaboration related to student recruitment processes. The primary

objective of IWBL is to train students to perform occupational tasks according to their competencies, there by producing graduates who are competent, highly qualified, and competitive in the labor market.

IWBL implementation is supported by specific learning outcomes that serve as guidelines for both students and DUDI in conducting workplace practices. These learning outcomes provide a framework for assessing students competency achievement during industrial practice, particularly within the Tourism Service Business (ULP) specialization.

Through IWBL activities, students are expected to strengthen their mastery of productive subjects as part of their vocational preparation and graduation requirements. In the Tourism Service Business program, the productive subjects implemented during IWBL include Tour Planning and Management (P3W) and Tour Guiding (PPW). These subjects are selected based on educational needs and industry feedback, particularly from travel agencies and tourism destinations, which indicate the importance of competencies related to tour management, guiding services, and direct tourist interaction.

III. RESEARCH METHODOLOGY

Research Design

This study employed a quantitative approach using an explanatory research design. Explanatory research aims to examine causal relationships between research variables through hypothesis testing and statistical analysis. This approach was selected because the study seeks to explain the influence of productive tourism subjects, namely Tour Planning and Management (P3W) and Tour Guiding (PPW), on the implementation of industrial work practice in the tourism industry.

The conceptual model of this study consists of two independent variables and one dependent variable. The independent variables are the relevance of P3W (X_1) and PPW (X_2), while the dependent variable is the implementation of IWBL (Y). The model assumes that the relevance of productive learning contributes to students' ability to apply competencies during industrial practice.

Research Site and Participants

The research was conducted at SMK Negeri 1 Sewon, Bantul, Indonesia. Data collection was carried out from February to June 2026, including preparation, instrument distribution, data collection, analysis, and reporting processes. The population of this study consisted of 134 alumni from the Tourism Service Business (ULP) Program at SMK

Negeri 1 Sewon who graduated in 2024 and 2025. The sample was selected using purposive sampling based on specific criteria relevant to the research objectives.

The sample criteria included:

- a. Alumni who had completed a three-month IWBL at tourism destinations during their study period.
- b. Alumni who had direct experience participating in tourism-related workplace activities.

Based on these criteria, 80 respondents were selected as research samples.

Research Variables and Measurement

This study involved three main variables consisting of two independent variables and one dependent variable.

Independent Variables

1. Relevance of Tour Planning and Management (P3W) (X1)

The relevance of P3W refers to the extent to which the knowledge and skills taught through the P3W subject correspond with competencies required during industrial practice in the tourism sector. The indicators used to measure P3W relevance include curriculum suitability, suitability of learning materials with industry requirements, skill suitability, practical learning implementation, tourism competency achievement.

2. Relevance of Tour Guiding (PPW) (X2)

The relevance of PPW refers to the extent to which competencies obtained through PPW learning support students in performing tasks during IWBL. The indicators include curriculum suitability, suitability of learning materials with industry requirements, skill suitability, practical learning implementation, tourism competency achievement.

Dependent Variable

Implementation of IWBL (Y)

IWBL implementation refers to the suitability between competencies acquired at school and competencies applied in tourism workplaces. The indicators include suitability of IWBL placement with the tourism program, industrial supervision, workplace skill mastery, discipline, work ethic.

Data Collection Instruments

Data were collected using questionnaires, interviews, and documentation. The questionnaire was the primary instrument used to measure respondents' perceptions regarding the relevance of P3W and PPW subjects and their experiences during IWBL. The questionnaire was developed based on research indicators and measured using a

seven-point Likert scale ranging from 1 (strongly irrelevant) to 7 (highly relevant). Supporting data were obtained through interviews and documentation. Interviews were conducted to strengthen questionnaire findings, while documentation was used to obtain supporting information related to curriculum documents, learning outcomes, and IWBL implementation records.

Instrument Validity and Reliability Testing

Before data analysis, the research instrument was tested to ensure validity and reliability. Validity testing was conducted using Pearson Product Moment correlation to determine the correlation between each questionnaire item and the total score. Reliability testing was performed to examine the internal consistency of the instrument.

Data Analysis

The collected data were analyzed using statistical procedures consisting of:

Classical Assumption Tests

Classical assumption tests were conducted before regression analysis, including:

- a. Normality test to determine whether residual data followed a normal distribution.
- b. Multicollinearity test to identify correlations between independent variables.
- c. Heteroscedasticity test to examine whether residual variance was constant.

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to examine the influence of P3W and PPW relevance on IWBL implementation. The regression model was formulated as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

where:

Y = IWBL implementation

X1 = P3W relevance

X2 = PPW relevance

β = regression coefficient

e = error term

Hypothesis Testing

Hypothesis testing was conducted using:

t-test to examine the partial influence of each independent variable.

F-test to examine the simultaneous influence of independent variables.

Coefficient of determination (R^2) to determine the contribution of P3W and PPW relevance in explaining IWBL implementation. The significance level used in this study was 5% ($\alpha = 0.05$).

IV. RESULT AND DISCUSSION

Respondents Characteristics

This study involved 80 alumni of the Tourism Service Business Expertise Program at SMK Negeri 1 Sewon who met the research criteria. The respondents consisted of alumni from the 2024 and 2025 graduation cohorts who had participated in a three-month field work practice program and had experience working or having worked in the tourism industry. The characteristics of respondents showed that 53 respondents (66.3%) were female and 27 respondents (33.8%) were male. Based on graduation year, 33 respondents (41.3%) graduated in 2024, while 47 respondents (58.8%) graduated in 2025.

Descriptive Analysis

Descriptive statistical analysis was conducted to describe respondents perceptions of each research variable. The results showed that all variables obtained high mean scores based on the seven-point Likert scale. The relevance of P3W subject (X_1) obtained a mean score of 5.38 (SD = 1.35), indicating a high level of perceived relevance between the subject content and tourism industry requirements. The relevance of PPW subject (X_2) obtained a mean score of 5.47 (SD = 1.23). Furthermore, IWBL implementation (Y) obtained a mean score of 5.55 (SD = 1.31). These results indicate that alumni perceived the vocational learning process, industrial internship experience, and employment preparation as highly relevant to tourism industry needs.

Instrument Testing

The validity test showed that all questionnaire items had correlation coefficients higher than the critical value ($r\text{-table} = 0.220$), indicating that all items were valid. The reliability test showed that all variables had Cronbach's Alpha values above 0.70, consisting of P3W relevance (0.975), PPW relevance (0.939), IWBL implementation (0.957). Therefore, the instrument was considered reliable for further analysis.

Classical Assumption Tests

The normality test using the Kolmogorov-Smirnov test showed significance values of 0.200 for both regression models, indicating that the residual data were normally distributed. The multicollinearity test showed that all independent variables had tolerance values above 0.10 and VIF values below 10. Therefore, no multicollinearity problems were identified. The scatterplot analysis also showed that the regression models did not experience heteroscedasticity.

Path Analysis Results

Path analysis was conducted using two regression models to examine the direct and indirect relationships among variables. The first model examined the effect of P3W and PPW relevance on IWBL implementation. The results are presented as follows:

$$Z = 0.533X_1 + 0.454X_2$$

The relevance of P3W had a positive and significant effect on IWBL implementation ($\beta = 0.533$, $t = 8.081$, $p < 0.001$). Similarly, PPW relevance had a positive and significant effect on IWBL implementation ($\beta = 0.454$, $t = 6.875$, $p < 0.001$). The model explained 82.3% of the variance in IWBL implementation (Adjusted $R^2 = 0.823$).

The second model examined the effect of P3W relevance, PPW relevance, and IWBL implementation on employment opportunities:

$$Y = 0.140X_1 + 0.144X_2 + 0.703Z$$

The results indicated that P3W relevance significantly influenced employment opportunities ($\beta = 0.140$, $t = 2.033$, $p = 0.046$). PPW relevance also showed a significant effect ($\beta = 0.144$, $t = 2.237$, $p = 0.028$). IWBL implementation had the strongest influence on employment opportunities ($\beta = 0.703$, $t = 8.012$, $p < 0.001$). This model explained 89.5% of the variance in employment opportunities (Adjusted $R^2 = 0.895$).

Mediation Analysis

The mediation analysis showed that IWBL implementation significantly mediated the relationship between P3W relevance and employment opportunities. The indirect effect was 0.375, while the total effect was 0.515. The Sobel test confirmed a significant mediation effect ($z = 5.682$, $p < 0.001$). Similarly, IWBL implementation significantly mediated the relationship between PPW relevance and employment opportunities. The indirect effect was 0.319, while the total effect was 0.463. The Sobel test indicated a significant mediation effect ($z = 5.216$, $p < 0.001$).

The findings demonstrated that the relevance of vocational subjects, particularly P3W and PPW, contributed significantly to improving students industrial internship experiences and employment opportunities in the tourism sector.

The significant influence of P3W relevance on IWBL implementation indicated that tourism product planning competencies provided in vocational education support students in adapting to real industrial environments. P3W learning activities that involve tourism package development, supplier analysis, pricing preparation, promotion strategies, and tour planning reflected the operational processes applied in tourism businesses. Therefore, curriculum alignment between vocational schools and industry

requirements becomes an essential factor in preparing competent graduates.

The influence of PPW relevance on IWBL implementation confirms that practical guiding competencies contribute to students' readiness during industrial internship activities. Learning activities such as guest handling, transfer services, tour itinerary explanation, and guiding practices provide students with practical abilities required in tourism services. This finding supported the concept of link and match between vocational education and industry needs.

Furthermore, both P3W and PPW relevance significantly influenced employment opportunities. However, the direct effects were relatively smaller compared with the influence of IWBL implementation. This finding indicated that classroom competency alone is insufficient to guarantee employment opportunities; instead, industrial experience gained through IWBL plays an important role in transforming academic competence into workplace readiness.

IWBL implementation demonstrated the strongest effect on employment opportunities. This result confirms that industrial internship programs function as a bridge between vocational education and employment. Through IWBL, students gain professional experience, workplace adaptation skills, industry networks, and opportunities for recruitment after graduation.

The mediation analysis further highlights that IWBL acts as an important mechanism connecting vocational learning relevance with employment outcomes. Relevant learning experiences strengthen students' competencies, while IWBL provides opportunities to apply these competencies in authentic industrial contexts. Consequently, students with stronger alignment between school competencies and industry practices have greater opportunities to obtain employment in the tourism sector.

Overall, this study emphasizes that improving employment opportunities for vocational graduates requires integrated efforts between curriculum relevance, practical competency development, and meaningful industrial internship implementation. The collaboration between vocational schools and tourism industries through the link and match approach becomes an important strategy to produce graduates who are adaptive and competitive in the labor market.

V. CONCLUSION

This study examined the relationship between the relevance of P3W (Tourism Product Planning and Development) and PPW (Tourism Guiding Practice) subjects, Industrial Work Based Learning (IWBL) implementation, and employment opportunities

in the tourism industry among alumni of the Tourism Service Business Expertise Program at SMK Negeri 1 Sewon.

The findings demonstrated that the relevance of P3W and PPW subjects has a positive and significant effect on IWBL implementation. This indicated that curriculum alignment between vocational learning and tourism industry requirements contributes to students readiness in adapting to industrial work environments. Learning experiences that provide relevant knowledge and practical competencies become important foundations for students before entering professional settings.

Furthermore, the relevance of P3W and PPW subjects directly influences employment opportunities in the tourism industry. However, the influence of IWBL implementation showed a stronger contribution compared with direct academic relevance. This finding highlights that industrial experience plays an essential role in transforming vocational competencies into workplace readiness.

The mediation analysis confirms that IWBL implementation significantly mediates the relationship between the relevance of vocational subjects and employment opportunities. This indicates that relevant learning at school becomes more meaningful when supported by authentic industrial experiences. Through IWBL, students are able to apply their competencies, develop professional attitudes, expand industry networks, and increase their probability of obtaining employment in the tourism sector.

Overall, this study confirms that the effectiveness of vocational education in preparing competitive tourism graduates depends on the integration between curriculum relevance, industry-based learning experiences, and strong collaboration between vocational schools and tourism industries. The link and match approach should be continuously strengthened to ensure that vocational graduates possess competencies aligned with labour market demands.

List of abbreviations

IWBL : Industrial Work Based Learning

P3W : Tour Planning

PPW : Tour Guiding

SMK : Vocational High School

DUDI : Business and Industrial World

ULP : Tourism Service Business.

VI. ACKNOWLEDGMENTS

The authors would like to express their sincere to SMK Negeri 1 Sewon for granting research access and providing support during the data collection process. The authors also thank all alumni of the Tourism Service Business who participated as respondents in this study.

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