

**PARTNERSHIP MANAGEMENT IN INDUSTRIAL WORK PRACTICE
OF HOSPITALITY EXPERTISE PROGRAM AT SMKN 3 TANJUNGPANDAN
AND SMKN 1 SIJUK, BELITUNG REGENCY**



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Abstract

This study explores partnership management in the Industrial Work Practice program for the hospitality expertise track at SMKN 3 Tanjungpandan and SMKN 1 Sijuk in Belitung Regency. It focuses on four key management functions: planning, organizing, implementation, and supervision while identifying supporting and inhibiting factors in the partnership process. The goal is to offer strategic insights to strengthen effectiveness in enhancing students' skills aligned with industry needs (DUDIKA). Using a qualitative descriptive approach, the study involved school leaders, program heads, supervising teachers, and DUDIKA partners. Data were gathered through interviews, observations, and document analysis, and validated using source and method triangulation. The findings show that both schools follow a structured partnership framework supported by formal agreements (MoUs), curriculum synchronization, and student skill development. Active collaboration with DUDIKA is central, with effective communication helping to address challenges such as scheduling conflicts, student readiness, and resource limitations. Strategies like flexible scheduling, increased parental involvement, and supervisor support have contributed to program success. Key success factors include strong industry relations, competent teachers, student preparedness, and mentoring from partner hotels.

Keywords: Partnership Management, Industrial Work Practice, Vocational High School, Hospitality, Business and Industry Sectors

INTRODUCTION

Vocational High Schools (SMK) function as structured educational institutions that provide specialized training at the secondary level, following the completion of SMP/MTs or other recognized equivalent education, thereby facilitating advancement in learning outcomes deemed equivalent to junior high school (Sewang, 2015: 26). In Indonesia, vocational education is governed by Law No. 20 of 2003 on the National Education System. This law defines vocational education as a form of secondary education designed to equip students with the skills necessary for employment in specific sectors. The vocational school framework is designed to foster graduates who are ready to apply their skills effectively in the workforce. The incorporation of graduates into the labor market remains a major challenge for vocational institutions and educational stakeholders. Enhancing both technical skills (hard skills) and interpersonal competencies (soft skills) is crucial to improving the integration of vocational school graduates into the labor market. Vocational education serves as an essential component of the educational journey, equipping students with the skills and knowledge required to pursue professional careers in specific fields (Suyitno, 2020).

Presidential Instruction No. 9 of 2016 on the revitalization of vocational high schools emphasizes the role and function of ministries in improving the quality and competitiveness of human resources, particularly among vocational high school graduates. One enriching learning experience at vocational high schools that enhances student quality is Field Work Practice (PKL). According to Minister of Education and Culture Regulation No. 50 of 2020 concerning Field Work Practice for students, PKL serves as an educational experience for students at Vocational High Schools (SMK)/Islamic Vocational High Schools (MAK). This practice involves engagement in work activities within a professional environment for a specific period, aligned with the curriculum and industrial needs. Additionally, Ministerial Decree No. 262/M/2022, which amends the previous Decree No. 56/M/2022 on Guidelines for Curriculum Implementation in the Context of Learning Recovery, identifies PKL as a key subject intended to facilitate practical learning experiences in professional settings, including teaching factories. Field Work Practice represents a structured approach that bridges the academic curriculum with practical skills acquired through real-world professional experiences, covering a wide range of industries and workplaces (Arifin, 2014: 49).

Efforts have been made by the government and vocational school administrators to build partnerships that enhance graduates' skills and quality, thus addressing the gap between vocational school alumni and job opportunities available in the industry (Karwan, 2018: 19). Direct engagement with professional environments is essential for vocational students to hone their abilities and build a strong work ethic. Therefore, fostering collaboration between vocational schools and the professional world is vital. This aligns with Ixtyarto's (2015) findings, which stress that collaboration between vocational schools and industries is crucial for effective education delivery.

Collaboration between SMKs and the business/industrial world (DUDI) requires effective administration to ensure that educational institutions can adapt to industry needs. This includes curriculum alignment, facilitating student internships, providing on-the-job training for teachers, and recruiting vocational graduates to support school funding. Such steps are essential for schools to develop and produce graduates who meet the expectations of the business and industrial sectors (Azizah et al., 2015).

SMKN 3 Tanjungpandan and SMKN 1 Sijuk are educational institutions in Belitung Regency that offer vocational education in the hospitality expertise program, requiring partnerships and collaboration with DUDIKA, i.e., tourism and hotel operators. Belitung Regency demonstrates its potential as a prominent tourist destination, marked by the designation of Tanjung Kelayang as a Special Economic Zone (SEZ) for tourism. This SEZ, inaugurated by President Joko Widodo on March 14, 2019, is recognized as one of the ten priority tourism destinations. Belitung offers extraordinary marine tourism potential, with stunning beaches and charming small islands adorned with gleaming white sands and unique granite formations, attracting visitors to explore the island (Bhudiharty, 2019). In 2022, Belitung Regency welcomed 301,906 tourists, a significant increase from 184,570 visitors recorded the previous year (Winarto, 2019). This marks an impressive 63.57% increase in tourist visits (Nurmalitasari, 2022).

The hospitality and tourism industry is among the most diverse globally due to the wide range of jobs and employment it entails. It operates on regional, national, and global levels and involves various economic actors such as governments, non-profit, and for-profit organizations. It is also one of the world's largest industries (Babalola, 2019: 7). In tourism, the initial focus should be on developing skilled human resources, followed by infrastructure and complementary elements.

Research by Hwa (2015) identifies factors leading to employers' dissatisfaction (particularly hotel managers) with graduates' skills. Respondents mainly expressed concern over the lack of soft skills, despite satisfaction with technical abilities. Respondents generally believed that while graduates were competent in executing technical tasks, they lacked skills such as problem-solving and communication (Baihaki, 2024). Although the importance of hospitality curricula has been repeatedly emphasized, the teaching and learning methods within the curriculum have not received sufficient attention. The growing demand for hospitality and tourism workers and the lack of skilled and specialized labor suggest that hospitality and tourism education programs are increasingly expected to adequately prepare the workforce to meet current and future demands of this massive industry (Babalola, 2019: 8). This is due to rising expectations from tourists regarding the qualifications of service personnel (Kazmina et al., 2020: 3). To address these challenges, it is crucial to establish collaborative programs such as Field Work Practice (PKL).

PKL programs significantly enhance students' competencies. The experience gained from Field Work Practice has a substantial and beneficial impact on job readiness (Gani et al., 2023; Manik, 2019). Meanwhile, student satisfaction during internships significantly influences their career paths and industry opportunities. Combined with professional training in tourism undertaken by students, these effects are further reinforced (Seyitoğlu & Yirik, 2015). This aligns with Wardani's (2019) findings, showing that the implementation of practical training plays a vital role in preparing students for the workforce in the context of the Fourth Industrial Revolution, boosting their skills and readiness to compete professionally (Yolandha, 2022).

To produce skilled and competent vocational school graduates, PKL partnership management between SMKN 3 Tanjungpandan and SMKN 1 Sijuk with DUDIKA must be conducted effectively and efficiently to ensure that graduates have qualifications and skills that match the demands of the labor market. Vocational education institutions serve as a bridge for the Link and Match system with its dual education framework (Ministry of

Tourism and Creative Economy, 2023). Therefore, vocational graduates will enhance their quality competencies to meet labor market needs. Establishing strong cooperation with DUDIKA, especially in Field Work Practice, is the right approach to realizing the Link and Match program (Maulina & Yoenanto, 2022: 28).

REVIEW OF LITERATURE

Vocational High School (SMK) Management

The role of education as a benchmark for a nation's progress is a crucial aspect that deserves serious attention. As the quality and depth of learning increase, so does the advancement of the nation. Education is essential in nurturing the next generation of skilled individuals who will make meaningful contributions to society. According to Law Number 20 of 2003 concerning the National Education System, Article 1, Paragraph 1, it is stated that "Education is a conscious and planned effort to create a learning atmosphere and process so that students can actively develop their potential to have spiritual strength, self-control, intelligence, noble character, personality, and skills that are necessary for themselves, society, the nation, and the state." Vocational education equips students with the skills and knowledge needed to successfully transition into the professional world (Edi et al., 2017).

The fundamental objective of vocational education is to equip graduates with essential soft skill competencies (Hidayati et al., 2021). According to Hidayati (2019), features of vocational education include:

- a. Practical experience should be prioritized over theoretical knowledge.
- b. Vocational education includes training and instruction tailored for individuals seeking employment.
- c. Vocational education refers to training conducted outside traditional academic environments.
- d. The aim of vocational education is to serve as a foundational step for students transitioning into the workforce.

When discussing the improvement of educational standards, reference can be made to the fundamental elements of cohesive quality (Kristiawan et al., 2017: 1):

- a. **Customer Satisfaction**

Education is a profound endeavor. Educational institutions must strive to provide high-quality services to their stakeholders. These include both internal members (students, educators, and staff) and external parties (parents, government, community, and the workforce).

- b. **Total Involvement**

All educators share a collective responsibility to address challenges in efforts to improve educational quality. The involvement and empowerment of educators and administrative staff in decision-making and problem-solving are essential, as they foster a stronger sense of ownership and responsibility. Additionally, this encourages the creation of more impactful decisions by incorporating the perspectives and insights of those directly involved in the work context.

- c. **Measurement**

Standards or benchmarks for educational quality include: graduate absorption rates, final

educational outcomes, immediate educational results (such as written assessments, checklists, rating scales, and attitude evaluations), and the overall educational process.

d. **Dedication / Commitment**

Ongoing dedication is essential to drive cultural transformation that ensures effective implementation of integrated quality management. Dedication is reflected in the mindset of full responsibility for improving the educational experience.

e. **Continuous Improvement**

Recognizing shortcomings and limitations, followed by collaborative problem-solving to build a shared understanding that leads to effective solutions aimed at achieving excellence.

Hotel Accommodation Vocational Internship Program (*Praktik Kerja Lapangan*) in Vocational High Schools

The Dual Education System (Pendidikan Sistem Ganda or PSG) represents a structured approach to learning and skill development that occurs in two distinct environments: educational institutions and the practical world of industry partnerships. The implementation of the PSG model in vocational schools aims to ensure that graduates possess the skills required by the industry (Suryono et al., 2018: 48). The Dual Education System, commonly referred to as Internship (*Praktik Kerja Lapangan* or PKL), is a training initiative conducted in real-world settings outside the traditional classroom environment. This approach includes a variety of learning activities that are essential components of the overall training program (Kusnaeni & Martono, 2016: 7).

Sebelum 1984	Kurikulum 1984	Kurikulum 1994	Kurikulum 2006	Kurikulum 2013	Kurikulum Merdeka
Belum ada kegiatan serupa PKL pada struktur kurikulum.	<ul style="list-style-type: none"> Sebelumnya bernama Pengalaman Kerja Lapangan (PKL) Dilaksanakan pada semester 5 selama 6 minggu Penguatan pembelajaran mata pelajaran kejuruan 	<ul style="list-style-type: none"> Menggunakan terminologi Pengalaman Kerja Lapangan (PKL) dan Praktik Kerja Industri (Prakerin) PKL dilaksanakan pada caturwulan 7 (tingkat III) selama 1 caturwulan dan Prakerin dilaksanakan pada akhir tingkat II atau awal tingkat III selama minimum 6 bulan Penguatan pembelajaran mata pelajaran produktif 	<ul style="list-style-type: none"> Menggunakan terminologi Praktik Kerja Industri (Prakerin) Prakerin tergantung dari keeratan hubungan sekolah dan industri Prakerin diambil dari jam pelajaran kejuruan Penguatan pembelajaran mata pelajaran kompetensi kejuruan 	<ul style="list-style-type: none"> Menggunakan terminologi Praktik Kerja Lapangan (PKL) PKL dilaksanakan sekurangnya selama 120 hari kerja pada semester 4 atau 5 pada program 3 tahun dan kelas XII atau XIII pada program 4 tahun Pengaturan PKL disesuaikan dengan satuan pendidikan Penguatan pembelajaran mata pelajaran kompetensi kejuruan 	

Figure 1.

History of “Internships in Vocational Secondary Education”

Before students begin their internships in the industry, the educational unit provides preparatory training. This orientation program is intended to help students understand the learning activities they will engage in during the internship. Materials provided to students may include, but are not limited to:

- a) Characteristics of work culture in the professional world
- b) Employment regulations in the industry
- c) Orientation to the socio-cultural environment
- d) Health, safety, and the work environment
- e) Site survey for street vendors (as part of field research or observation)
- f) Writing daily activity reports and final reports
- g) Final evaluation

RESEARCH METHOD

This study adopts a qualitative phenomenological approach to explore human experiences and perceptions. Data were collected through interviews, observations, and documentation, involving school principals, vice principals, program heads, school counselors, and industry partners (DUDIKA). The research employed triangulation with NVivo software for data analysis, using Creswell’s phenomenological model. The analysis process included organizing, categorizing, synthesizing, and interpreting data to uncover meaning and provide a comprehensive understanding of the investigated phenomenon.

RESULTS AND DISCUSSION

Description of the Research Setting

SMKN 3 Tanjungpandan offers six vocational programs: Visual Communication Design, Culinary Arts, Hospitality, Tourism Service Business, Fashion Design and Production, and Beauty (Skin and Haircare). The school has a total of 24 class groups (rombel), 46 teachers, and 11 educational staff members. For the 2024/2025 academic year, the total number of students is 819.

Table 1.
The Number of Students at SMKN 3 Tanjungpandan
For The 2024/2025 Academic Year is 819

Level Education	M	F	Total
Level 10	76	210	286
Level 11	75	204	279
Level 12	49	205	254
Total	200	619	819

The number of students specifically enrolled in the Hospitality vocational program is 211, as detailed below.

Table 2.
Number of Hospitality Program Students at SMKN 3 Tanjungpandan
in the 2024/2025 Academic Year

No	Rombel Name	Class	Number of Students			Curriculum
			M	F	Total	
1	X PH 1	10	17	21	38	SMK Merdeka Perhotelan
2	X PH 2	10	21	17	38	SMK Merdeka Perhotelan
3	XI PH 1	11	14	21	35	SMK Merdeka Perhotelan
4	XI PH 2	11	17	19	36	SMK Merdeka Perhotelan
5	XII PH 1	12	7	24	31	SMK Merdeka Perhotelan
6	XII PH 2	12	13	20	33	SMK Merdeka Perhotelan
Total			89	122	211	

SMK Negeri 1 Sijuk offers three vocational programs: Culinary Arts, Hospitality, and Tourism Service Business, with a total of 12 class groups (rombel). The number of teachers

at SMKN 1 Sijuk is 24, with six educational staff members, and the total number of students for the 2024/2025 academic year is 322.

Table 3.
Number of Students at SMKN 1 Sijuk in the 2024/2025 Academic Year

Level Education	M	F	Total
Level 10	67	72	139
Level 11	47	49	96
Level 12	38	49	87
Total	152	170	322

The number of students specifically enrolled in the Hospitality vocational program is 175, as detailed below.

Table 4.
Number of Hospitality Program Students at SMKN 1 Sijuk in the 2024/2025 Academic Year

No	Rombel Name	Level Class	Number of Students			Curriculum
			M	F	Total	
1	X PH 1	10	14	20	34	SMK Merdeka Perhotelan
2	X PH 2	10	14	22	36	SMK Merdeka Perhotelan
3	XI PH 1	11	17	13	30	SMK Merdeka Perhotelan
4	XI PH 2	11	15	14	29	SMK Merdeka Perhotelan
5	XII PH 1	12	9	14	23	SMK Merdeka Perhotelan
6	XII PH 2	12	7	16	23	SMK Merdeka Perhotelan
Total			76	99	175	

Findings and Discussion

This section discusses several points to answer the research questions, particularly regarding partnership management, which includes planning, organizing, implementation, and supervision. It also elaborates on the obstacles and challenges faced, the solutions taken, and the supporting factors of the internship (PKL) partnership program. The discussion on partnership management in the Hospitality Expertise Program at SMKN 3 Tanjungpandan and SMKN 1 Sijuk, including supporting factors, obstacles, and solutions, is presented in the tables below.

Table 5.
Internship (PKL) Partnership Planning

SMKN 3 Tanjungpandan	SMKN 1 Sijuk	General Pattern	Differences
1. Formation of a cooperation committee with the business and industry sector (DUDI).	1. Identifying industry needs as the initial step of planning. 2. Drafting of a Memorandum of	1. Drafting of MoU for formal partnership and curriculum alignment. 2. Identifying and adjusting to industry needs	1. SMKN 3 Tanjungpandan emphasizes technical negotiations regarding student quotas and selection

<ol style="list-style-type: none"> 2. Curriculum alignment with industry needs. 3. Technical negotiations regarding student intake quotas and selection mechanisms. 4. Drafting of a Memorandum of Understanding (MoU) to formalize the partnership. 	<ol style="list-style-type: none"> 3. Regular evaluations to ensure curriculum alignment with industry requirements 	<p>as the initial planning step.</p>	<p>mechanisms, and begins with forming a cooperation committee.</p> <ol style="list-style-type: none"> 2. SMKN 1 Sijuk focuses on regular evaluation of curriculum alignment with industry and starts with identifying industry needs.
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Table 6.
Organizing of PKL Partnership

SMKN 3 Tanjungpandan	SMKN 1 Sijuk	General Pattern	Differences
<ol style="list-style-type: none"> 1. Formation of a special team to manage relations with industry (DUDI). 2. Appointment of supervising teachers to accompany students. 3. Establishment of a PKL monitoring schedule. 4. Use of digital media as a long-distance communication solution to maintain coordination.. 	<ol style="list-style-type: none"> 1. Formation of an organizing committee. 2. Coordination with supervising teachers for the implementation of PKL. 3. Mapping of student interests to ensure equal distribution of experiences. 	<ol style="list-style-type: none"> 1. Focus on managing relations with DUDI and close coordination between supervising teachers and the school. 2. Organization involving teams/committees to support PKL implementation 	<ol style="list-style-type: none"> 1. SMKN 3 Tanjungpandan establishes a PKL monitoring schedule and uses digital media for remote communication. 2. SMKN 1 Sijuk focuses on mapping student interests to ensure equitable distribution.

Table 7.
Implementation of PKL Partnership

SMKN 3 Tanjungpandan	SMKN 1 Sijuk	General Pattern	Differences
<ol style="list-style-type: none"> 1. Close relationship between school and industry (DUDI). 2. Regular monitoring to ensure student experiences align with learning objectives. 3. Intensive communication between the school and DUDI. 4. Intensive mentoring for students in facing the professional world. 5. Direct involvement of students in hotel operations as part of the PKL experience. 	<ol style="list-style-type: none"> 1. Briefing and initial orientation before PKL implementation 2. Regular monitoring through visits or online communication. 3. Six-month PKL duration. 4. Schedule adjustments based on student needs. 5. Support from more than 30 industry partners. 	<ol style="list-style-type: none"> 1. Both schools focus on preparing students before and during PKL, and conduct regular supervision. 2. Effective communication between school and industry (DUDI). 3. Schedule and needs-based adjustments for students. 	<ol style="list-style-type: none"> 1. SMKN 3 Tanjungpandan emphasizes direct student involvement in hotel operations and intensive mentoring. 2. SMKN 1 Sijuk emphasizes early PKL briefing and orientation, a six-month PKL duration, and support from over 30 industry partners.

Supervision of PKL Partnerships

Supervision of the PKL (Praktik Kerja Lapangan) partnership programs at both SMKN 3 Tanjungpandan and SMKN 1 Sijuk is conducted through integrated approaches combining field visits and digital communication. SMKN 3 Tanjungpandan emphasizes periodic evaluations involving feedback from instructors, students, and industry partners to improve future program quality. This school particularly focuses on using such input to enhance the PKL experience and strengthen school-industry relations. Meanwhile, SMKN 1 Sijuk adopts a more preventive supervision strategy, closely monitoring student discipline and activities outside the workplace, employing fingerprint attendance systems and daily coordination via WhatsApp groups. Both schools aim to ensure students gain relevant and valuable workplace experience, supported by systematic oversight and continuous communication with industry stakeholders.

Challenges and Solutions in PKL Partnership Management

Both schools face common challenges related to scheduling conflicts between the academic calendar and industry work hours, as well as aligning expectations between students, schools, and industry partners. SMKN 3 Tanjungpandan additionally encounters issues with limited student placement capacity and differing perceptions between industry staff and schools regarding the students' roles, sometimes seen as full-time workers by industry personnel. On the other hand, SMKN 1 Sijuk contends with the adverse effects of a sluggish tourism industry on student placement opportunities. To address these challenges, SMKN 3 Tanjungpandan prioritizes ongoing discussions and coordination between schools and industry to ensure the PKL program's effectiveness. In contrast, SMKN 1 Sijuk integrates parent support, flexible scheduling, collaboration with local training centers (BLK) and labor offices (Disnaker), and close cooperation with hotels to overcome placement constraints. Both schools emphasize the importance of routine monitoring and student preparation as critical components of program improvement.

Supporting Factors in PKL Partnership Management

Key factors supporting effective PKL partnerships include competent teachers with strong industry relationships, comprehensive skill preparation for students (both hard and soft skills), and robust communication between schools and industry partners. SMKN 3 Tanjungpandan places particular emphasis on student readiness for the workforce and improvements in school infrastructure to support learning. Conversely, SMKN 1 Sijuk benefits geographically from the proximity of numerous hotels, facilitating better placement opportunities and enhancing local hospitality industry human resources. Both schools recognize that active involvement of supervising teachers and formalized agreements (MoUs) with industry partners are vital in providing students with authentic work experiences, thus enhancing the overall quality and relevance of the PKL program.

CONCLUSION

The implementation of internship partnership management (PKL) at SMKN 3 Tanjungpandan and SMKN 1 Sijuk reflects a strategic, systematic, and collaborative model encompassing planning, organization, execution, and supervision stages. Both institutions demonstrate a shared framework emphasizing industry collaboration, curriculum alignment, and consistent monitoring. However, SMKN 3 Tanjungpandan focuses more on student involvement in hotel operations and continuous program evaluation, while SMKN 1 Sijuk prioritizes initial student preparation, extended internship duration, and strict discipline monitoring through fingerprint systems. Key success factors include strong school-industry relations, student skill development, and effective communication. Nonetheless, challenges such as schedule mismatches, student unpreparedness, and limited placement capacity exacerbated by a sluggish tourism sector, require adaptive solutions. Both schools have responded with intensive communication, flexible scheduling, additional training, and collaboration with external stakeholders.

To enhance the effectiveness and sustainability of the PKL program, several recommendations are proposed. Schools should expand partnerships, adapt curricula to industry trends, and upgrade facilities. Teachers must provide comprehensive soft skill training, strengthen supervision, and align instructional content with workplace demands. Industry partners are encouraged to offer structured mentorship, enhance communication,

provide more internship slots, and ensure alignment with learning objectives. Students, meanwhile, must proactively prepare for workplace challenges, engage actively in pre-internship training, and maximize learning opportunities during PKL. Collectively, these efforts can bridge the gap between education and employment, fostering competent and industry-ready graduates.

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