

## **Relevance Of Work Skill Obtained By Students In Industrial Working Practice (Prakerin) In Various Types Of Fashion Industry**

**Agus Hery Supadmi Irianti\*, Mardji\*\*, Syarif Suhartadi\*\*\*,  
Trisnani Widowati\*\*\*\*\***

*\*Doctoral Student at Program of Study PKJ  
Universitas Negeri Malang, Jl. Semarang No 5 Malang – East Java Indonesia  
email: agushery\_um52@yahoo.co.id*

### **Abstract**

The relevant implementation of Industrial Working Practice (locally termed as *prakerin*) can contribute the real experience for the students of vocational school. In fact, many students do not have any experience relevant with the competency that is supposed to be belonged. This is in view of two things; those are the determination of the irrelevant place in implementing working practice and the industrial parties that insufficiently offers an experience to the students in doing the industrial working practice (*prakerin*). The determination of the irrelevant place for industrial working place obviously will not offer any experience as expected. In fact, the objective of the *industrial working place* is to obtain a real work experience. The industry as a place for the working practice plays a significant role as school and students having industrial working put their expectation. This research, in turn, is aimed (1) to observe the type of industry used as a place for an industrial working practice (*prakerin*) for the students of Vocational School in the Expertise Program of Boutique Fashion; (2) to observe the relevance of the work skill obtained by students during the implementation of *prakerin* in various types of fashion industries. This is a descriptive research using a quantitative approach. Percentage was used in analyzing the data and the population used was all students of Vocational School for the Expertise Program of Boutique Fashion in Malang Raya that have accomplished their *Industrial Working Practice*. Sampling technique used 329 total samplings. The result of the research then can be described as follows: (1) the types of industry used as a place for Industrial Working Practice (*prakerin*) for the students of Vocational School in the Expertise Program of Boutique Fashion in Malang Raya included Modistefor 83 students, Boutique for 95 students, Tailor for 52 students,

Garment for 85 students, Handicraft for ... students, Teaching Factory for 3 students and Educational Institution of Fashion for 2 students. (2) Based on the relevance of work skill obtained in the implementation of Industrial Working Practice among the students of Vocational School in the Expertise Program of Boutique Fashion in Malang Raya, it was found that, of 329 student having implemented *Industrial Working Practice*, 95 of them (28.88%) claimed that the work skill during the implementation of the practice was relevant, 128 of them (38,91%) claimed it quite relevant, and 106 of them (32,21%) claimed it not quite relevant. Hence, from the result and the discussion above, it can be concluded that (1) there were some students that implemented industrial working practice irrelevant with their skills. This irrelevance accounted for 32.21 %; (2) the relevance of work skill obtained by students in industrial working practice in any types of industry only reached 28.88 % or 5 of 329 students.

From this conclusion, the researcher suggest (1) the school intending to place the students in industrial working practice to be more selective in determining some industries as the place of working practice; (2) there should be cooperation built between school and industry related to the implementation of industrial working practice in supporting the achievement of competence; (3) the industry to give an opportunity for the students in working practice regarding the experience that can support their competence.

**Keywords:** Relevance, Work Skill, Industrial Working Practice

## Introduction

As stated in Government Regulation No. 8 year 2012 on KKNI that the graduate of Senior High School at least is equal to the level of 2<sup>nd</sup> qualification that includes (1) capability of accomplishing one specific task by means of devices, information and work procedure commonly done and showing the work performance with a measured quality under a direct supervision of a higher authority; (2) having knowledge about basic operational and factual knowledge in a specific work field in order to be capable of selecting the solution for any issues that commonly appear; and (3) being responsible for their work and reliable to give guidance for others. To support the students of vocational school to fulfill the requirements of KKNI, school and industries in the learning process play a very influential role in giving an experience related to the work skill of students in implementing the industrial working practice.

The success of vocational education can be measured based on two criteria – first, *in-school succes* and *out-of school success* (Djohar, 2007:375-390). Meanwhile, vocational education recently is facing a constraint in qualitative and quantitative agreement that has emerged the discrepancy between competency that the graduates of vocational school have and the competency required by the industry (Sumarno, 2008). The qualitative discrepancy occurs in view of the advance of technology in industry and the quantitative one is due to an imbalance between the number of

vacancies and the amount of educational output looking for the job (Syahril IS, 2012). In addition, the role of industrial world as the place for industrial working practice is not optimal. This can be seen from the research result from the various perspectives from industrial world about vocational school (SMK) that, so far, merely view it as a high school that educates its students by conducting work practice to make the students familiar with the work field. They have not known and are not willing about the concept of PSG in which the graduate vocational school is expected to be a reliable worker. Most frequently, there is a troublesome outlook for the graduate of vocational school in looking for a place for working practice in which many industries refuse to be a place for working practice for the students of vocational school. If the industries accept the students, they might position them in a position that is irrelevant with their expertise that must be trained in certain fields (Widiyanto and Utaminingsih as accessed in 17 April 2013). The embodiment of the relationship of mutual cooperation with the industry can accommodate the student in an industrial working practice to obtain a learning experience relevant with the need for work field. Though there have been many positive achievements recently through the development of vocational school, they, in fact, cannot still be a strong foundation to face any existing and later challenges. Principally, the problem that must be solved is tightly related to the difference between the reality of vocational education and the future demand by highly concerning with the theoretical and empirical review. The difference above, in turn, can cause the emergence of educated unemployment. This is in line with the point of view stating that the dilemma of nation related to the open unemployment, in reality, has been facilitated by two things – the accumulation of educated and uneducated unemployment with the competency level that is asynchronous with the market demand (Sanisah, 2010: 156-157).

Workshops and laboratories at school are the main facilities in vocational education in order to realize a learning atmosphere that can reflect the real and educative atmosphere of work world. Here, the role of industrial world in offering work experience relevant with the demand of industry in the implementation of industrial working practice also can give a meaningful experience for the students. The cooperative relation between the vocational education and the business and industrial world is a must along with the high demand towards the relevance of vocational education with the demand of business and industrial world. The aim of this research is to observe the relevance of work skill obtained when conducting the industrial working experience (*prakerin*) as the students' experience.

### **Vocational Education**

Vocational school refers to the education at upper secondary school that is more emphasized on the development of students' competency to work in a specific work sector, to adapt in work environment and to see any work opportunities and self-development in future (Directorate of PSMK, 2004: 3). Principally, the definition of vocational school has been developed from the concept of *vocational education* and *occupational education*. Related to this, Goscov (2000:5) defines the vocational school as follows:

The mandate of vocational school and training manifold. First, the Vocational education and training system should deliver both foundation and specialist skills to private individuals, enabling them to find Employment or launch their own business, to work productively and adapt to different technologies, tasks and conditions.

This statement indicates that the function of vocational school is to prepare the foundation and specific work skill of individuals, develop them to get a job, assist them to work productively and adaptively in any conditions and tasks through various technologies. Clake and Winch (2007:9) defined that *vocational education is confined to preparing young people and adults for working life, a process often regarded as of a rather technical and practical nature*. One of the objectives of the implementation of vocational school in accordance with the Department of National Education (2004:7) is to support the students with the competencies relevant with the chosen expertise program. Education and training are the ways to prepare the work force that has certain competency to reach the comparative and competitive resilience. The achievement of vocational school can be measured based on two criteria – *in-school success* and *out-of school success*. The workshop and laboratories are the main facilities in vocational education to realizing a learning atmosphere that can reflect the educative and realistic work world situation. The students of vocational school must be supported with a number of flexible competencies covering the key competencies and competency in certain expertise in order to be competitive in work world (Soenaryo, et al., 2002).

### **Industry as the Place for the Implementation of Industrial Working Practice (prakerin)**

Industry is a relevant setting for the students of vocational school in obtaining the work experience in real world. This is in line with some opinions about the vocational school as stated in 16 theories of Vocational Education as written by Prosser in Djoyonegoro, including that the effectiveness of Vocational Education with the availability of a relevant learning environment appropriate with the (replica) environment where they work in later; the equality of vocational practice between the operation and the devices and machines used in the students' work environment later; direct and specific practice in the form of special experience; being familiar with the work condition and market demand. Once the cost per unit in vocational education has been attempted to be reduced, yet the result is not effective until the minimum limit, it is suggested that the implementation of Vocational Education is cancelled. The learning of students in Vocational School in industry, commonly termed as Industrial Working Practice, is the achievement of experience in real situation that is fully supported by advanced technology. A real experience in industry comes to the one that can support the achievement of the competence of students in Vocational School. It is then reasonable if the business and industrial world can offer an experience relevant with the demand of work world.

The relevance of experience obviously is determined by the relevance in selecting the industry as a place of Industrial Working Practice. In this case, the relevance is more emphasized on the type of work in accordance with the standard of needs of business and industrial world. The work scope of the Skill Program of Fashion as

stated in SKKNI (National Standard of Indonesia Work Competence) is categorized into two - *Custom-made and Garment/Confection* (Curriculum of Vocational School, 2014:8). Referring to the curriculum, the types of fashion industry that can offer a learning experience can include (1) modiste, (2) Boutique, (3) Tailor, (4) garment, (5) *handycraft*, and (6) other relevant industries.

In this case, relevance is defined as the conformity between *what is implemented* and *what is expected*. The competence expected from the industrial world is also used as a base to see if the place of industrial working practice can offer an experience in accordance with the industrial demand. The relevance of the determination of the place for industrial working practice is not merely seen from the name where the industrial working practice is held but from what experience is offered to the students in industrial working practice. Reeve and Gallacher (2005:13) mentioned 4 concepts coming to be the essential parts in the implementation of Industrial Working Practice (*prakerin*): (1) *partnership*, (2) *flexibility*, (3) *relevance*, and (4) *accreditation*. The implementation of industrial working practice is not simply as a student placement in industry and obtaining the work experience, but it is also related to the provision of industrial needs for the resource that has a basic work skill as a capital that can be involved in work experience.

### **Relevance of Work Skill Obtained by the Students in Industrial Working Practice (*prakerin*) in Various Types of Fashion Industry**

Work skill refers to an experience obtained in industry where the industrial working practice is held in and highly relies on the opportunity given by industry and type of industry positioned. Work skill in *modiste* includes sewing using common sewing machine, cutting, making pattern, and *finishing* using the technical experts. The work skill in *Boutique* includes sewing using common sewing machine, cutting, making pattern, decorating the fashion clothes, making accessories of fashion clothes and finishing using *houte couture*. Meanwhile, the work skill in tailor includes sewing using the common sewing machine, cutting, making pattern, installing interlining, *interfacing*, and *finishing* using the *houte couture*. Work skill in garment includes making sampling/article, *triming*, *preparing*, *cutting* with machine, *ticketing and bundling*, *sewing* using industrial machine, *finishing*, *pressing*, *packing* and *labeling*. The relevance of the work skill given in some types of industry is interpreted as a suitability of work skill given by students as an experience of industrial working practice and as a work skill that is needed in the type of the industry. A work skill expected from industrial world will also be used as a base to see if the place of industrial working practice has given an experience in accordance with the demand of business world and industrial world. Work skill expected from the industrial world also will be used as a base to see if the place of industrial working practice has given an experience suitable with the demand of business and industrial world. Relevance of the determination of the place for the industrial working practice is not seen from the name of the place for the industrial working practice but from the experience given to the students in industrial working practice. Reeve and Gallacher (2005:13) mentioned four concepts that become the important part in the implementation of Industrial Working Practice, including: (1) *partnership*, (2)

flexibility, (3) relevance, and (4) accreditation. The implementation of this practice is not simply as a placement of students in industry but to provide the industrial needs for the resources that have a basic work skill as a capital to be involved in work experience.

## **Research Method**

This is a descriptive research with a quantitative approach. Sugiyono (2010: 11) stated that “descriptive research is a research conducted to observe the value of independent variable either one or more independent variables without making any comparison or correlating between one variable to other ones”. The object of the research was the relevance of work skill of students of Expertise Program of Boutique Fashion in Malang Raya having *prakerin* (industrial working practice). The population was the area of generalization consisting of objects/subjects that have certain qualities and characteristics fixed by a researcher to learn and then to make a conclusion” (Sugiyono,2010:90) The population in this research was 329 students of Vocational School, Expertise Program of Boutique Fashion that have finished doing the industrial working practice in 2014. Sampling technique used here was *total sampling* and the validity test used was the construct validity test by involving the experts. Meanwhile, the analysis technique used was percentage.

## **Results And Discussion**

The result of discussion on the research data of the relevance of work skill obtained in the implementation of industrial working practice among the students of vocational school at the expertise program of boutique fashion in Malang Raya is aimed to see the relevance of the work skill given by industrial world as a place of industrial working practice (*prakerin*) with the skill needed in industry. This relevance was seen based on the number of work skills accepted by students as an experience in doing the practice. The relevance of work skill obtained from this practice was based on the number of question items. The highest score could be seen from the number of question items multiplied with the maximum value of each question item. In contrast, the lowest score was obtained from the number of question items multiplied with the minimum value of each question item. The interval determined by the researcher was divided into three categories – *relevant*, *quite relevant*, and *less relevant*.

### **Relevance of Work Skill Obtained by Students in Industrial Working Practice (*prakerin*) in some types of industries in Fashion Field**

The result of the discussion of the research data on the relevance of the work skill obtained by the students of *prakerin* in any various types of industries in fashion field was aimed to see the relevance of the work skill obtained when implementing the industrial working practice as an experience of students. The relevance of the work skill in this practice was seen from the types of industry used as a practice place, in this case, the relevance of the work skill in Modiste, Boutique, Tailor, Garment, Handicraft, teaching Factory and Fashion School. Meanwhile, the interval determined

by the researcher was divided into three categories –*relevant, quite relevant* and *less relevant*.

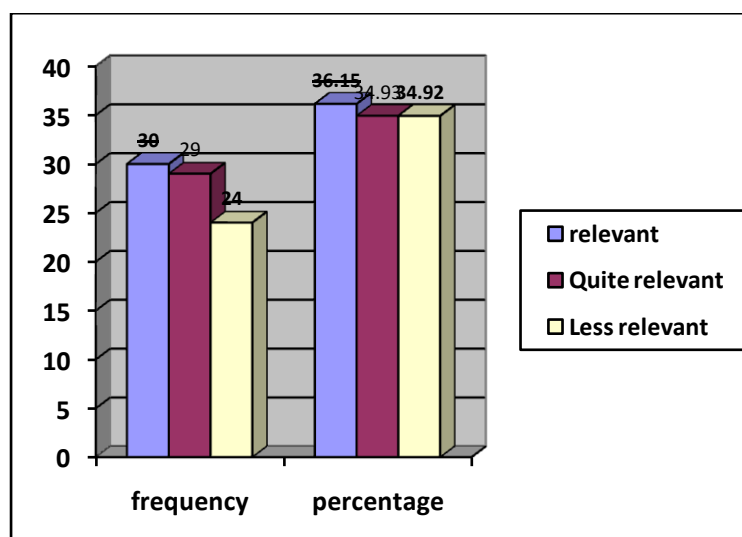
**Relevance of Work Skill in Modiste**

The relevance in this field was obtained based on 4 question items. The result of the calculation towards the level of relevance of work skill obtained in the implementation of Industrial Working Practice can be seen in Table 1 below.

**Table1.** The Relevance of Work Skill During the Industrial Working Practice in Modiste

Score	Interpretation	f	%
0–1	Relevant	30	36,15
2–3	Quite relevant	29	34,93
4–5	Less relevant	24	34,92
Σ		83	100

Based on Table 1, it is concluded that of 83 students that have implemented the Industrial Working Practice in modiste, 30 students (36.15%) claimed that work skill during the implementation of Industrial Working Practice was relevant, 29students (34.93%) claimed quite relevant and 24 students (34.92%) claimed less relevant. The percentage of the distribution can clearly be seen in Figure 1.



**Figure1.** Relevance of Work Skill during Industrial Working Practice in Modiste

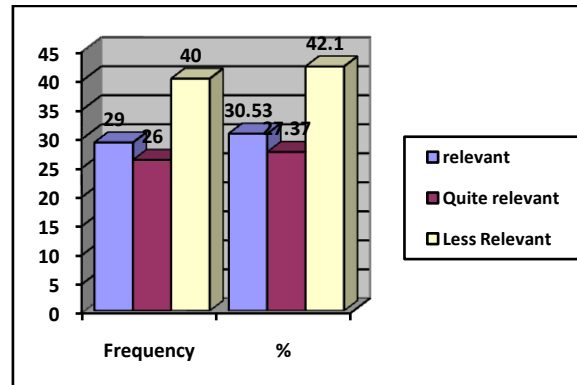
**Relevance of Work Skill in Boutique**

The relevance of work skill in Modiste was obtained based on 6 question items. The result of the calculation at the level of relevance of work skill obtained in the implementation of the Industrial Working Practice in Boutique can be seen in Table 2 below.

**Table 2.** The Relevance of Work Skill during the Industrial Working Practice in Boutique

Score	Interpretation	Frequency	%
1– 2	Relevant	29	30,53
3 – 4	Quite Relevant	26	27,37
5 – 6	Less Relevant	40	42,10
$\Sigma$		95	

Based on Table 2, it can be concluded that, of 95 students that have conducted the Industrial Working Practice in Boutique, 29 students (30.53%) claimed that the work skill during the implementation of Industrial Working Practice was relevant, 26students (27.37%) claimed it quite relevant, and 40students (242.10%) claimed it less relevant. The percentage of distribution can be clearly seen in Figure 2.

**Figure 2.** The Relevance of Work Skill during the Implementation of Industrial Working Practice in Boutique

### Relevance of Work Skill during the Implementation of Industrial Working Practice in Tailor

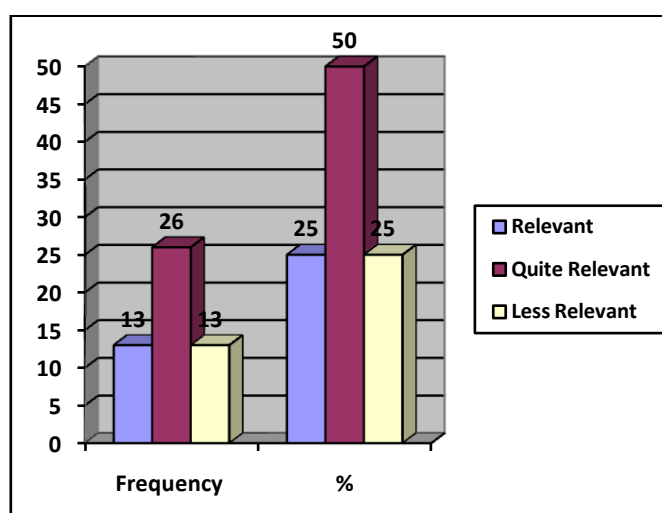
The relevance of work skill in tailor was obtained based on 6 question items. The result of the calculation at the level of relevance of work skill in the implementation of the practice in tailor can be seen in Table 3.

**Table 3.** The Relevance of Work Skill during the Implementation of Industrial Working Practice in Tailor

Score	Interpretation	Frequency	%
1– 2	Relevant	13	25,00
3 – 4	Quite Relevant	26	50,00
5 – 6	Less Relevant	13	25,00
$\Sigma$		52	100



As seen in Table 3, it can be concluded that, of 52 students that have done the Industrial Working Practice in Tailor, 13 of them (25.00%) claimed that the work skill during the implementation of the practice was relevant, 26students (50%) claimed it quite relevant and 13students (25.00%) claimed it less relevant. Meanwhile, the percentage of distribution can be seen clearly in Figure 3.



**Figure3.** The Relevance of Work Skill During the Implementation of Industrial Working Practice in Tailor

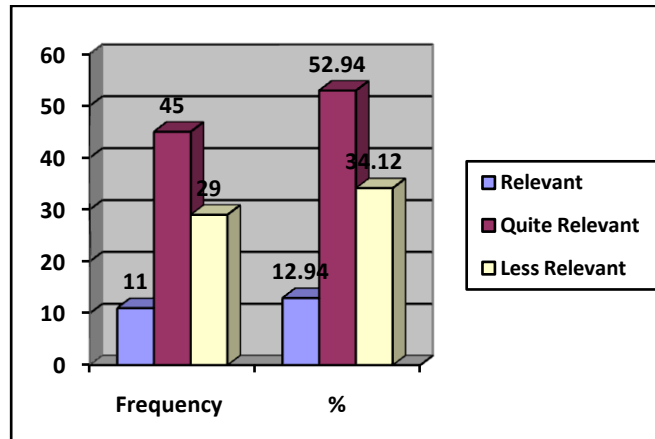
**The Relevance of Work Skill in Garment**

The relevance of work skill in garment was obtained based on 9 question items. The result of calculation in the level of relevance of work skill obtained in the implementation of Industrial Working Practice in Garment can be clearly seen in Table 4.

**Table 4.** The Relevance of Work Skill During the Industrial Working Practice in Garment

Score	Interpretation	Frequency	%
1– 3	Relevant	11	12,94
4–6	Quite Relevant	45	52,94
7–9	Less Relevant	29	34,12
Σ		85	100

As seen in Table 4, it can be concluded that 11 of 85 students (12.4%) that have implemented the Industrial Working Practice in Garment claimed that the work skill during the implementation of this practice was relevant, 45students (52.94%) claimed quite relevant, 29 students (34.12%) claimed it less relevant. The percentage of distribution can be seen clearly in Figure 4.



**Figure 4** The Relevance of Work Skill during the Industrial Working Practice in Garment

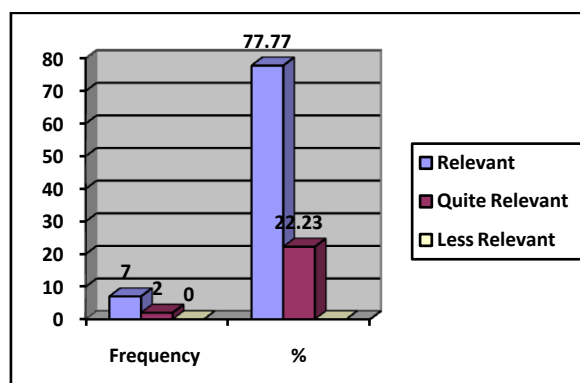
#### The Relevance of Work Skill in Handicraft

The relevance of work skill in handicraft was obtained based on 3 question items. The result of the calculation of the level of relevance of work skill obtained in the implementation of industrial working practice in Modiste can be seen in Table 5.

**Table 5.** The Relevance of Work Skill during the Industrial Working Practice in Handicraft

Score	Interpretation	Frequency	%
1	Relevant	7	77,77
2	Quite Relevant	2	22,23
3	Less Relevant	0	0,00
$\Sigma$		9	100

As seen Table 5, it can be concluded that 9 students that have implemented the Industrial Working Practice in handicraft claimed that 7 students (77.77%) claimed the work skill during the implementation of industrial working practice was relevant, 2 students (22.23%) claimed it quite relevant, 0 student (0.00%) claimed it less relevant. The percentage of the distribution can be clearly seen in Figure 5.



**Figure 5.** The Relevance of Work Skill during the Implementation of Industrial Working Practice in Handicraft

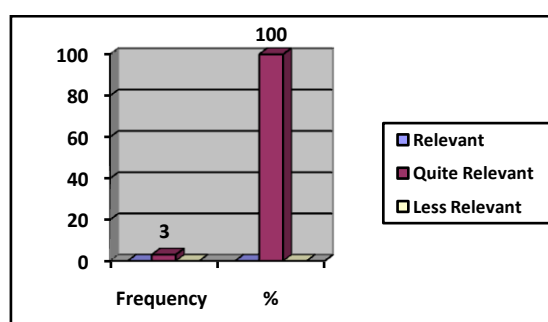
**The Relevance of Work Skill in Teaching Factory**

The relevance of work skill in Teaching Factory was obtained based on 4 question items. The result of the calculation in the level of relevance of work skill obtained in the implementation of industrial working practice in Teaching Factory can be seen in Table 6.

**Table 6.** The Relevance of Work Skill during the Industrial Working Practice in Teaching Factory

Score	Interpretation	Frequency	%
4-5	Relevant	0	0,00
2-3	Quite Relevant	3	100,00
0-1	Less Relevant	0	0.00
Σ		3	100

As seen in Table 6, it can be concluded that, of all 3 students that have implemented the Industrial Working Practice in Teaching Factory, both of them (100 %) claimed that work skill during the implementation of industrial working practice was quite relevant. The percentage of the distribution can be clearly seen in Figure 6.



**Figure 6.** The Relevance of Work Skill during the Implementation of Industrial Working Practice in Teaching Factory

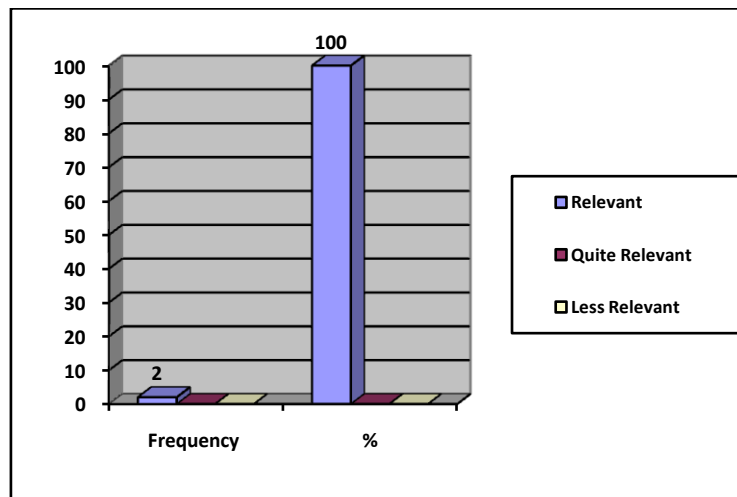
### The Relevance of Work Skill during the Implementation of Industrial Working Practice at Educational Institution of Fashion

The relevance of work skill at Educational Institution of Fashion was obtained based on 6 question items. The result of calculation at the level of relevance of work skill obtained through the implementation of industrial working practice at the educational institution of fashion can be seen in Table 7.

**Table 7.** The Relevance of Work Skill during the Industrial Working Practice at the Educational Institution of Fashion

Score	Interpretation	Frequency	%
5-6	Relevant	2	100,00
3-4	Quite Relevant	0	0,00
1-2	Less Relevant	0	0,00
$\Sigma$		2	100

As shown in Table 7, it can be concluded that all students (2) that have implemented the industrial working practice at the Educational Institution of Fashion claimed the work skill during the implementation of the practice was relevant reaching at 100 %. The percentage of the distribution can be clearly seen in Figure 7 below.



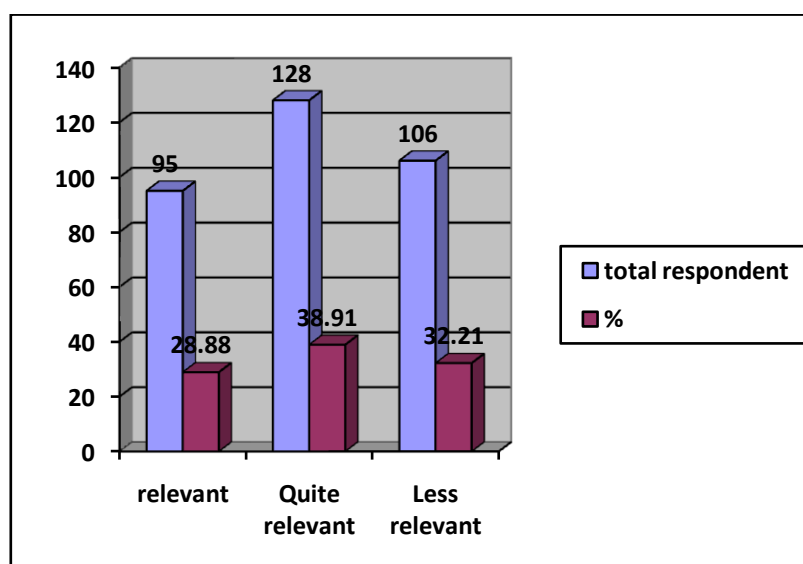
**Figure 7.** The Relevance of Work Skill during the Implementation of Industrial Working Practice at the Educational Institution of Fashion

Table 8 below presents in detail about the result of the research data on the relevance of work skill obtained in the implementation of Industrial Working Practice of students in Vocational School in the expertise program of Boutique Fashion in Malang Raya.

**Tabel 8.** Relevance of Work Skill obtained in the Implementation of Industrial Working Practice

Type of Industry	Total Respondent	Relevant	Quite Relevant	Less Relevant
Modiste	83	30	29	24
Boutique	95	29	26	40
Tailor	52	13	26	13
Garment	85	11	45	29
Handycraft	9	7	2	0
Teaching Factory	3	3	0	0
School of Fashion	2	2	0	0
Total respondent	329	95	128	106
%	100	28,88	38,91	32,21

It can be concluded from Table 8 that, of 329 students that have implemented the Industrial Working Practice, 95 of them (28,88%) claimed that work skill during the implementation of industrial working practice was relevant, 128 students (38,91%) claimed that it was quite relevant and 106 students (32,21%) claimed it less relevant. The percentage of the distribution can be seen in Figure 8 below.



**Figure 8.** The Relevance of Work Skill obtained in the Implementation of Industrial Working Practice

### Discussion

The result of the research is viewed from the types of industry used as a place of Industrial Working Practice and categorized into 7 types: modiste, boutique, tailor,

garment, handicraft, teaching factory, and school of fashion. If seen from the expertise program available in school in the expertise program of Fashion Boutique, thus, there were 85 students conducting the Industrial Working Practice in Garment. This is then not in line with their expertise program since the competence of Garment is much different from the boutique fashion.

Meanwhile, if seen from the relevance of work skill obtained in the Industrial Working Practice in accordance with the type of industry, it can be categorized low-only reaching 28.88% of respondent, and the one less relevant reached 32.21% as the highest percentage. The less relevant here can be defined that from the type of industry as a place for Prakerin (Industrial Working Practice), there were many industries that were not optimal in giving the work experience in accordance with the competence needed in its field.

### Conclusion and Recommendation

From the results and the discussion above, it then can be concluded that (1) there are still many students that do the industrial working practice in industry irrelevant with their expertise competence. This irrelevance reached 32.21%; (2) the relevance of work skill obtained by the students during the practice in any various types of industry only reached 28.88 % or 95 respondents from 329 students.

From this conclusion, the researcher recommends to (1) School that will place the students in Industrial Working Practice to be more selective in selecting some industries as a place of industrial working practice; (2) there should be cooperation between school and industries related to the implementation of industrial working practice that can support the achievement of its competence; (3) it is better for the industry to give any opportunity to the students with an experience that can support their competences.

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