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Curriculum and Learning Management: Integration With Creative Economy Values in Improving Students' Life Skills

¹Yes Matheos Lasarus Malaikosa, ²Andhika Putra Widyadharma,
³Ikhsan Gunadi, and ⁴Mohtar Kamisi

¹STKIP Modern Ngawi, ²Madiun State Polytechnic, ³STT Malang
⁴Khairun University

¹yesmalaikosa@stkipsoe.ac.id, ²andhika@pnm.ac.id, ³ikhsangunadi@gmail.com,
and ⁴kamisimohtar@gmail.com

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¹Yes Matheos Lasarus Malaikosa, ²Andhika Putra Widyadharna, ³Ikhsan Gunadi, and ⁴Mohtar Kamisi

¹yesmalaikosa@stkipsoe.ac.id, ²andhika@pnm.ac.id, ³ikhsangunadi@gmail.com, and ⁴kamisimohtar@gmail.com

¹STKIP Modern Ngawi, ²Madiun State Polytechnic, ³STT Malang

⁴Khairun University

Abstract: A curriculum is an important unit in the learning process as guidance for teachers in managing learning activities both inside and outside the classroom. Since vocational education has the function of preparing the workforce, they are required to produce graduates as the demands of the working world. The manpower needed is human resources who have the competence and skills under their field of work, high adaptability, as well as competitiveness. Previous studies have found that the curriculum is developed according to the demands of the working world and to anticipate developments in science and technology. Schools also involved creative actors in learning activities, intended to integrate various creative activities in the curriculum, especially in the C3 component of expertise competencies in the substance or teaching materials. Learning at SMK Grafika Desa Putera is presented in various competencies by integrating the important value of the creative economy for students. The learning model is presented and organized into normative, adaptive, productive, local content, and self-development programs to produce productive creative work. It can be concluded that the implementation of creative economy education aims to foster positive (creative) character, attitudes, and behavior as a form of realization of the Ministry Regulation No. 32/2013 concerning National Education Standards mandating that the learning process are required to be carried out actively, creatively, innovatively, and student-centered.

Key words: Creative Economy Value, Curriculum Development, Indonesian Vocational High School (SMK), Integration of Learning

Abstrak: Kurikulum merupakan unit penting dalam proses pembelajaran sebagai pedoman bagi guru dalam mengelola kegiatan pembelajaran baik di dalam maupun di luar kelas. Karena pendidikan vokasi memiliki fungsi menyiapkan tenaga kerja, maka dituntut untuk menghasilkan lulusan sebagai tuntutan dunia kerja. Tenaga kerja yang dibutuhkan adalah sumber daya manusia yang memiliki kompetensi dan keterampilan sesuai bidang pekerjaannya, daya adaptasi yang tinggi, serta daya saing. Studi sebelumnya menemukan bahwa kurikulum dikembangkan sesuai dengan tuntutan dunia kerja dan untuk mengantisipasi perkembangan ilmu pengetahuan dan teknologi. Sekolah juga melibatkan pelaku kreatif dalam kegiatan pembelajaran, dimaksudkan untuk mengintegrasikan berbagai kegiatan kreatif dalam kurikulum, khususnya pada komponen kompetensi keahlian C3 pada substansi atau bahan ajar. Pembelajaran di SMK Grafika Desa Putera disajikan dalam berbagai kompetensi dengan mengintegrasikan nilai penting ekonomi kreatif bagi siswa. Model pembelajaran disajikan dan disusun dalam program normatif, adaptif, produktif, muatan lokal, dan pengembangan diri untuk menghasilkan karya kreatif yang produktif. Dapat disimpulkan bahwa penyelenggaraan pendidikan ekonomi kreatif bertujuan untuk menumbuhkan karakter, sikap, dan perilaku positif (kreatif) sebagai bentuk realisasi Peraturan Menteri No. 32/2013 tentang Standar Nasional Pendidikan yang mengamanatkan bahwa proses pembelajaran wajib dilakukan secara aktif, kreatif, inovatif, dan berpusat pada siswa.

Kata kunci: Nilai Ekonomi Kreatif, Pengembangan Kurikulum, Sekolah Menengah Kejuruan (SMK) Indonesia, Integrasi Pembelajaran

INTRODUCTION

Since Indonesia agrees with the ASEAN Economic Community (AEC), consequently, Indonesia has to be ready to compete with ASEAN countries. Its natural resources and human resources are required to be distinctly superior to other countries to win the ASEAN economic integration. National education serves to develop students' abilities and potentials, as well as

shapetheir characters of knowledgeability, capability, creativity, independence, and responsibility. Vocational education is part of the secondary education system intended for preparing ready-for-use graduates. Thus, it should lead the way to education development for the formation of creative students (Raffe, 1991). The data from Statistics Indonesia show that in 2020, the largest contributor to the national unemployment rate (8.49%) was the vocational high school (SMK) graduates (BPS, 2020). The World Economic Forum in 2016 argued that the graduate absorption issue is no longer deals with demand and supply imbalances (Rahadian, 2019). It lies in the student admission process with a lower passing grade than that for senior high school (SMA) students (Ratnasari, 2018). In 2019, it was 79.11 for SMA and 66.17 for SMA in Jakarta. In Bogor, it was 75.00 for SMA and 60.00 for SMK. Furthermore, it was 58.63 for SMA and 42.50 for SMK in Kupang. This indicates the imbalances among regions as well as the discrepancy between what the education provides and the market needs (Malaikosa et al., 2020).

Institute of Good Governance and Regional Development (IGGRD) stated that the high unemployment rate of vocational school graduates is a result of the inefficient education system (Ratnasari, 2018). Currently, according to national recap data of the education data center (DAPODIK) on May 2, 2018, 14,075 SMKs still appeal to the central curriculum although schools may administrate their own curricula by involving stakeholders, actors, and industry experts to bridge the yawning gap between the graduates' competencies and market needs (Rahadian, 2019).

Vocational education focuses on skills while general education gives extra weight to knowledge. Hence, it requires teachers with vocational skills to develop a curriculum that can shape the entrepreneurial character of students (Garbin & Stover, 1980). To bring about the character through the educational process, the creative economy should be developed by creative human resources to produce creative work (Munro, 2017). Hence, the character education should be the basis for developing a learning model with a creative economy in SMK. At the level of implementation, SMK Grafika Desa Putera Jakarta has integrated the creative economy in the 2013 curriculum on craft and entrepreneurship subjects as both curricular and extracurricular activities.

Vocational secondary education can integrate it into the students' character, attitude, and positivity (creativity). The target of organizing creative economy education is to foster positive (creative) character, attitudes, and behavior at the most basic level that supports the formation of creative

students. Ministry Regulation No. 32 of 2013 concerning National Education Standards mandates that the learning process has to be actively, creatively, and innovatively carried out in student-centered learning. Wu and Jia-Jen-Hu (2015), conducting a study on skill learning attitudes, curriculum satisfaction, and vocational self-concept, concluded that most students have good learning attitudes and skills but low motivation. This is because the learning process remains teacher-centered learning with conventional learning approaches and methods. This certainly presents a challenge for teachers to develop innovative learning models to stimulate and develop students' creative thinking skills. During the learning process, they are supposed to provide the students with motivation and the values of creative economy education (Tronsmo & Nerland, 2018).

The student's creativity can also be developed outside of classroom learning through various extra-curricular activities (Malaikosa et al., 2020) since they allow the latitude to develop student creative economy value. This allows students to improve their creativity on innovations. The implementation of SMK's creative economy is to produce creative people as entrepreneurs in Jakarta, Kupang, and Bogor. Thus, it is necessary to improve the quality of creative economy education as an attempt to improve the quality of vocational high schools. To ensure the quality improvement of creative economy education, an analysis of its implementation in SMK is required.

The structure of the Vocational High School (SMK)/Islamic Vocational High School (MAK) curriculum includes the national content, territorial contents, and vocational specialization contents consisting of basic expertise areas, expertise program basics, and expertise competencies as well as time allocation for each subject (Struktur Kurikulum Sekolah Menengah Kejuruan (SMK/Madrasah Aliyah Kejuruan Nomor; 07/D.D5/KK/2018, 2018). The curriculum is an important component (instrumental input) in the unity of the learning system to achieve educational objectives (Ulfatin, 2016). It is vital as a part of the educational program set (D'Andrea, 2012). It not only pays attention to present developments but also directs its attention to the future. Curriculum development, defined as the process of planning, constructing, implementing, and evaluating learning opportunities to produce students' desired changes is essential for high quality and relevant curriculum (Albashiry, Voogt, & Pieters, 2015). The curriculum should be frequently updated in line with the changes. The revitalization of the SMK curriculum aims to change the mindset of solely producing graduates failing to fulfill the working world need, into a role paradigm and activeness in the job market.

On top of that, it calls for active cooperation with business entities to establish it in the vocational curriculum structure. Subsequently, the formulation of required job skills is standardized by the Indonesian Certification Authority (Badan Nasional Sertifikasi Profesi/BNSP).

LITERATURE REVIEW

Curriculum development at the school level is generally carried out through a systematic approach (Brinkerhoff, 2001) over other approaches. By this approach, the curriculum development was learning outcome-oriented, which then becomes the basis for further development activities such as the selection of learning program content, learning strategies, assessment methods, and evaluation forms (Albashiry et al., 2015). This approach is often defined as involving a cycle of five phases, namely analysis, design, development, implementation, and evaluation (Akaninwor, 2001). An approach involving stakeholders in the curriculum development is also needed to ensure that the curriculum responds to stakeholder needs (Akaninwor, 2001; Albashiry et al., 2015). This approach revolves on extensive collaboration and discussion between curriculum developers, in this case, the school and stakeholders during the drafting process to arrive at a consensus on the main objectives of the education program, such as results, content, pedagogy, and assessment. To achieve the stated educational goals, the curriculum has to be strategically formulated into certain programs relevant for social changes. The curriculum preparation has to consider various aspects such as student development, scientific development, community needs development, and the demands of the working world. The curriculum in the classroom learning should cover all student learning experiences and bring cognitive impacts upon their personal development.

Creative Economy is a world trend encouraging economic growth and environmental degradation by prioritizing economic creativity to maximize the added value of life sustainability and human civilization (Comunian, Faggian, & Jewel, 2015; Cummins et al., 2018; D'Andrea, 2012; Malaikosa et al., 2020; Sung, 2015). A creative economy is a business that encourages innovation, a convergence of expertise, and advanced scientific technology centered on organized learning to build new markets and new employment (Sung, 2015). It has strong ties with the creative and cultural industries. The critical industry refers to forms of cultural production and consumption, which are symbolic

or expressive elements such as music, industries of art, writing, fashion and design, media, as well as handicraft production (Pratt & Hutton, 2013).

Creative Economy is the driving force of a competitive Indonesia and quality social life in 2025. It allows the people to compete fairly, honestly, and uphold ethics and excellence at the national and global levels, as well as have the ability to make continuous improvement and think positively to face challenges and problems (Rokhman, Hum, Syaifudin, & Yuliati, 2014). It also aims to create a qualified Indonesian society, who are physically and mentally healthy and educated, have the awareness to protect the environment, a balanced life, a social concern, and tolerance in accepting differences (Yuan, Wu, & Lee, 2014). The increasingly important creative economy in the national economy and the state socio-cultural diversity spread throughout the archipelago certainly become a never-ending source of inspiration in developing the creative industry. The diversity characterized by local wisdom in preserving culture has been for generations.

The creative sector in developed countries is difficult to imitate by other countries since it emphasizes specific abilities that involve creativity, expertise, and talents including art, beauty, design, play, story, humor, symphony, caring, empathy, and meaning aspects (Sung, 2015). This implies that the highly demanded quality of human resources is those with character and creativity. Masunah (2017) stated that creative industry is one of the sectors in the creative company subsystem. The creative industry employed individual's creativity, expertise, and talents of to create products bringing real benefits and added value for life. Besides, the creation of added value is evident in using social, cultural, and creative human resources assets (Masunah, 2017). The creative industry creates not only economic transactions, but also social and cultural transactions. This underlines that added value, in this case, is a social, cultural, and economic values. Meanwhile, the London government supports new policy ideas related to the creative economy to meet the high demand and to reduce budget cuts (Schlesinger, Selfe, & Munro, 2015). How about Indonesia, with its various cultural heritages from Sabang to Merauke?

The Indonesian cultural heritage has a lot of creative values such as art, beauty, social, empathy, and ceremonies. This prefigures the great creativity of Indonesian society displaying their particular skills and talents. This comes about by the ethnic diversity remaining coexist because of their high tolerance. Inclusively, it proves that Indonesia has powerful supporting factors in developing a creative economy. Various efforts to utilize traditional cultural

heritage, apart from preserving it, are the pride of the national identity. Moreover, it is necessary to use appropriate information technology as an important supporting factor. The recent rapid development of information technology brings ample opportunity to synthesize culture. Thus, the development of the creative economy will be a fundamental force as it is supported by culture and the development of information technology.

METHOD

Research is focused on the model of Cretan Economic Value Integration in Shaping Student Life Skills in Curriculum and Learning, so that in-depth observation is needed in natural settings so that this research will use a qualitative approach with a multi-site study research design. According to Ulfatin, (2015) the goal of qualitative research design is to explore as well as understand the meaning of social phenomena to understand research problems. The rationale of research design with a qualitative approach is to gain a more complete understanding of the problem on the focus of the research. With a qualitative approach, researchers can obtain information about the phenomenon or process of strengthening character education at the school where the research is conducted. Understanding of the Integration of Cretan Economic Values in Shaping Student Life Skills on curriculum and learning can be reviewed from the point of view of the research subject, to gain a holistic, complete and thorough understanding.

In conducting research at SMK Grafika Desa Putera, researchers act as the main data gathering tool or research instrument. Understanding research instruments or tools here because researchers are the key to the entire research process. The presence of researchers here starts from initial observation or pre-observation to real research. The above statement is in accordance with the opinion (Moleong, 2014) which reveals that the researcher is at once a planner, implementer of data collection, analysis, interpretation of data, and in the end he becomes a whistleblower of the results of research obtained. Therefore, the presence of researchers is very necessary and important influence for this study.

The sources of this research data are principals, teachers, students and alumni and DUDI through observations, in-depth interviews, and documentation studies. In the process of retrieving data, researchers can see and hear and ask informants that are done consciously and purposefully so as to produce answers as a source of information for researchers. According to

(Ulfatin, 2015) says that informants are people who provide data or information in qualitative research, both by interview and observation. According to Moleong, (2014) also explained that qualitative research is categorized as research that has a variety of data sources (multiple sources of data). The determination of key informants in this study was conducted by purposive sampling techniques. According to Ulfatin, (2015) the informants selected in qualitative research were selected purposively, i.e. selected because the concerned were able to provide diverse and accurate information in accordance with the focus of the research.

The data validity technique used by researchers is triangulation techniques. Triangulation technique means using different data collection techniques based on the same source (Moleong, 2014; Ulfatin, 2015). Data analysis in this study, researchers build the results of interviews or observations of the process of strengthening character education to be used as study material in the discussion. Researchers made questions related to the Integration of Creative Economic Values in Forming Student Life Skills on Curriculum and Learning to dig up information from principals, teachers, students and alumni and DUDI to find out comprehensively. Analysis data used in researchers using the model (Miles et al., 2014), which is qualitative research data analysis can be done through three flows of activities that occur simultaneously, can be seen in the following image:

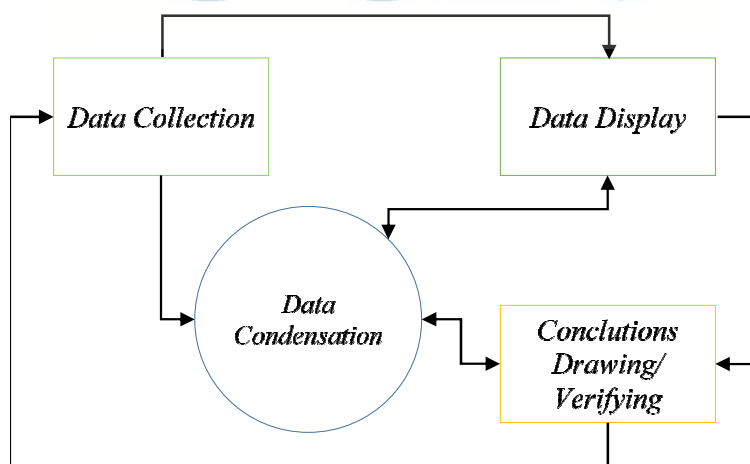


Figure 1:

Data Analysis Component: Interactive Model

Source: (Miles et al., 2014)

RESULTS AND DISCUSSION

A curriculum is an important unit in the learning process since it is an instrument of guidance for teachers in managing the learning process both inside and outside the classroom. Schools are given space to develop it according to their needs, without changing the substance of the curriculum. The school also involves its alumni and stakeholders engaged in the creative sector, MSME actors, and business world and industrial society as graduate users, to provide material in seminars, workshops. Addedly the school utilizes social media for sharing information forums.

The creative economy is a new idea that relies on creative ideas as the main capital in developing creative industries. Creative industries are born and develop in big cities and become the main support for the regional economy. Most of the creative actors are young people who have original and creative ideas. The creative economy can be defined as the creative work of students with superior values. With the existence of a creative economy, schools, teachers, and students are used to accommodate creative work with superior value. An example of schools that integrates the creative economy is those in which students of class X-XII work on orders from school partner companies and creative actors to sharpen their competence of skills, in high printing, perfect binding, montage, graphic design, billboard printing, offside printing, and the production of logos and stickers.



Figure 2:

Student Creative Activities

Source: Doc. SMK Grafika Desa Putera

The creative economy is defined as the application of the value of the creative economy integrated into the curriculum, learning activities, and self-development activities to increase the creativity and innovation of students. This allows the students to be able to produce something with a sale value. The concept of creative economy education comprising thinking creatively,

being creative, and acting creatively can be stated in the indicators of creative values. The values explored in this study include curiosity, critical thinking, the ability to determine the right methods, and appropriate choice, intuition, innovation, and productivity (Widyadharma, Ulfatin, Utaya, & Supriyanto, 2020). In the learning activities, the teacher always instills creative values, through self-development and habituation activities of, for example, honesty, independence, creativity, discipline, and responsibility as well as achievement appreciation. This is apparent from the students' avidity in completing assignments given by the teacher. On the other hand, they were also facilitated by technological developments to promote their creative work on social media platforms. This highlights the significant role of teachers to engrain good values in shaping student's mental, and character, as well as generate their motivation to compete and consistently produce creative work.

Education should be carried out based on the context. Thus, the educational process should be in line with the social and cultural environment of the local community. Education serves to maintain values and norms to meet future achievements. The process of developing the value of the creative economy requires a systematic process in an integrated learning process.

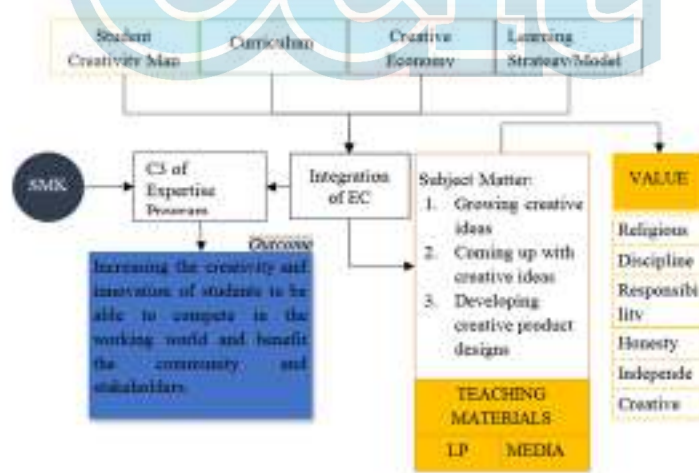


Figure 3:
The Model of Cultivating Values and Integrating the Contents of the Creative Economy of SMK Grafika Desa Puter
 Source: (Malaikosa et al., 2020)

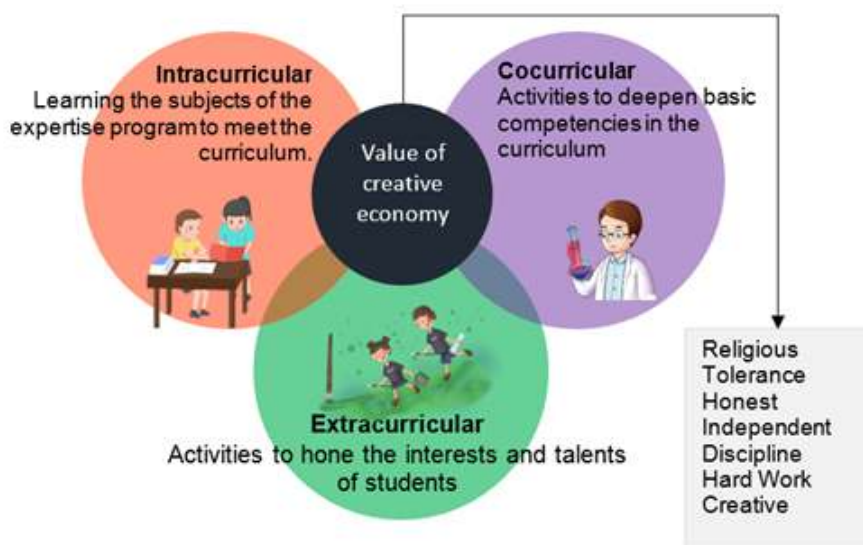


Figure 4:
Instilling the Creative Economy Values in SMK Grafika Desa Putera
Source: (Malaikosa et al., 2020)

The process of instilling the creative economy value had been carried out on an ongoing basis in their respective programs. This was done either to satisfy the demands of the school's curriculum to prepare students to work in a certain field and join the workforce. Also, this is to develop students' trustworthiness, respect, responsibility, fairness, caring, citizenship, honesty, courage, diligence, and integrity. Character-building activities developed in schools might help teachers to improve learning habits closer to industrial work cultures such as self-confidence, responsibility, discipline, competitiveness, resilience, honesty, responsiveness, appreciation, presence, carefulness, thoroughness, and leadership.

Life skills education is an effort to build student character of hard skills and soft skills. Hard skills emphasize the ability of students in cognitive and psychomotor aspects. Soft skills emphasize the affective abilities of students. Life skills aim to prepare students to have the courage and willingness to face life and its problems naturally without feeling depressed and then creatively find solutions to overcome them.



Figure 5:
Student Soft Skill and Life Skill Formation.

Source: Doc. SMK Grafika Desa Putera

The working world believes that superior Human Resources (HR) are those who have the ability in the aspects of both hard skills and soft skills. Therefore, they are believed to have a good impact on the aspects of life skills. In reality, education in Indonesia shows that the learning process only provides a larger portion of technical skills or hard skills. Meanwhile, the soft skill aspect is one's skill in dealing with others and himself.

Equipping students with soft skills does not mean adding new subjects to the curriculum. However, it is necessary to provide more value and meaning in the learning process. Therefore, the teachers need to use the right model to train student's hard and soft skills. These models include cooperative learning, experiential learning, contextual teaching and learning, and problem based learning. If both skills are obtained, the needs of users of SMK graduates in the working world focusing on high productivity might be achieved. The development of a creative economy always prioritizes the creativity, ideas, and knowledge of students as an effort to strengthen the life skills of students by balancing the aspects of hard skills and soft skills. The use of learning models is important to help teachers convey theory to practice. These models include Cooperative Learning, Experiential Learning, Contextual Teaching and Learning, and Problem Based Learning. One indicator of learning outcomes, students can produce creative work that has high value. Thus, if some students have developed printing and graphic design business, meaning that they can compete to produce high-value work.

Life skills education is an effective step for students of SMK Grafika Desa Putera as a basis for orientation to equip students' skills regarding aspects of knowledge, attitudes, which include mental, honesty, responsibility, and

cooperativeness that have a direct relationship with the development of competency skills of students. Thus, students might be able to face the demands and challenges of life. Life skills education is an alternative educational change to anticipate future demands. The learning process in the classroom can be carried out in the form of an activity procedure that involves students at each stage of the activity systematically to build students' hard skills and soft skills.

The curriculum needs to be developed in line with changes. The revitalization of the SMK curriculum aims to change the mindset that previously only aimed to produce graduates regardless of the demands of the working world, into satisfying the demand of the working world. Thus, it is necessary to cooperate with the business world and the industrial society to establish it in the curriculum structure. Therefore, students might be equipped with new creativity and innovation according to their respective fields of expertise. The creative economy is seen as a new method that might help teachers to shape the creativity of students in their respective fields of expertise. The curriculum is a component (instrumental input) that is important in the unity of the learning system to achieve educational objectives (Ulfatin, 2016). The curriculum is also seen as a set of educational programs (D'Andrea, 2012). Curriculum development, is a process of planning, developing, implementing, and evaluating learning to realize a quality and relevant curriculum (Albashiry et al., 2015).

If the creative economy has been integrated into the curriculum and vocational learning, teachers are required to find the right method to integrate the value of creative economy through self-development activities, production unit activities, honesty canteen, and school operations, as well as school business partners. Therefore, students' learning processes are accustomed to creating new ideas and innovations. Integrating the contents of the creative economy needs to focus on creating creative works by relying on skills, talents, and creativity as intellectual property. By integrating the creative economy, it could produce creative people and though entrepreneurs with brilliant and new ideas. Howkins (2002) added that the more ideas created, the faster the community welfare increases, either in its economic, social, and environmental perspectives.

The creative economy value is integrated into learning activities to build students' honesty, responsibility, confidence, resilience, discipline, and competitiveness. Teacher evaluation results show that students always showed honest and responsible behavior. In completing the given task, they were

confident, resilient, and discipline. Moreover, in completing creative work, they constantly innovated to produce creative work with high competitiveness (figure 1 and figure 4). To increase their creativity and innovation, students are supposed to be able to think creatively, be creative, and act creatively by involving their curiosity and critical thinking (Munastiwi, 2015). The creative economy value needs to be integrated into the learning process and practiced in the students' daily behavior. Another aspect of the creative economy that beneficial to be developed in learning is hard skills, soft skills, and life skills to make it easier for teachers to direct students based on their interests and talents (Pane & Patriana, 2016).

In integrating the value of the creative economy in curriculum and learning, the school has positioned itself as a driving force for the creation of a competitive Indonesian and a high-quality community of life in 2025. The role of schools in shaping the student's creativity, expertise, and talents is worth appreciation and full support of the government, stakeholders, and society. Accordingly, the output of education can compete fairly, honestly, and uphold ethics and excellence at the national and global levels. Moreover, they will also have the fighting power to make continuous improvements and to think positively in facing challenges and problems.

CONCLUSIONS

The curriculum is teachers' instrument in conducting learning activities to achieve national education objectives. They have put creative ideas into action and conducted curriculum development tests in classrooms to obtain the right formula for the vocational curriculum. The government has anticipated the application of a creative economy in the national education curriculum by focusing on creating goods and services by relying on expertise, talents, and creativity as intellectual wealth. Provided with these great ideas, the school has integrated the creative economy to form the competency skills of students through creative and innovative actions.

Entrepreneurship in SMK has been already formed by exploring creative and entrepreneurial products. Teachers also stimulate students' creativity by creative activities involving the business world and industrial society, creative business actors/home industries, and stakeholders. This is to integrate the creative

economyvalue into learning activities to build their honesty, responsibility, confidence, resilience, discipline, and high competitiveness based on their respective expertise. They will habitually innovate to produce creative work with high competitiveness. This features life skills education as an essential part of the educational process. Also, teachers occupy a significant role to provide students with guidance, training, encouragement, and learning skills that direct them either individually and in groups to new skills, including vocational skills. Contextually, life skills education places more emphasis on the link and match between the education world as the provider of human resources and the business world, the industrial society, and the community as the users. Therefore, education can prepare students to compete in the present era and have a future-oriented life.

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