

DAFTAR PUSTAKA

- Aarkrog, V., & Wahlgren, B. (2017). Developing Schemas for Assessing Social Competences among Unskilled Young People. *International Journal for Research in Vocational Education and Training*, Vol. 4 No. 1, hlm. 47-68.
- Adiguzel, O.C., & Cardak, C.S. (2009). An Evaluation of the "Computer Technology and Programming" Curriculum in the Vocational Higher Education System in Turkey. *Journal of Industrial Teacher Education*, Vol. 45 No. 3, hlm. 61-83.
- Ali, M. (2013). *Penelitian Pendidikan: Prosedur & Strategi*. Bandung: Angkasa.
- Ali, M. (2014). *Memahami Riset Perilaku dan Sosial*. Jakarta: Bumi Aksara.
- Ali, M. (2014). *Pendidikan untuk Pembangunan Nasional: Menuju Bangsa Indonesia yang Mandiri dan Berdaya Saing Tinggi*. Bandung: PT. Imperial Bhakti Utama.
- Alsa'aideh, M. (2016). Educational Demands to Reduce Avoidance of Vocational Education in Jordan. *Educational Research and Reviews*, Vol. 11 No. 8, hlm. 598-622.
- Arikunto, S. (2013). *Dasar-dasar Evaluasi Pendidikan (Edisi 2)*. Jakarta: Bumi Aksara.
- Arquero, J. L., Fernández P. C., Hassall T., Joyce J. (2015). Vocation, Motivation and Approaches to Learning: A Comparative Study. *Education & Training*, Vol. 57 No. 1, hlm. 13-30.
- Augustyniak, R. A., Ables, A. Z., Guilford, P., Lujan, H. L., Cortright, R. N., & DiCarlo, S. E. (2016). Intrinsic Motivation: An Overlooked Component for Student Success. *Advances in Physiology Education*, Vol. 40 No. 4, hlm. 465-466.
- Baihaqi, M. I. F. (2007). Teori Psikologi Pendidikan. Dala. Ali. M., Ibrahim, R., Sukmadinata, N. S., Sudjana, D., dan Rasjidin, W. (Penyunting). *Ilmu dan Aplikasi Pendidikan*. Bandung: Pedagogiana Press, hlm. 125-144.
- Bertram, R. M., Blase, K. A., & Fixsen, D. L. (2015). Improving Programs and Outcomes: Implementation Frameworks and Organization Change. *Research on Social Work Practice*, Vol. 25 No. 4, hlm. 477-487.
- Burscà, D. F., Ambròs P. A., & Bursset B. S. (2017). Bibliometric Characteristics of Articles on Key Competences Indexed in ERIC from 1990 to 2013. *European Journal of Teacher Education*, Vol. 40 No. 2, hlm. 144-156.

- Cresswell, J.W. (2015). Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif. Diterjemahkan dari: *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative*, ditulis oleh John Creswell, diterbitkan oleh Pearson Education. Yogyakarta: Pustaka Pelajar.
- de Bruijn E., & Leeman Y. (2011). Authentic and Self-Directed Learning in Vocational Education: Challenges to Vocational Educators. *Teaching and Teacher Education: An International Journal of Research and Studies*, Vol. 27 No. 4, hlm. 694-702.
- De-Juanas O. Á., Martín d. P. R., & Pesquero F. E. (2016). Teaching Competences Necessary for Developing Key Competences of Primary Education Students in Spain: Teacher Assessments. *Teacher Development*, Vol. 20 No. 1, hlm. 123-145.
- Departemen Pendidikan Nasional. (2000). *Keputusan Menteri Pendidikan Nasional Nomor 010/0/2000 tentang Organisasi dan Tata Kerja Departemen Pendidikan Nasional*. Jakarta: Departemen Pendidikan Nasional.
- Departemen Pendidikan Nasional. (2003). *Undang-Undang Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional*. Jakarta: Departemen Pendidikan Nasional.
- Djohar, A. (2007). Pendidikan Kejuruan. Dalam Natawidjaja, R., Sukmadinata, N. S., Ibrahim, R., dan Djohar, A (Penyunting). *Rujukan Filsafat, Teori, dan Praksis: Ilmu Pendidikan*. Bandung: Universitas Pendidikan Indonesia Press, hlm. 621-633.
- Djohar, A. (2007). Pendidikan Teknologi dan Kejuruan. Dalam Ali, M., Ibrahim, R., Sukmadinata, N. S., Sudjana, D., dan Rasjidin, W (Penyunting). *Ilmu dan Aplikasi Pendidikan*. Bandung: Pedagogiana Press, hlm. 1285-1300.
- Durlack, J. A. (2016). Programme Implementation in Social and Emotional Learning: Basic Issues and Research Findings. *Cambridge Journal of Education*, Vol. 46 No. 3, hlm. 333-345.
- Farisi, M. I. (2013). Kurikulum Rekonstruksionis dan Implikasinya terhadap Ilmu Pengetahuan Sosial: Analisis Dokumen Kurikulum 2013 (Reconstruction of Curriculum And Its Implication On Social Science: Document Analysis of 2103 Curriculum). *Pedagogia Jurnal Penelitian Pendidikan*, Vol. 16 No. 2, hlm. 144-165.

- Forman, S. G., Shapiro, E. S., Coddling, R. S., Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., Sanetti, L. M. H., & Stoiber, K. C. (2013). Implementation Science and School Psychology. *School Psychology Quarterly*, Vol. 28 No. 2, hlm. 77-100.
- Froiland, J. M., & Oros, E. (2014). Intrinsic Motivation, Perceived Competence and Classroom Engagement as Longitudinal Predictors of Adolescent Reading Achievement. *Educational Psychology*, Vol. 34 No. 2, hlm. 119-132.
- Froiland, J. M., & Worrell, F. C. (2016). Intrinsic Motivation, Learning Goals, Engagement, and Achievement in a Diverse High School. *Psychology in the Schools*, Vol. 53 No. 3, hlm. 321-336.
- Fuller, C., & Macfadyen, T. (2012). "What with Your Grades?" Students' Motivation for and Experiences of Vocational Courses in Further Education. *Journal of Vocational Education and Training*. Vol. 64 No. 1, hlm. 87-101.
- Gamble, J. (2016). From Labour Market to Labour Process: Finding a Basis for Curriculum in TVET. *International Journal of Training Research*, Vol. 14 No. 3, hlm. 215-229.
- Garon-Carrier, G., Boivin, M., Guay, F., Kovas, Y., Dionne, G., Lemelin, J., Séguin, J. R., Vitaro, F., & Tremblay, R. E. (2016). Intrinsic Motivation and Achievement in Mathematics in Elementary School: A Longitudinal Investigation of Their Association. *Child Development*, Vol. 87 No. 1, hlm. 165-175.
- Gu, J., He, C., & Liu, H. (2017). Supervisory Styles and Graduate Student Creativity: The Mediating Roles of Creative Self-Efficacy and Intrinsic Motivation. *Studies in Higher Education*, Vol. 42 No. 4, hlm. 721-742.
- Guro, M., & Weber, E. (2010). From Policy to Practice: Education. Reform in Mozambique and Marrere Teachers' Training College. *South African Journal of Education*, Vol. 1 No. 30, hlm. 245-59.
- Hamalik, Oemar. (2008). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta: Bumi Aksara.
- Hannam, K., & Narayan, A. (2015). Intrinsic Motivation, Organizational Justice, and Creativity. *Creativity Research Journal*, Vol. 27 No. 2, hlm. 214-224.
- Hasan, S. H. (2007). *Pengembangan kurikulum sekolah dalam Ilmu dan aplikasi pendidikan*. Bandung, Indonesia: Pedagogiana.

- Hidayati, A. (2015). Relevansi Kompetensi Lulusan Sekolah Menengah Kejuruan Dengan Kebutuhan Dunia Usaha Dan Industri. *Prosiding Seminar Nasional Pendidikan, Universitas Sebelas Maret Surakarta*, Vol. 1, No 1.
- Idealu, E.E. (2013). Ensuring Quality Assurance in Vocational Education. *Contemporary Issues in Education Research*, Vol. 6 No. 4, hlm. 431-438.
- Iliya, A., & Ifeoma, L. G. (2015). Assessment of Teacher Motivation Approaches in the Less Developed Countries. *Journal of Education and Practice*, Vol. 6 No. 22, hlm. 10-17.
- Kementrian Pendidikan dan Kebudayaan. (2017). Statistik Sekolah Menengah Kejuruan (SMK) 2016/2017. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Khorooshi, P., Isfahany, A. R.N., Mirshahjafari, S. E., & Mosapour, N. (2016). Explaining Ideal Teacher Competences in the Islamic Republic of Iran--Based on the Revolutionary Documentations of Its Education and Pedagogical System. *International Education Studies*, Vol. 9 No. 12, hlm. 148-156.
- Kim, Y. H. (2016). Early Childhood Educators' Meta-Cognitive Knowledge of Problem-Solving Strategies and Quality of Childcare Curriculum Implementation. *Educational Psychology*, Vol. 36 No. 4, hlm. 658-674.
- Klein, D. (2016). *Influences on Student Retention and Completion in Vocational Education: A Qualitative Exploratory Case Study*. ProQuest LLC, Ed.D. (Disertasi), Grand Canyon University.
- Klotz, V. K., Winther, E., & Festner, D. (2015). Modeling the Development of Vocational Competence: A Psychometric Model for Economic Domains. *Vocations and Learning*, Vol. 8 No. 3, hlm. 247-268.
- Komba, S. C., & Mwandanji, M. (2015). Reflections on the Implementation of Competence Based Curriculum in Tanzanian Secondary Schools. *Journal of Education and Learning*, Vol. 4 No. 2, hlm. 73-80.
- Koopman, M., Teune, P., & Beijaard, D. (2011). Development of Student Knowledge in Competence-Based Pre-Vocational Secondary Education. *Learning Environments Research*, Vol. 14 No. 3, hlm. 205-227.
- Leat, D., Thomas, U., & Reid, A. (2012). The Epistemological Fog in Realising Learning to Learn in European Curriculum Policies. *European Educational Research Journal*, Vol 11 No. 3, hlm. 400-412.

- Liao, H. C., Wang, Y. (2008). Applying the ARCS Motivation Model in Technological and Vocational Education. *Contemporary Issues in Education Research*, Vol. 1 No. 2, hlm. 53-58.
- Liu, J., & Chen, G. (2013). Reflections on Developing Secondary Vocational Education in High-Poverty Areas. *Chinese Education and Society*, Vol. 46 No. 4, hlm. 68-74.
- Lleixà, T., González, A. C., & Braz V. M. (2016). Integrating Key Competences in School Physical Education Programmes. *European Physical Education Review*, Vol. 22 No. 4, hlm. 506-525.
- Mart, C. T. (2011). *How to Sustain Students' Motivation in a Learning Environment*. [Online]. Diakses dari <https://eric.ed.gov/?q=motivation+of+education&id=ED519165>.
- Marzo, A., Ardaiz, O., Sanz de Acedo, M. T., & Sanz de Acedo, M. L.. (2017). Personalizing Sample Databases with Facebook Information to Increase Intrinsic Motivation. *IEEE Transactions on Education*, Vol. 60 No. 1, hlm. 16-21.
- Matanasi, P. (2016). *Kalah Pamor Lulusan SMK Salah Siapa?*. [Online]. Diakses dari: <https://tirto.id/kalah-pamor-lulusan-smk-salah-siapa-Bs7>.
- Muliaty A.M. (2007). *Evaluasi Program Pendidikan Sistem Ganda: Suatu Penelitian Kualitatif berdasarkan Stake's Countenance Model Mengenai Program Pendidikan Sistem Ganda pada sebuah SMK di Sulawesi Selatan (2005/2007)*. [Online]. Tersedia: <http://www.damandiri.or.id/file/muliatyunjab.pdf>.
- Mulder, M. (2001). Competence development - some background thoughts. *The Journal of Agricultural Education and Extension*, Vol. 7 No. 4, hlm. 147–158.
- Mulder, M., Weigel, T., Collins, K. (2007). The Concept of Competence in the Development of Vocational Education and Training in Selected EU Member States: A Critical Analysis. *Journal of Vocational Education and Training*, Vol. 59 No. 1, hlm. 67-88.
- Mulder, M., Gulikers, J., Biemans, H., & Wesselink, R. (2009). The new competence concept in higher education: error or enrichment. *Journal of European industrial Training*, Vol. 33 No. 8/9, hlm. 755–770.

- Mulder, M. (2012). Competence-Based Education and Training--About Frequently Asked Questions. *Journal of Agricultural Education and Extension*, Vol. 18 No. 4, hlm. 319-327.
- Mulyasa, E. (2008). *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*. Bandung: REmaja Rosda Karya.
- Muliaty A.M. 2007. *Evaluasi Program Pendidikan Sistem Ganda: Suatu Penelitian Kualitatif berdasarkan Stake's Countenance Model Mengenai Program Pendidikan Sistem Ganda pada sebuah SMK di Sulawesi Selatan (2005/2007)*. [Online]. Tersedia: http://www.damandiri.or.id/file/muliaty_unjbab.pdf.
- Musfiqon, H.M. (2012). *Panduan Lengkap Metodologi Penelitian Pendidikan*. Jakarta: PT. Prestasi Pustaka raya.
- Olibie, E. I. (2014). Parental Involvement in Curriculum Implementation as Perceived by Nigeria Secondary School Principals. *Journal of Education and Learning*, Vol. 3 No. 1, hlm. 40-51.
- Ogar, O. E., Opoh, F. A. (2015). Teachers Perceived Problems of Curriculum Implementation in Tertiary Institutions in Cross River State of Nigeria. *Journal of Education and Practice*, Vol. 6 No. 19, hlm. 145-151.
- Oliva, P. S. & Gordon, W. (2013). *Developing the Curriculum: Eight Edition*. United States: Pearson.
- Pfingsthorn, J., & Czura, A. (2017). Student Teachers' Intrinsic Motivation during a Short-Term Teacher Training Course Abroad. *Language, Culture and Curriculum*, Vol. 30 No. 2, hlm. 107-128.
- Pilz, M., Krisanthan, B., Mchalik, B., Zenner, L., & Li, J. (2016). Learning for Life and/or Work: The Status Quo of Pre-Vocational Education in India, China, Germany and the USA. *Research in Comparative and International Education*, Vol. 11 No. 2, hlm. 117-134.
- Pintrich, P.R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, No. 95, hlm. 667-686.
- Pusat Data dan Statistik Pendidikan dan Kebudayaan. (2017). *Statistik Sekolah Menengah Atas (SMA) 2016/2017*. Jakarta: Pusat Data Dan Statistik Pendidikan Dan Kebudayaan Kementerian Pendidikan Dan Kebudayaan.

- Pusat Data dan Statistik Pendidikan dan Kebudayaan. (2017). *Statistik Sekolah Menengah Kejuruan (SMK) 2016/2017*. Jakarta: Pusat Data Dan Statistik Pendidikan Dan Kebudayaan Kementerian Pendidikan Dan Kebudayaan.
- Republik Indonesia. (2007). *Undang-undang Nomor 12 Tahun 2007 tentang Rencana Pembangunan Jangka Panjang Nasional Tahun 2005-2025*. Jakarta.
- Retnawati, H., Hadi, S., & Nugraha, A.C. (2016). Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia. *International Journal of Instruction*, Vol. 9 No. 1, hlm. 33-48.
- Riley, G. (2016). The Role of Self-Determination Theory and Cognitive Evaluation Theory in Home Education. *Cogent Education*, Vol. 3 No. 1, hlm. 1-7.
- Rumahlatu, D., Huliselan, E.K., & Takaria, J. (2016). An Analysis of the Readiness and Implementation of 2013 Curriculum in the West Part of Seram District, Maluku Province, Indonesia. *International Journal of Environmental and Science Education*, Vol. 11 No. 12, hlm. 5662-5675.
- Rusman. (2015). Curriculum Implementation at Elementary Schools: A Study on "Best Practices" Done by Elementary School Teachers in Planning, Implementing, and Evaluating the Curriculum. *Journal of Education and Practice*, Vol. 6 No. 21, hlm. 106-112.
- Rychen, S., & Salganik, L. H. (2003). *Definition and Selection of Competencies: Theoretical and Conceptual Foundations – Summary of The Final Report “Key Competencies for a Successful Life and a Well-Functioning Society*. [Online]. Tersedia: <http://www.oecd.org/edu/skills-beyond-school/41529556.pdf>.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2012). *Motivasi dalam pendidikan: teori, penelitian, dan aplikasi (edisi ketiga)*. Diterjemahkan dari: *Motivation in Educational: Theory, Research, and Applications*, Third Edition, ditulis oleh: Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, diterbitkan oleh: Pearson Education. Jakarta: Indeks.
- Sevilla, C. G et. al. (2007). *Research Methods*. Rex printing company. Queozon city.
- Shi, W. (2013). Issues and Problems in the Current Development of Vocational Education in China. *Chinese Education and Society*, Vol. 46 No. 4, hlm. 12-21.

- Sukmadinata, N. S. (2007). Kurikulum dan Pembelajaran. Dalam Ali, M., Ibrahim, R., Sukmadinata, N. S., Sudjana, D., dan Rasjidin, W (Penyunting). *Ilmu dan Aplikasi Pendidikan*. Bandung: Pedagogiana Press, hlm. 441-476.
- Surya Malang. (2017). Perubahan ini yang Sebabkan Pengangguran SMK Meningkat. [Online]. Diakses dari: <http://suryamalang.tribunnews.com/2017/02/28/perubahan-ini-yang-sebabkan-pengangguran-lulusan-smk-meningkat>.
- Susilana, R., Asra., & Herlina. (2014). The Contribution of the Self-Efficacy of Curriculum Development Team and Curriculum Document Quality to the Implementation of Diversified Curriculum in Indonesia. *Malaysian Online Journal of Educational Sciences*, Vol. 2 No. 3, hlm. 31-40.
- Taole, M.J. (2015). Towards a Meaningful Curriculum Implementation in South African Schools: Senior Phase Teachers' Experiences. *Africa Education Review*, Vol. 12 No. 2, hlm. 266-279.
- Zendler, A., Seitz, C., & Klautdt, D. (2016). Process-Based Development of Competence Models to Computer Science Education. *Journal of Educational Computing Research*, Vol. 54 No. 4, hlm. 563-592.