

# Curriculum Management and Learning with Creative Economics to Shape Life Skills

**Yes Matheos Lasarus Malaikosa<sup>a</sup>, Nurul Ulfatin<sup>b</sup>, Nyoman Sudana Degeng<sup>c</sup>, Maisyaroh<sup>d</sup>,** <sup>a,b,c,d,e</sup>Faculty of Education, State University Of Malang, Email: <sup>a</sup>[yesmalaikosa@gmail.com](mailto:yesmalaikosa@gmail.com), <sup>b</sup>[ulfatien@yahoo.com](mailto:ulfatien@yahoo.com), <sup>c</sup>[nyoman.sudana.d.fip@um.ac.id](mailto:nyoman.sudana.d.fip@um.ac.id), <sup>d</sup>[maisyaroh.fip@um.ac.id](mailto:maisyaroh.fip@um.ac.id)

The impact of the ASEAN Economic Community (MEA) and the development of the 4.0 industry is increasingly massive and the education system requires a novelty movement to respond to the ASEAN Economic Community (MEA) and the development of the 4.0 industry. The Indonesian government continues to make changes and development in the field of education to prepare learners to become capable, creative, independent, and responsible. Vocational education is part of the secondary education system aimed at preparing graduates to work on, by initiating to develop an education that leads to the creation of a student's creative character. The main objective of the study is to know the creative economic charge in the school curriculum to the vocational schools to shape the life skills of learners.

Qualitative approach to multi-case design was used with participatory observation, in-depth interviews, and documentation. Its goal is to describe the creative economic charge in a curriculum that can form a student's expertise and strengthen student life skills through self-development activities with creative economic charge on SMK Negeri 1 Bogor, SMK Negeri 1 Kupang, Dan SMK Grafika Desa Putera Jakarta. Findings of curriculum management research and learning with creative economic charge for the establishment of life skills of students SMK Negeri 1 Bogor, SMK Negeri 1 Kupang, dan SMK Grafika Desa Putera Jakarta is: 1) Sealalu schools integrate the creative economic charge in the curriculum, because it is very effective to create creative people and to strengthen teachers to form the entrepreneurial spirit of learners; 2) The school integrates creative economic charge in learning to form life skills through strengthening hard skills and the students soft skills in each of the expertise program. A qualitative approach to multi-case design, with participatory observation, in-depth interviews, and documentation, aimed at describing the creative economic content of the curriculum that can

establish student skills and strengthening of students life skills through self-development activities with creative economic charge to SMK Negeri 1 Bogor, SMK Negeri 1 Kupang, Dan SMK Grafika Desa Putera Jakarta. Findings of curriculum management research and learning with creative economy to the establishment of life skills of students SMK Negeri 1 Bogor, SMK Negeri 1 Kupang, and SMK Grafika Desa Putera Jakarta is: 1) The school always integrates creative economic content in the curriculum, because it is very effective to create creative people and to strengthen teachers to form the entrepreneurial spirit of learners; 2) The school integrates creative economic charge in learning to form life skills through strengthening hard skills and the students soft skills in each of the expertise program. The results showed that: 1) The school has integrated creative economic content in the curriculum to create creative and innovative learners, with precise learning strategies always emphasising learners' creativity, and is supported by a creative teacher and high work ethic to produce SMK graduates who have competence as a skilled workforce. Schools must always adjust creative economy content with their own expertise programs, with the intention that students can discover creative things that bless the skills of each program; 2) Life skills for students, schools have always programmed creative economic activity in the learning process that leads to contextual problems with the aim to strengthen the students' life skills. Teachers also develop creative learning methods with CTL learning approaches (Contextual Teaching and Learning) and PBL (Problem Based Learning) to form student life skills in each of the expertise, especially creative product subjects and entrepreneurship. Based on the results of the study, the conclusion that: 1) The creative economic charge is the result of one creative approach that needs to be integrated into the curriculum and learning, in order to produce creative people who are ready to work to high standards; 2) The establishment of life skills as a provision of skills to confront and solve the problem of life and to live life, actively and creatively seeking to find solutions to overcome these problems.

**Key words:** ASEAN Economic Community (MEA), Problem Based Learning, Contextual Teaching and Learning

## Introduction

The impact of the ASEAN Economic Community (MEA) and the development of the 4.0 industry is increasingly massive and the education system requires a novelty movement to respond to the ASEAN Economic Community (MEA) and the development of the 4.0 industry. With this, Indonesia must be ready to compete with ASEAN countries. Both SDA

and SDM must be superior to other countries in order not to lose the ASEAN economic trade. National education is displaced to develop skills, create character, and develop the potential of learners to become capable, creative, independent, and responsible. Vocational education is part of the secondary education system aimed at preparing graduates to be ready to work. Vocational upbringing is supposed to be initiated to develop education that leads to the creation of students' creative characters (Raffe, 1991). According to data from the Central Statistics Agency (BPS) on 2017 that, the biggest contributor of unemployment rate in Indonesia comes from SMK graduates, being 11.41%. The World Economic Forum in 2016 revealed that the problem of absorption of graduates is no longer about demand inequality and supply. The set up in the student input process has been passed through the lower grade of high school (SMA). Admission of new learners (PPDB) on 2019, DKI Jakarta passing grade for SMA 79.11 and SMK 66.17. While the pass grade Bogor city for SMA is 75.00 and SMK 60.00 and Kupang City for high School of 58.63 and SMK of 42.50. This indicates the occurrence of inequality between regions and the discrepancies between educations provided to the market needs.

Institute of Good Governance and Regional Development (IGGRD) expressed the high unemployment rate among SMK graduates is a result of the wrong education system. Currently according to DAPODIK National recap data May 2, 2018 there are as many as 14,075 SMK spread nationwide still refer to the central curriculum. The school also has the authority to develop the curriculum by involving stakeholders, actors and industry experts, so there is no gap between the competency of the graduates produced and the market needs.

Vocational education is concerned with the skills and education of knowledge, so it needs teachers who have skills competence in the field of vocational to develop a curriculum that can form the students' entrepreneurial character (Garbin & Stover, 1980). Creative economies are supposed to be developed by creative people in order to produce creative and productive work (Munro, 2017), that leads to the establishment of students' entrepreneurial character through an educational process. Character education should be the basis of developing a learning model of creative economy in SMK. At the level of implementation in SMK Negeri 1 Kupang, SMK Negeri 1 Bogor, and SMK Grafika Desa Poetra Jakarta has integrated the creative economy with the curriculum 2013 practice and entrepreneurship of both curricular and extracurricular activities.

Human creativity has become a force to foster growth and sustain the national economy amid fierce global competition, especially in developing countries such as Indonesia. According to (Comunian et al., 2015), the creative economic development of the digital era has produced more quality creative work. Creative economic development encourages many countries to adapt to new ways (Boccella & Salerno, 2016; Veselá & Klimová, 2014). Indonesia is currently promoting the creative economy to schools and communities. Because, creative

economy encompasses creative people such as cultural workers and artists and creative industries such as advertising, architecture, arts and antiques, crafts, fashion, design, film, music, performing arts, and publishing, among others, and establishes creative cities as economic engines (D'Andrea, 2012).

Vocational secondary education can integrate into the process of planting and developing character, attitude, and positive (creative) to students. The Target of organising the creative economic education is to cultivate a character, attitude, and positive attitudes (creative) at the most basic level that supports the creative students. PERMEN 32 year 2013 about national education standards mandates that the learning process should be organised actively, creatively, and innovative that is centered on learners. (Wu & Jia-Jen-Hu, 2015) Conducting research to know the skills of learning attitudes, satisfaction of curriculum, and vocational self-concept proved that most students have a learning attitude and good skill but low motivation. This is because the learning process still centered on teachers is still dominant in the practice of learning with conventional approaches and methods of learning. It is certainly a challenge for teachers to develop innovative learning models that stimulate students to learn and develop creative thinking skills. Every study, teachers are expected to give motivation and instil creative economic education values to students (Tronsmo & Nerland, 2018).

In 2010 the government instructed each educator to include creative economic values in the preparation of syllabus and RPP. It is expected that in the process of learning the teacher can provide teaching materials relating to life because of economic value. Teachers can motivate learners to bring up ideas of creativity and create new innovations (Tang & Gao, 2012).

The structure of the vocational secondary school (SMK)/Madrasah Aliyah Vocational (MAK) curriculum, which contains national content, administrative content, and vocational interest payloads consists of the expertise, expertise program base, skills competency and time allocation for each subject (Dikdasmen, 2018). Curriculum is an important component (instrumental input) in the unity of learning system to achieve educational objectives (Ulfatin, 2016). Curriculum is an important thing, because the curriculum part is of a set of educational programs (D'Andrea, 2012). The curriculum not only pays attention to the development of the present but also leads attention to the future. Curriculum development, defined as 'the process of planning, constructing, implementing and evaluating learning opportunities intended to produce desired changes in learners' is essential for realising high quality and relevant curriculum (Albashiry et al., 2015). The curriculum should always be updated in line with the change and revitalising SMK curriculum aims to change the mindset that previously only aimed to print graduates without regard to the needs of the working market into a paradigm for everything related to the job market. To start this, it is necessary to cooperate with the business world to assign it in the structure of SMK curriculum. Formulation of types of the job skills required, then standardising with BNSP.

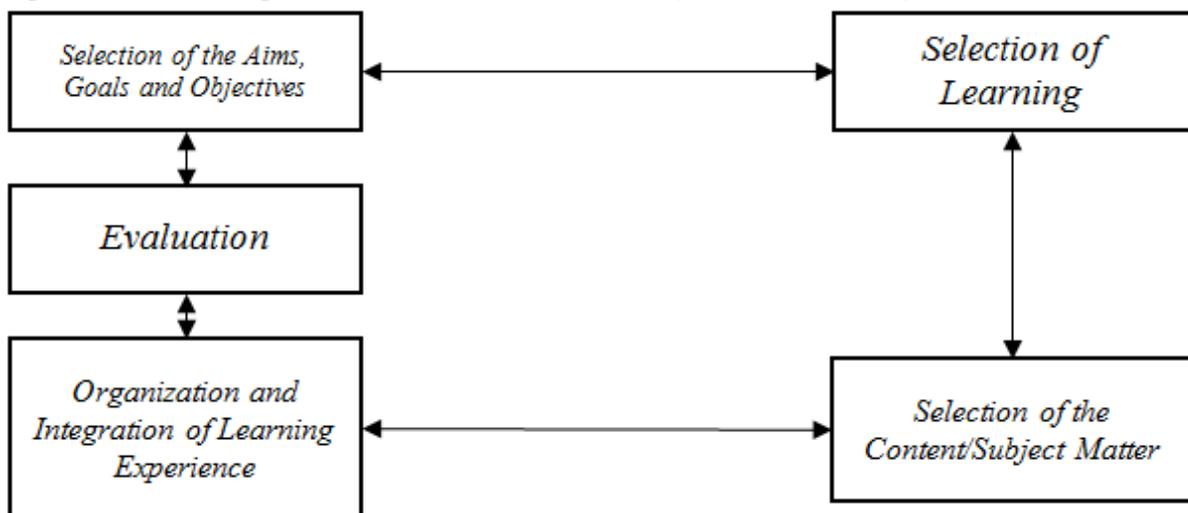
Curriculum development at a school level is generally done through a systematic approach (Gustafson & Branch, 2002), There are currently several approaches to curriculum development. The main activity in this systematic approach is the development of learning outcomes-oriented curriculum, which then becomes the basis for further development activities such as choosing the content of learning programs, learning strategies, assessment and form of evaluation (Albashiry et al., 2015). This approach is often conceptualised by involving an iterative cycle of five phases: analysis, design, development, implementation, and evaluation (Akaninwor, 2001). The approach involving stakeholders in the curriculum development process is also necessary to ensure the curriculum response to the needs of stakeholders (Akaninwor, 2001; Albashiry et al., 2015). This approach focuses on extensive collaboration and discussion between curriculum developers, in this case the school and stakeholders during the drafting process to achieve consensus on the main objectives of educational programs, such as results, content, pedagogy, and judgment. Based on the above opinion, it was concluded that in order to achieve the objectives of the education, the curriculum should be arranged strategically and formulated into certain programs to be relevant to the changes occurring in the community. Curriculum preparation should consider various aspects such as child development, development of science, development of community needs, and employment. The curriculum implemented in the learning process in the classroom must cover all learning experiences that students experience and influence their personal development. Learning is how to achieve that goal, can be seen in Figure 1.1.

**Figure 1.1.** The Cyclical Model Learning Resource curriculum (Ulfatin, 2016)



The curriculum process consists of five main phases such as, Selection of the Aims, Goals and Objectives, Selection of Learning Experiences, Selection of the Content/Subject Matter, Organisation and Integration of Learning Experience, and Evaluation (Akaninwor, 2001).

**Figure 1.2.** The Simple Curriculum Process Source (Akaninwor, 2001)



Creative economy is the driving force of Indonesia's competitiveness and quality society lives in 2025. The development of creative economy aims to realise Indonesia's competitive, which is Indonesia with its people who can compete fairly, honestly, and uphold ethics and excel at the national and global level, and have the ability to continue to make improvements, and always positive thinking to face challenges and problems (Rokhman et al., 2014). In addition, the development of creative economy also aims to realise the quality of life of Indonesian society, which is healthy, physical and spiritual, educated, have awareness to preserve the environment, have a balanced life, social concern, tolerance in accepting the differences (Yuan et al., 2014). Creative economy becomes a world trend that can promote economic growth and environmental degradation by promoting economic creativity to maximise added value in order to sustain human life and civilization (Benson, 1987; Comunian et al., 2015; D'Andrea, 2012; Sung, 2015).

Creative economics education is not a separate subject, but it is integrated with other subjects. To increase awareness of the importance of creative economic value, it needs to be integrated in learning so that it becomes habituation in the conduct of daily learners. Three important aspects that need to be developed in the creative economic education process, namely hard skills, soft skills, and life skills (Pane & Patriana, 2016). This research aims to determine how forms integrate creative economic values into the curriculum and application in the learning and self-development activities. To improve creativity and innovation, learners are expected to think creatively, be creative, and act creatively to include curiosity and critical thinking (Munastiwi, 2015).

Competency of SMK graduates that must be established, namely (1) Communication skills; (2) Critical and Creative thinking; (3) Information/digital literacy; (4) Inquiry/reasoning

skills; (5) Interpersonal skills; (6) Multicultural literacy; (7) Problem Solving; and (8) Vocational Skills (Mariah & Sugandi, 2016).

## **Method**

This study uses a qualitative approach with the type of multi-case design. Qualitative research methodology is a research procedure that generates descriptive data of words written or spoken by people and observable behaviour. This method is used in order to see and understand a fact-based research object (Creswell, 2012; Miles et al., 2014). Research was designed after the formulation of research focus, as the research draft is essentially a strategy for obtaining the data needed for hypotheses testing purposes or to answer research questions as well as tools to control every variable that affects the research. The research plan is essentially a strategy to achieve the research goals that have been established and serve as a guideline for researchers throughout the research process.

The source of this research data are teachers and students in SMK Negeri 1 Kupang, SMK Negeri 1 Bogor and SMK Grafika Desa Putera Jakarta through an in-depth interview. With such interviews researchers can see and hear and ask the informant consciously and directed to produce answers as a source of information for researchers. According to (Ulfatin, 2015) Informant is a person who provides data or information in qualitative research, either by way of interviews or observation. (Creswell, 2012) Also explained that qualitative research is categorised as a study that has a variety of data sources (multiple sources of data). The determination of key informant in this study was conducted with the purposive sampling technique. According to (Ulfatin, 2015) informant chosen in qualitative research is chosen in purposive, which is chosen because the concerned are able to provide diverse and accurate information according to the focus of the research. In addition to interviews, researchers also use written data sources such as books, archival sources, and documents that support research results. Analysis of research data can be done through three threads of activity occurring simultaneously, as follows: 1) data condensation; 2) display data; 3) conclusion drawing/verification (Miles et al., 2014).

## **Results**

Based on the results, the school has integrated a creative economic charge in the curriculum and engages learners in learning activities that have high creative value. Integrating creative economic content will produce creative human beings to create new goods and services or become an independent entrepreneur and able to create new jobs. In learning activities, teachers always emphasise the creativity of learners, teachers assign students independently and groups to use business opportunities by utilising technology, such as selling watches, graphic design, souvenirs, books, pens, snacks and cosmetics, both online and to their friends.

At the end of each study, teachers and students evaluate obstacles and get together to find solutions or involve successful alumni to young entrepreneurs, to provide motivation and success tips for creating employment or become a reliable young businessman for the next sales target. That way, learners are now working together on the team and their financial statements are progressing. Integrating creative economic values in learning is a way to shape students' life skills through strengthening hard skills and the students' soft skills in each of the expertise programs. Learning teachers are already centered on learners, relying on ideas and stock of knowledge from learners to be ready to compete in the job world.

No	Research Site	Research Findings	
1.	SMK Negeri 1 Bogor	1	The school curriculum has integrated curriculum and learning content, through the cultivation of creative values.
		2	Teachers use a learning approach to Contextual Teaching and Learning and Problem Based Learning to form the students ' life skills in each of the expertise.
		3	Learners form a business group by utilizing social media as a for the taste of Soft skills.
		4	Students cultivate garbage so something high value, from the student's work is contested to the provincial level of West Java.
		5	Students learn to manage business by working with alumni who first develop the business.
			Productive teachers facilitate students to form life skills according to their respective skills.
2.	SMK Negeri 1 Kupang	1	The school curriculum has integrated curriculum and learning content, through the cultivation of creative values.
		2	Teachers use a learning approach approach to CTL (Contextual Teaching and Learning) and PBL (Problem Based Learning) to form the students ' life skills in each of the expertise.
		3	Students take advantage of travel opportunities to sell creative works, by selling creative souvenirs made from Nusa Tenggara Timur fabric pieces.
		4	Students in the required to take a related pretention test relating to their respective skills As a form of skill-targeting certification.
		5	Learners are trained to form soft skills involving stakeholders, parents, and alumni.
		6	Productive teachers always facilitate students to form a life skills according to their respective skills.

3.	SMK Grafika Desa Poetra	1	The school curriculum has integrated curriculum and learning content, through the cultivation of creative values.
		2	Teachers use a learning approach to CTL (Contextual Teaching and Learning) and PBL (Problem Based Learning) to form the students' life skills in each of the expertise.
		3	Learners are required to produce high-value graphic works.
		4	Learners receive printing and design orders from the school's business partners.
		5	Learners are given the same time between discourses and practice, all well planned and programmatic in the school curriculum.
		6	The productivity teacher always facilitates students to form life skills according to their respective membership program.

## Discussion

The structure of the vocational secondary School (SMK)/Madrasah Aliyah Vocational (MAK) curriculum, which contains national content, administrative content, and vocational interest payloads consisting of the expertise, expertise Program base, and expertise competency and time allocation for each subject (Dikdasmen, 2018). Curriculum is an important component (instrumental input) in the unity of learning system to achieve educational objectives (Ulfatin, 2016). The curriculum not only pays attention to the development of the present but also directs attention to the future that always focuses on the creativity of learners. Creative economic content in SMK curriculum is considered as the driving force of Indonesia's competitiveness and quality of life in the year 2025. The school takes steps by integrating creative economic charge into the curriculum and creative learning aims to prepare the students well to be able to plunge in the workforce. The revitalisation of SMK curriculum aims to change the mindset that previously only aims to print graduates alone regardless of the needs of the working market turning into a paradigm of finding everything related to the job market. To start this, it is necessary to cooperate with the business world to integrate creative content in the structure of SMK curriculum. Creative sectors developed by the school include architecture, advertising, art, crafts, design, fashion, music, interactive games, performing arts, publishing, printing, software, and social media utilisation by students. The creative products produced by learners have a high value of creativity.

Creative S selector developed in advanced countries is difficult to emulate by other countries because it emphasises specific capabilities involving creativity, skill and talent; such as art, beauty, design, play, story, humor, symphony, caring, empathy and meaning (Sung, 2015). This indicates that the quality of human resources required is character and creative.



(Masunah, 2017) found that the creative industry is one of the sectors in the creative economic subsystem. Creative industries use the creativity, expertise, and talent of an individual to create a product that has benefits for life and value added, in addition to that (Masunah, 2017) mentions that the creation of value added can be identified using social assets, cultural assets, and creative human resource assets. Creative industries not only create economic transactions, but also social and cultural transactions. It can be concluded that what is meant by value added in this is social value, cultural value, and economic value. While (Schlesinger et al., 2015) reveals that the London government is supporting new policy ideas relating to the creative economy to meet high demands and reduce budget cuts.

Creative economics education is not a separate subject, but it is integrated with other subjects. To increase awareness of the importance of creative economic value, it needs to be integrated in learning so that it becomes habituation in the conduct of daily learners. Three important aspects that need to be developed in the creative economics education process are hard skills, soft Skills, and life skills (Pane & Patriana, 2016).

## **Conclusion**

A creative economic-charged curriculum will be able to build learners to have general life skills not only the foundation for achieving academic skills and/or vocational skills, but also is a pattern of generate entrepreneurial competence. Creative economic values integrated in the learning process is reflected with the nature of commitment, confident not easily discouraged, thinking factual, changing to progress, an objective decision, able to cooperate, high understanding, have competitiveness, want to change to forward tomorrow should be better, students will be able to connect between affective, cognitive and psychometric competence. The development of soft skills and hard skills as a driver to be ready for use so that young entrepreneurs in the region are be able to create jobs and eventually reduce the gradual and ongoing poverty and development.

## REFERENCES

- Akaninwor, G. I. K. (2001). Toward Effective Curriculum Development in Vocational/Technical Education for Sustainable Poverty Alleviation in Nigeria. In *Research Gate* (Issue January 2001).
- Albashiry, N. M., Voogt, J. M., & Pieters, J. M. (2015). Improving curriculum development practices in a technical vocational community college: examining effects of a professional development arrangement for middle managers. *Curriculum Journal*, 26(3), 425–451. <https://doi.org/10.1080/09585176.2015.1040041>
- Benson, C. (1987). Economics of Education. *Economics of Education*, 323–325. <https://doi.org/10.1016/B978-0-08-033379-3.50066-8>
- Boccella, N., & Salerno, I. (2016). Creative Economy , Cultural Industries and Local Development. *Procedia - Social and Behavioral Sciences*, 223, 291–296. <https://doi.org/10.1016/j.sbspro.2016.05.370>
- Comunian, R., Faggian, A., & Jewell, S. (2015). Digital technology and creative arts career patterns in the UK creative economy. *Journal of Education and Work*, 28(4), 346–368. <https://doi.org/10.1080/13639080.2014.997683>
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. In *Educational Research* (Vol. 4). <https://doi.org/10.1017/CBO9781107415324.004>
- D'Andrea, M. (2012). The ontario curriculum in the arts and the creative economy agenda. *Arts Education Policy Review*, 113(2), 80–88. <https://doi.org/10.1080/10632913.2012.656499>
- Dikdasmen. (2018). *Struktur Kurikulum Sekolah Menengah Kejuruan (SMK0/Madrasah Aliyah Kejuruan Nomor; 01//D.D5/KK/2018. 021, 307.*
- Garbin, A. P., & Stover, R. G. (1980). Vocational behavior and career development, 1979: A review. In *Journal of Vocational Behavior* (Vol. 17, Issue 2, pp. 125–170). Academic Press. [https://doi.org/10.1016/0001-8791\(80\)90001-9](https://doi.org/10.1016/0001-8791(80)90001-9)
- Gustafson, K. L., & Branch, R. M. (2002). Survey of Instructional Development Models. Fourth Edition. In *TechTrends* (Vol. 45, pp. 48–50). <https://doi.org/10.1007/BF02763388>



- Mariah, S., & Sugandi, M. (2016). Kesenjangan Soft Skills Lulusan SMK Dengan Kebutuhan Tenaga Kerja Di Industri. *Jurnal Pendidikan*, March 2016, 60–64. <https://doi.org/10.4135/9781452276199.n287>
- Masunah, J. (2017). Creative Industry : Two Cases of Performing Arts Market in Indonesia and South Korea. *Humaniora*, 29(1), 108–118.
- Miles, B. M., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Methods Sourcebook*.
- Munastiwi, E. (2015). The Management Model of Vocational Education Quality Assurance Using “Holistic Skills Education (Holsked).” *Procedia - Social and Behavioral Sciences*, 204(November 2014), 218–230. <https://doi.org/10.1016/j.sbspro.2015.08.144>
- Munro, E. (2017). Poetics Building soft skills in the creative economy: Creative intermediaries , business support and the ‘ soft skills gap ’. *Poetics*, 64(July), 14–25. <https://doi.org/10.1016/j.poetic.2017.07.002>
- Pane, M. M., & Patriana, R. (2016). The Significance of Environmental Contents in Character Education for Quality of Life. *Procedia - Social and Behavioral Sciences*, 222, 244–252. <https://doi.org/10.1016/j.sbspro.2016.05.153>
- Raffe, D. (1991). Assessing the Impact of a Decentralised Initiative: the British Technical and Vocational Education Initiative. In *Schools, Classrooms, and Pupils. International Studies of Schooling from a Multilevel Perspective* (pp. 149–166). Elsevier. <https://doi.org/10.1016/B978-0-12-582910-6.50016-2>
- Rokhman, F., Hum, M., Syaifudin, A., & Yuliaty. (2014). Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>
- Schlesinger, P., Selfe, M., & Munro, E. (2015). Inside a cultural agency: Team ethnography and knowledge exchange. *Journal of Arts Management Law and Society*, 45(2), 66–83. <https://doi.org/10.1080/10632921.2015.1039741>
- Sung, T. K. (2015, July 1). The creative economy in global competition. *Technological Forecasting and Social Change*, 96, 89–91. <https://doi.org/10.1016/j.techfore.2015.04.003>
- Tang, Y., & Gao, J. Y. (2012). The higher vocational colleges’ exploration of “Tour Guide Service Skills” curriculum assessment methods. *Physics Procedia*, 33, 1124–1127. <https://doi.org/10.1016/j.phpro.2012.05.184>



- Tronsmo, E., & Nerland, M. (2018). Local curriculum development as object construction: A sociomaterial analysis. *Teaching and Teacher Education*, 72, 33–43. <https://doi.org/10.1016/j.tate.2018.02.008>
- Ulfatin, N. (2015). *Metode Penelitian Kualitatif di Bidang Pendidikan: Teori dan Aplikasinya*. Universitas Negeri Malang.
- Ulfatin, N. (2016). *Pengembangan Kurikulum Belajar dan Berkarya*. Universitas Negeri Malang.
- Veselá, D., & Klimová, K. (2014). Knowledge-based Economy vs. Creative Economy. *Procedia - Social and Behavioral Sciences*, 141, 413–417. <https://doi.org/10.1016/j.sbspro.2014.05.072>
- Wu, Y.-L., & Jia-Jen-Hu. (2015). Skill Learning Attitudes, Satisfaction of Curriculum, and Vocational Self-concept among Junior High School Students of Technical Education Programs. *Procedia - Social and Behavioral Sciences*, 174, 2862–2866. <https://doi.org/10.1016/j.sbspro.2015.01.980>
- Yuan, Y., Wu, M., & Lee, J. (2014). The Essential Difference on Public or Private Vocational School – The Student’s Creativity of Mechanical Engineering. *Procedia - Social and Behavioral Sciences*, 116, 2321–2329. <https://doi.org/10.1016/j.sbspro.2014.01.567>