INCOME JOURNAL OF ECONOMICS DEVELOPMENT
e-ISSN: 3025-3225
Volume 6 Number 2| July 2026

Cultural Capital of Alumni of Automation and Office Governance (OTKP) of SMKN 2 Jakarta in Responding to the World of Work

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Article Info

Keywords:
Cultural Capital, OTKP Alumni, Pierre Bourdieu, Vocational Education, World of Work

Abstract

The high unemployment rate among graduates of Indonesian Vocational High Schools (SMK) indicates that technical competence alone is insufficient to ensure graduates' readiness to enter the world of work. This condition highlights the importance of examining social and cultural factors, particularly cultural capital, in preparing vocational graduates to respond to workplace demands. This study aims to analyze how the cultural capital of Automation and Office Governance (OTKP) alumni at SMKN 2 Jakarta is formed during the educational process and how this cultural capital plays a role in responding to the world of work. This study employed a qualitative approach using a case study method. Data were collected through in-depth interviews, supported by observation and documentation, involving six OTKP alumni as the main informants and supporting informants consisting of OTKP teachers and the Special Job Exchange (BKK) of SMKN 2 Jakarta. Data validity was ensured through source triangulation, while data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña. The results show that alumni's cultural capital is developed through the learning process, work culture habituation, field work practice (PKL), competency certification, and collaboration between the school and the industrial world. This cultural capital is reflected in communication skills, discipline, work ethics, professionalism, practical experience, and competency certificates and diplomas. Furthermore, it supports graduates' work readiness, adaptability, and ability to respond to workplace demands, both in occupations related and unrelated to the OTKP field. This study demonstrates that vocational education plays an important role in shaping cultural capital that alumni can utilize in responding to the world of work.

1. Introduction

Vocational education is basically designed to prepare students to have skills and readiness to enter the world of work. Vocational High School (SMK) is a form of education that is directly directed to produce graduates who are ready to face industrial needs. However, in practice, vocational school graduates still face challenges in the transition process to the world of work. Data from the Central Statistics Agency (BPS) nationally shows that graduates of Vocational High Schools (SMK) are still the highest contributors to the open unemployment rate compared to other levels of education. This condition shows that vocational education has not been fully able to ensure the readiness of graduates to enter the industrial world. Therefore, the issue of job readiness of vocational school graduates is an important issue to be studied further, especially in looking at the social and cultural factors that affect the readiness of alumni to face the world of work.

Based on data from the Central Statistics Agency (BPS) sourced from the results of the National Labor Force Survey (Sakernas) in February 2026, the Open Unemployment Rate (TPT) nationally was recorded at 4.68 percent. Of the total labor force of 154.91 million people, as many as 7.24 million people have not been absorbed into the job market. When viewed based on the highest level of education completed, vocational school graduates occupy the highest position with TPT of 7.74 percent, followed by high school graduates at 6.23 percent, Diploma IV/S1/S2/S3 at 6.13 percent, Diploma I/II/III at 4.80 percent, junior high school at 4.19 percent, and elementary school and below at 2.32 percent. This data consistently shows almost the same pattern from February 2024 to February 2026,

indicating unresolved structural challenges in vocational education in Indonesia.

Figure 1. Open Unemployment Rate By Education Level, February 2024–February 2026



Source: Central Statistics Agency, Sakernas February 2026. This phenomenon shows that readiness to enter the world of work is not only influenced by technical abilities or work skills, but also by social and cultural factors that individuals have. In this context, cultural capital is one of the important aspects that can affect the way individuals prepare themselves, understand job opportunities, and respond to the demands of the world of work. Cultural capital is not only related to the knowledge and skills acquired through education, but also includes the values, dispositions, mindsets, and social experiences that shape an individual's orientation towards the world of work.

Pierre Bourdieu explained that cultural capital is a non-economic resource that individuals have, such as certain knowledge, abilities, mindsets, and dispositions that can affect a person's social position (Bourdieu, 1986). Cultural capital is formed through the socialization process that takes place in the family, school, and other social environments. In the context of vocational education, cultural capital can be seen through communication skills, work ethic, learning experience, competency certificates, and various skills that students have during their education. These various forms of cultural capital have the potential to affect the way alumni understand, face, and adjust to the demands of the world of work after graduation (Tomlinson, 2017).

The Department of Automation and Office Governance (OTKP) is one of the majors that is closely related to the needs of the administrative and service industry workforce. This department not only equips students with office administration skills, but also the communication, document management, office technology, and professional ethics skills needed in the industrial world. However, the readiness of alumni of the OTKP department in entering the industrial world can vary because it is influenced by the background, experience, and cultural capital possessed by each individual.

This research takes place at SMKN 2 Jakarta because the school is one of the public vocational schools that has a department of Automation and Office Governance with an orientation to work-based education. In addition, SMKN 2 Jakarta has a network of cooperation with various institutions and industries so it is relevant to see how the cultural capital owned by OTKP alumni plays a role in responding to the world of work. Methodologically, the selection of this location is based on the suitability of the characteristics of the school with the focus of the research, namely vocational schools that directly prepare students to enter the world of work.

Several previous studies have discussed the relationship between vocational education and graduate job readiness. However, most of the research still focuses on aspects of technical skills, work competencies, and the relationship between schools and the industrial world. Meanwhile, studies that look at the work readiness of vocational school graduates through the perspective of cultural capital are still relatively limited, especially in vocational education alumni. In fact, cultural capital can be an important factor influencing the way individuals perceive job opportunities, build career strategies, and adjust to the work environment. Therefore, this research is important to understand how the cultural capital of OTKP alumni plays a role in responding to the world of work through the perspective of Pierre Bourdieu's cultural capital theory.

Based on this description, this research is titled "Alumni Cultural Capital of Automation

and Office Governance in Responding to the World of Work." This research aims to understand how the cultural capital possessed by the alumni of the Automation and Office Governance Expertise Program of SMKN 2 Jakarta is formed during the education process and how the cultural capital plays a role in responding to the world of work. Therefore, this study is directed to answer two research questions, namely: (1) How is the cultural capital of the alumni of the Automation and Office Governance Expertise Program of SMKN 2 Jakarta formed during the educational process? and (2) How does the cultural capital of the alumni of the Automation and Office Governance Expertise Program of SMKN 2 Jakarta play a role in responding to the world of work?. Accordingly, this study focuses on examining the formation of cultural capital during the educational process and its role in supporting OTKP alumni in responding to the world of work at SMKN 2 Jakarta.

2. Literature Review

Vocational Education and Job Readiness of Vocational Alumni

Vocational education is a form of education designed to prepare students to have competencies in accordance with the needs of the world of work. Vocational High Schools (SMK) have a main orientation on mastering practical skills and job readiness so that graduates are expected to be able to adapt to the demands of the industry. In vocational education, job readiness is not only related to technical skills, but also includes communication skills, social adaptation, and understanding of work culture (Ye, 2021).

The work readiness of vocational school alumni is influenced by various factors, such as field work practice experience, educational environment, and social support that individuals have. The high unemployment rate of vocational school graduates shows that technical competence alone is not enough to ensure readiness to enter the world of work. Data from the Central Statistics Agency (BPS) shows that vocational school graduates are still the highest contributors to the open unemployment rate compared to other levels of education. These conditions show that there are structural challenges in vocational education, especially related to the ability of graduates to adjust to the needs of the industry and a competitive work environment.

In the context of vocational education, the socialization process during education also has an influence on the formation of students' work readiness. Vocational education not only shapes technical skills, but also students' orientation, confidence, and work identity through the process of educational socialization (Ye, 2021). Thus, the work readiness of vocational school alumni can be understood as a result of an educational process that is not only academic, but also social and cultural.

Cultural Capital in Education and the World of Work

Cultural capital is one of the important concepts in explaining how individuals acquire knowledge, skills, values, and dispositions that affect their position in social life. Cultural capital is not only related to formal education, but also includes various abilities and knowledge obtained through the process of socialization in the family, school, and social environment (Bourdieu, 1986; Musliha, 2021). Cultural capital allows individuals to understand the norms, rules, and expectations that apply in a certain social sphere, including the world of education and the world of work.

In the context of education, cultural capital plays a role in shaping the way individuals view the learning process, develop competencies, and prepare for the future. Individuals who have stronger cultural capital tend to have better ability to access information, build social networks, and understand the demands of educational institutions and the world of work (Edgerton et al., 2014). Therefore, cultural capital not only affects academic success, but also affects the readiness of individuals to enter the professional world (Clarke, 2018).

In vocational education, cultural capital can be seen through various forms of abilities and experiences gained by students during the education period, such as communication skills, work ethic, adaptability, understanding of organizational culture, and experience in field work practices. These various abilities are resources that help alumni in responding to the demands of the ever-evolving world of work. Thus, the work readiness of alumni is determined not only by the technical competencies acquired during education, but also by the cultural capital that shapes the way they understand and deal with the work environment.

A number of studies show that cultural capital has an influence on the transition process from education to the world of work. Cultural capital plays a role in shaping self-confidence, interaction patterns, and individuals' ability to adjust to academic and professional environments (Li et al., 2023). The findings show that cultural capital is one of the important factors that affect the ability of vocational education alumni to respond to opportunities and challenges that arise in the world of work.

Pierre Bourdieu's Theory of Cultural Capital

Pierre Bourdieu explained that cultural capital is a non-economic resource that can affect the social position of individuals in society. Cultural capital includes language skills, mindsets, knowledge, habits, and the ability to understand certain social environments. In the field of education, cultural capital plays an important role in shaping individual orientation towards educational choices and job opportunities (Bourdieu, 1986).

Bourdieu divides cultural capital into three forms, namely embodied state, objectified state, and institutionalized state. Embodied state is a cultural capital inherent in individuals, such as communication skills, habits, and ways of thinking obtained through the socialization process. Objectified state is cultural capital in the form of physical objects, such as books, certificates, or documents supporting individual abilities. Meanwhile, the institutionalized state is a form of official recognition of individual abilities through diplomas or educational certifications (Bourdieu, 1986).

In this study, Pierre Bourdieu's theory of cultural capital is used to analyze how OTKP SMKN 2 Jakarta alumni respond to the world of work through the cultural resources they have. The embodied state can be seen from the communication skills, discipline, work ethic, and adaptability formed during the process of education. Objectified states can be found in various competency certificates, supporting documents, and technical skills possessed by alumni. Meanwhile, the institutionalized state is reflected through diplomas and formal recognition of competencies obtained during education at vocational schools. These three forms of cultural capital are the foundation for understanding how alumni prepare themselves, find job opportunities, and adjust to the demands of the world of work after graduating from vocational education.

3. Research Methods

This study uses a qualitative approach with a case study method to understand in depth the experience, views, and interpretation of the subject regarding the formation of cultural capital, the educational process, and the experience of alumni in responding to the world of work. The research subjects were OTKP alumni of SMKN 2 Jakarta who met the predetermined purposive sampling criteria, with supporting informants consisting of OTKP teachers and the Special Job Exchange (BKK) of SMKN 2 Jakarta. The location of this research is at SMKN 2 Jakarta which is located in Gambir District, Central Jakarta. The selection of this location was based on strategic considerations where one of the researchers is an alumnus of the vocational school. This factor of the researcher's position as an alumnus provides significant methodological advantages, especially in facilitating the approach process, building a relationship of mutual trust

(rapport), and accelerating the search and outreach of informants in the field.

The main data collection technique was carried out through in-depth interviews which were semi-structured, and supported by observation and documentation studies (Creswell, 2014). The selection of informants used a purposive sampling technique with the following criteria: (1) alumni of the Department of Office Automation and Governance (OTKP) of SMKN 2 Jakarta who have graduated for approximately two years; (2) currently working or having worked in a relevant or irrelevant field; and (3) willing to be interviewed. To maintain the validity of the data through source triangulation, this study also involved supporting informants including teachers majoring in OTKP and the Special Job Exchange (BKK) of SMKN 2 Jakarta. Then an in-depth interview with the informant was conducted from June 17, 2026 to June 19, 2026.

All data collected were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014) through four stages, namely data collection, data condensation, presentation of data in the form of descriptive narratives, and conclusion drawing and verification. This analysis process is dissected using the framework of Pierre Bourdieu's theory of cultural capital which includes three main dimensions: embodied state (internalized disposition), objectified state (physical objects such as works and certificates), and institutionalized state (formal diploma qualifications). These three dimensions are used comprehensively to analyze the forms of cultural capital owned by OTKP SMKN 2 Jakarta alumni and their role in responding to the world of work.

4. Results and Discussion

Formation of Cultural Capital of OTKP Alumni During the Education Process

Cultural capital is a non-economic resource that influences individuals' social position and includes language skills, mindsets, knowledge, habits, and the ability to understand particular social environments (Bourdieu, 1986). In the context of vocational education, schools not only function as a place for knowledge transfer, but also as a space that forms various cultural capital that students need to face the world of work. Based on the results of interviews with six alumni and three informants from the school, it was found that the formation of the alumni cultural capital of the Office Automation and Governance Expertise Program (OTKP) took place through a learning process, habituation of work culture, Field Work Practice (PKL), competency certification, and cooperation with the business world and the industrial world. This process forms embodied cultural capital, and is supported by objectified cultural capital and institutionalized cultural capital that complement each other in preparing alumni to enter the world of work.

Embodied Cultural Capital in the Formation of Alumni Cultural Capital

The results of the study show that the educational process in the OTKP Expertise Program not only forms the technical competence of office administration, but also produces various skills and work characteristics inherent in alumni. Communication skills, public speaking, work ethics, discipline, professionalism, the ability to work together, and adaptability are the skills that alumni feel the most benefits after entering the world of work. These abilities are obtained through the learning process in the classroom, habituation of work culture, and various practical activities designed to resemble working conditions in the industrial world.

One of the alumni explained that the benefits of learning at OTKP are not only felt in mastering office administration materials, but also in skills that are still used today.

> "*The hardest thing until now is public speaking and work ethics. From school, I also got used to paying more attention to small details when working*." (CB, Interview, 2026).

The findings are also supported by the results of interviews with other alumni who stated that communication skills, discipline, professionalism, cooperative skills, and adaptability are still used in their work even though some work in fields that are not fully in accordance with OTKP's competencies (Sulistiobudi et al., 2023). This shows that the learning process at OTKP not only produces technical competence, but also forms dispositions, values, and work habits that continue to be inherent after graduation.

In Pierre Bourdieu's perspective, communication skills, work ethics, discipline, professionalism, and adaptability are embodied forms of cultural capital because they are cultural capital embedded in individuals through the educational process. This finding is in line with previous research which explained that vocational education plays a role in forming non-technical skills as a provision to enter the world of work (Tsaqib et al., 2025). Communication, adaptability, and work ethics are part of employability skills that support the work readiness of vocational school graduates (Metris et al., 2026).

Objectified and Institutionalized Cultural Capital in the Formation of Alumni Cultural Capital

In addition to forming the abilities inherent in alumni, the educational process in the OTKP Expertise Program is also supported by various learning facilities and formal recognition of students' competencies. Practical laboratories, teaching factories, industrial classes, Field Work Practices (PKL), as well as cooperation with the business world and the industrial world provide opportunities for students to gain learning experiences that are close to the real working conditions. On the other hand, competency certificates, street vendor certificates, and diplomas are a form of formal recognition of the abilities that students already have.

This was strengthened by Mrs. Sukarti's explanation who explained that schools provide various programs to support students' work readiness.

> *"Grade XII students will take a competency test through LSP. If declared competent, they get a BNSP certificate. In addition, there are teaching factories, industrial classes, guest teachers, and street vendors for six months so that students are better prepared to enter the world of work*." (S, Interview, 2026).

This information is also supported by the experience of alumni who stated that learning facilities, street vendor experience, and competency certificates help them understand work culture as well as being an added value when entering the world of work. Thus, practical laboratories, teaching factories, and various learning facilities can be understood as a form of objectified cultural capital because they are a means of supporting the formation of student competencies. Meanwhile, diplomas, street vendor certificates, and competency certificates are a form of institutionalized cultural capital because they provide formal recognition of the competencies possessed by alumni.

These findings are in line with research which explained that learning facilities, practical experience, and competency certification have an important role in increasing the work readiness of vocational school graduates (Walidaini, 2020; Wardoyo et al., 2024; Kusnaeni et al., 2016).

The Role of Cultural Capital of OTKP Alumni in Responding to the World of Work

In addition to being formed during the educational process, the cultural capital owned by OTKP alumni also plays an important role when they enter and undergo the world of work. This cultural capital is used differently, both by alumni who work in the field of office administration and those who work outside the field, and helps them face various challenges during the transition from education to the world of work. The results of the interviews show that the cultural capital obtained by

alumni while studying at OTKP is still used in the world of work. The cultural capital in question is not only in the form of technical skills, such as filing, correspondence, and mastery of Microsoft Office, but also communication skills, discipline, work ethics, and the ability to adapt to the work environment. Alumni who work according to their majors, such as Alya (Finance Staff), Lisya (Admin Order Coordinator), and Fahra (Archives Management Expert), stated that the materials learned while at OTKP, especially archiving, document administration, and mastery of Microsoft Office, are still relevant and directly used in their work. The three also emphasized that the experience of street vendors gives a real picture of the work situation so that the transition process to the world of work becomes easier.

Meanwhile, alumni who work outside the administrative field continue to take advantage of the cultural capital acquired during school, albeit in a different form. Sali, who now works as a live host as well as a warehouse at an online store, admits that OTKP's communication and public speaking skills have helped her a lot when marketing products directly: "The lessons learned at OTKP are useful for work." (S, Interview, 2026). A similar pattern can be seen in Chae (a store crew in a playground) and Agung (Office Boy at BCA), who despite working in fields that are not entirely in line with their majors, still rely on communication skills, public service, discipline, and adaptability formed during school. If analyzed using Bourdieu's theory, these findings show that the cultural capital formed by schools is flexible and can be converted to different types of work. Alumni who work according to their majors use administrative competencies directly, while alumni who work outside the administrative field make more use of soft skills that are also formed during the educational process. These findings show that vocational education not only produces technical skills, but also disposition, and work habits that are important capital for alumni to adapt in various work environments.

Challenges and Strategies for Alumni Adaptation in the World of Work

Even though the cultural capital they have is quite helpful, every alumnus still faces challenges when they first enter the world of work. Most informants admitted that the challenge was not due to a lack of technical skills, but rather to having to adjust to the new work environment, different work cultures, faster work rhythms, and greater responsibilities.

Chae, for example, had to adjust to colleagues, company rules, and how to communicate with customers when starting to work as a store crew, and assessed that OTKP alumni need to continue to improve their communication skills, friendliness, and self-control. Fahra also admitted that it takes time to understand the work system and organizational culture in her workplace, even though the administrative materials learned at OTKP are quite helpful. Meanwhile, Lisya and Alya face more challenges in the form of work targets and responsibilities that are much greater than when practicing at school, so they are required to work faster and more thoroughly. Different from other informants, Sali admitted that he did not experience any significant obstacles because from the beginning he had prepared mentally to work immediately after graduation, but he still considered mental readiness as an important provision for OTKP graduates. The challenges faced by the alumni are actually more related to the self-adjustment process than the lack of technical skills. Communication skills help them build relationships with colleagues and customers alike, while discipline, rigor, and administrative management skills help them adjust to the demands of a more structured job (Forrier et al., 2018). This condition is in line with Bourdieu's concept of cultural capital, which emphasizes that cultural capital is not only in the form of knowledge and skills as educational results, but also the habits, ways of thinking, attitudes, and values that shape the way a person acts in a

particular social environment.

The explanation of these alumni is also in line with the view of the OTKP teacher, Mrs. Sukarti, that learning at OTKP does not only focus on mastering administrative materials, but also accustoming students to understanding work culture, following SOPs, maintaining communication ethics, and being professional through practical activities, teaching factories, competency certification, and street vendors. Thus, the cultural capital obtained by alumni during school is a provision that helps them respond to various situations, adjust to the work environment, and survive and develop in the world of work, both in suitable and incomplete jobs in the field of OTKP.

5. Closing

This study explores the cultural capital possessed by alumni of the Office Automation and Office Governance (OTKP) program at SMKN 2 Jakarta and its role in preparing them for the world of work. Drawing on Pierre Bourdieu's theory, the study identifies three interconnected forms of cultural capital. The first is the **embodied state**, which includes communication skills, discipline, work ethics, responsibility, professionalism, and adaptability that become part of the alumni's personal dispositions. The second is the **objectified state**, represented by tangible assets such as competency certificates, Field Work Practice (PKL) certificates, and other supporting documents that demonstrate technical competence and practical experience. The third is the **institutionalized state**, reflected in formal educational qualifications, including diplomas and professional certifications, which provide official recognition of graduates' competencies and increase their credibility in the labor market. The study further reveals that cultural capital plays a significant role in helping alumni respond effectively to workplace demands.

These findings demonstrate that vocational education contributes not only to the development of technical expertise but also to the formation of cultural capital that supports graduates' long-term employability and career adaptability. Enhancing Field Work Practice (PKL), teaching factory programs, competency certification, and partnerships with industry is also recommended to provide students with more authentic workplace experiences. Students and alumni should actively cultivate both technical and interpersonal competencies to improve career readiness. Future research is recommended to involve more diverse participants, compare different vocational programs, or investigate the long-term relationship between cultural capital and career success. As this research employed a qualitative case study focusing solely on OTKP alumni at SMKN 2 Jakarta, its findings are limited to the specific context of the institution and may not be generalized to all vocational education settings.

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