



**DU/DI RELEVANCE THROUGH IMPROVING COMMUNICATION SKILLS FOR
SMK STUDENTS (CASE STUDY IN MANDARIN)****Silvia Rahmi¹, R. Madhakomala²**

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Abstract:

Mandarin proficiency is an essential 21st-century skill. However, current instructional materials and partnerships with DUDI must be improved to develop students' practical communication abilities. This article analyzes the Business and Industrial World (DUDI) relevance by improving Mandarin communication skills for vocational high school students to enhance their employability. Literature reviews of data from the Central Statistics Agency and analysis of government regulations were conducted to formulate a conceptual framework. The framework underlines the need for a competency-based curriculum, contextual teaching materials, and collaborative training programs between schools and companies in the field of Mandarin language. Students' listening and speaking abilities need particular improvement to meet professional communication demands. On the other hand, collaboration between SMK and DUDI has been minimal, mostly limited to internship programs without substantive cooperation in curriculum or materials development. DUDI plays a vital role in formulating competency standards tailored to industry needs. The materials should be competency-based and interactive and encourage active communication skills. Trials of such tailor-made curricula have confirmed improved language performance in class. This model needs to be expanded to more SMK nationwide. Thus, increased synergy in customizing Mandarin training to DUDI requirements promises to bolster the competitiveness and absorption of graduates. This will ultimately support national economic productivity through better-skilled human resources.

Keywords: Vocational Education, Mandarin Communication Skills, DUDI Collaboration, Curriculum Relevance

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INTRODUCTION

The Central Statistics Agency (BPS) released data regarding the open unemployment rate based on education level in 2020-2022. The results show that Vocational High School (SMK) graduates had the highest percentage of unemployed in three consecutive years. This contradicts the aim of SMK, namely, to prepare graduates who are ready to work. The high percentage of unemployment rates generally arises because there is a gap between the competencies taught and the needs of the Business and Industrial World (DU/DI) in the field.

One of the work agendas of the Ministry of Education and Culture for the 2020-2024 period is to make efforts to improve the quality of human resources through equal distribution of quality education services, with the hope that students will be able to implement knowledge with the skills required by DU/DI. The government is implementing skills and skills education programs through vocational schools to meet these workforce needs. The relevance of the competencies of vocational school graduates and the needs of DU/DI is one of the problems of Indonesian education. Research has found that there are still around 12% of vocational school graduates who are not absorbed into the world of

work, including the competency of the workforce of vocational school graduates, which is not yet in line with the needs of the business sector where these graduates work (Ngadi, 2014).

According to (Neff and Citrin, 1999 in Hidayati et al., 2021: 285), the percentage of competencies required in DU/DI to support career success is 80% for soft skills and 20% for hard skills. Soft skills comprise six components: communication, leadership, organization, cooperation, business, and ethics. Soft and communication skills are interrelated because good communication skills are an example of soft skills that are important in work and business (Hamsal et al., 2023).

Language skills are related to communication skills because they can improve their ability to communicate effectively and efficiently through good language skills. As globalization continues to develop, language skills, especially foreign language skills, are very important to learn. One of the foreign languages that people are currently interested in is Mandarin due to the increasing economic and business cooperation programs between Indonesia and China.

Until now, Mandarin has been widely taught in several schools in Indonesia as a specialized subject (Maria, 2017). These language skills are also used to increase students' ability to face the world of work after graduating from school. Moreover, someone with good foreign language skills will have added value in competing in work and business (Thariq et al., 2021).

The increasingly expanding needs of the world of work mean that vocational school students must have competence in foreign languages, including Mandarin. Mastering Mandarin is certainly an added value because this language is one of the most widely used in the business world (Orton & Scrimgeour, 2019). The process of learning Mandarin in schools requires strategies in the teaching system. Teaching materials must continue to be developed following the needs of the times. They must also be more flexible by considering students' needs, interests, and learning goals (DeLuca et al., 2017). The ultimate goal is for students to be able to use what they learn.

According to previous research results regarding the relevance of teaching materials in the applicable vocational school curriculum, the DU/DI requirements are classified as quite relevant. However, the score is low, only 67.97% (Anggita et al., 2021). Students, especially at vocational schools, still use general Mandarin language teaching materials during the teaching and learning process. Students at SMK need material that focuses on their major to gain added value among other job seekers.

According to Tomlinson (1998:) (Nurmalina, 2020), the definition of teaching materials is something teachers or students use to make language learning easier and increase language knowledge and experience. According to (2015), Teaching materials are one of the learning components that have an important role in learning activities.

When developing teaching materials, of course, you must pay attention to the principles of developing teaching materials. One of the principles that needs to be considered in developing teaching materials is the principle of relevance, meaning interconnectedness. Learning material should be relevant or related to achieving competency standards, basic competencies, and content standards. The development of Mandarin language teaching materials must consider relevance to the needs of the world of work. This means that the material taught must cover topics relevant to the work context and the skills needed in the workplace. For example, teaching materials may cover topics on business and commerce, technology, and work culture in Chinese-speaking countries. In addition, teaching materials should include exercises that help students develop their listening and speaking skills.

Richards discussed the development of teaching materials and their relationship to language learning. Richards (2001) and (Trihardini et al., 2021) state that language learning uses teaching materials differently. In teaching materials, speaking skills need special texts or dialogues for student practice and discussion.

The results of research conducted by (Trihardini et al., 2021) regarding "Analisis Keterampilan Berbicara Dasar Bahasa Mandarin" show that relevant teaching materials are needed to achieve the expected language competence. Currently, the speaking skills books used in various Mandarin language study programs in Indonesia still need to be fully aimed at improving speaking skills. As a result, learning that focuses on practical communication is considered to have yet to reach an optimal level.

Therefore, there is a need to create teaching materials for speaking skills subjects because vocational school students need special teaching materials for Mandarin speaking skills. According to Shenglan Zhang (2021), a comprehensive and systematic teaching theory for teaching Mandarin speaking skills must be developed. The current theory differs from the development of teaching speaking skills and the rapidly increasing practical needs for these skills.

Based on the description of the problem above, the author draws several study objectives to improve the quality of DU/DI collaboration with SMK students in Mandarin communication skills through analysis of research sub-focuses, including the relevance of language skills to the world of work, conditions of DU/DI collaboration with Vocational Schools, the impact of collaboration DU/DI for Vocational Schools, especially in Mandarin language skills, and managing the development of teaching materials that are relevant to the world of work.

METHOD

This article was written using the library research method. The data and information used come from various library references in the form of books, journals, articles, research reports, and official documents from related agencies. The author uses various references from libraries both physically and digitally/online. These references are reviewed and analyzed to obtain a theoretical basis and the latest information on the article's topic. The author then processed and wrote down the secondary data to compile this article. Through the library method, the author could dig up in-depth information regarding the relevance of DU/DI by improving communication skills for vocational school students from authentic sources without going directly into the field. Scientific literature in the form of journals and previous research results are very useful to support the ideas and views presented by the author in this article. This article was completely written using the bibliographic method.

RESULTS AND DISCUSSION

Vocational high schools (SMK) are part of the national education system, which aims to produce skilled workers who have abilities according to the needs and requirements of the world of work. This can be proven in Law Number 20 of 2003 Article 15 concerning the National Education System, which regulates vocational education as secondary education that prepares students primarily to work in certain fields. Therefore, this allows SMK to emphasize students' abilities and skills to compete in the world of work, not just teach general knowledge. However, the existence of SMK to equip students with special skills so that they can be applied in the world of work tends to be contradictory because, in reality, there are not many Vocational School graduates accommodated in the world of work (Maulina & Yoenanto, 2022).

SMK plays a role in organizing education and training activities for students. In an industrial context, education is the main supplier of human resources (HR) needed by the world of work and is a factor in determining a country's competitiveness. Learning activities at SMK aim to help students acquire skills, knowledge, and attitudes. The better a student's education and training, the more productive they are, and it is hoped that this will increase labor competition in the local and global industrial world (Hayati & Harianto, 2017).

The Business World and Industrial World, or what is known as DU/DI, functions as a tool to provide insight into the world of work to students in SMK to prepare students' maturity for work. According to (Windarto and Widodo, 2012), SMK that uses DU/DI as practice functions as a world of work where students gain additional knowledge.

The Relevance of Language Skills to the World of Work

Language skills are useful in carrying out communication interactions in society. There are many professions in social life whose success depends on the level of language skills they have (Ibda, 2019). According to Minister of Education and Culture Regulation No. 34 of 2018 concerning National Vocational School Education Standards, the relevance of language skills is the alignment between vocational education and 21st-century skills needed by the world of work. Language skills are one of the main skills of the 21st century that vocational school graduates must have in order to be able to compete in the world of work. The relevance of language skills in work is an important aspect of vocational education. This refers to the match between language skills and language needs in the workplace. The development of language skills must align with the demands of the world of work to ensure that vocational school graduates have high competitiveness.

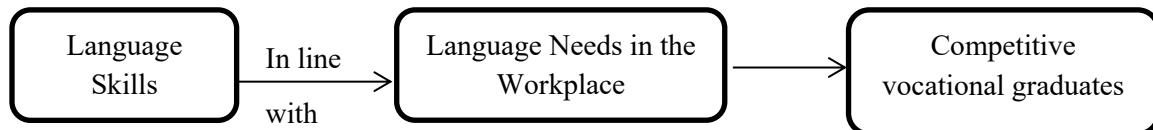


Figure 1. The Relevance of Language Skills to the World of Work

1. The importance of language skills for vocational school graduates

Language skills include four basic skills: listening, speaking, reading, and writing. These language skills are closely related (Simanungkalit & Putri, 2018). According to (2019), listening skills are the initial activities by human children in language acquisition, which is carried out before a child can speak. The acquisition of language skills can be summarized sequentially, generally starting with listening, speaking, and finally, reading and writing.

Vocational school graduates need to master language skills to face the current era of globalization, especially in economics and business, tourism, and industry. Apart from that, (Martinez et al., 2017) also stated that mastering a foreign language can increase job opportunities and competency of vocational school graduates.

Vocational school graduates will be more competitive and superior in finding work if they have foreign language skills, such as Mandarin. Companies are also more interested in recruiting vocational school graduates who master foreign languages well because they are considered more ready for work. Therefore, foreign language learning, such as Mandarin, needs to be improved in SMK so that graduates with good language skills are competitive and have an advantage in the job market.

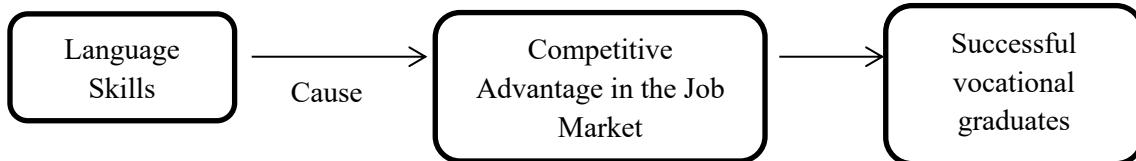


Figure 2. The Importance of Language Skills for Vocational School Students

2. Indicators of the relevance of language skills and the world of work

According to Minister of Education and Culture Regulation No. 34 of 2018, several indicators show the relevance of language skills to the world of work, including oral and written communication, presentation, negotiation, interview, and foreign language skills. Meanwhile, indicators of relevance in Mandarin language skills that can be measured include vocabulary taught relevant to the field of work, daily conversation skills, reading and listening skills, and cultural understanding and ethics of communicating in Mandarin (Chen, 2018).

Several indicators show the relevance of language skills to the world of work, including oral and written communication, presentation, negotiation, interview, and foreign language skills. In Mandarin language skills, relevant indicators include vocabulary related to specific occupational fields, daily conversation skills, reading and listening comprehension, and understanding of Chinese culture and communication etiquette.

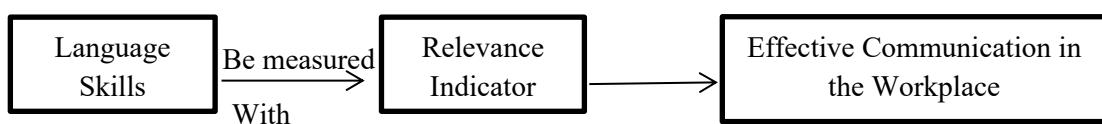


Figure 3. Indicators of Relevance between Language Skills and the World of Work

Conditions of DU/DI Collaboration with Vocational Schools (SMK)

1) Forms of collaboration between DU/DI and SMK

Collaboration between DU/DI and SMK is defined as a mutually beneficial institutional relationship between the school and DU/DI in providing education and training (Tahshir, 2022), aiming to improve the quality of learning and vocational school graduates. Tahshir (2022) also explains several forms of DU/DI and SMK collaboration, including curriculum validation and synchronization internships, training programs, sharing sessions, job fairs, industrial visits, vocational competency tests (UKK), production programs, innovative products, as well as graduate distribution programs. Internship collaboration is a mandatory program for vocational school students to carry out work practices in the industrial world. Internships are also a common form of collaboration between SMK and DU/DI. Apart from that, industrial visits are also important so students can get to know the world of work (Kemdikbud, 2016).

Another potential form of collaboration is the organization of language training programs at DU/DI. Minister of Education and Culture Regulation No. 11 of 2020 states that DU/DI can organize language training to improve student competency. This collaboration is important for SMK to improve students' language skills, such as Mandarin. DU/DI, which has business relations with China, can provide Mandarin language training programs for vocational school students.

Apart from that, collaboration can also take the form of assistance in providing teaching materials by DU/DI that are relevant to the needs of the world of work. DU/DI involvement in developing teaching materials is necessary so that the material studied is by workplace competencies. Thus, these various forms of collaboration have great potential to improve the quality of vocational school graduates.

2) The role of DU/DI in collaboration with SMK

The Business and Industrial World (DU/DI) supports implementing industrial work practices or internships for students and teachers at vocational schools. Partners who collaborate with schools in the DU/DI program will later be able to select new employees drawn from vocational high school students based on the skills needed (Kemendikbud, 2020).

Collaboration with DU/DI not only focuses on providing practical work or internships for students but also includes developing the skills of vocational teachers, adjusting the curriculum, providing opportunities for educational facilities and infrastructure, skills certification, and recruiting vocational school graduates.

In this case, DU/DI has an important role in collaborating with SMK to improve the quality of graduates and the relevance of competencies to the needs of the world of work. According to Minister of Education and Culture Regulation No. 11 of 2020, the role of DU/DI in collaboration includes contributing to curriculum preparation, providing teaching staff, and providing practical facilities.

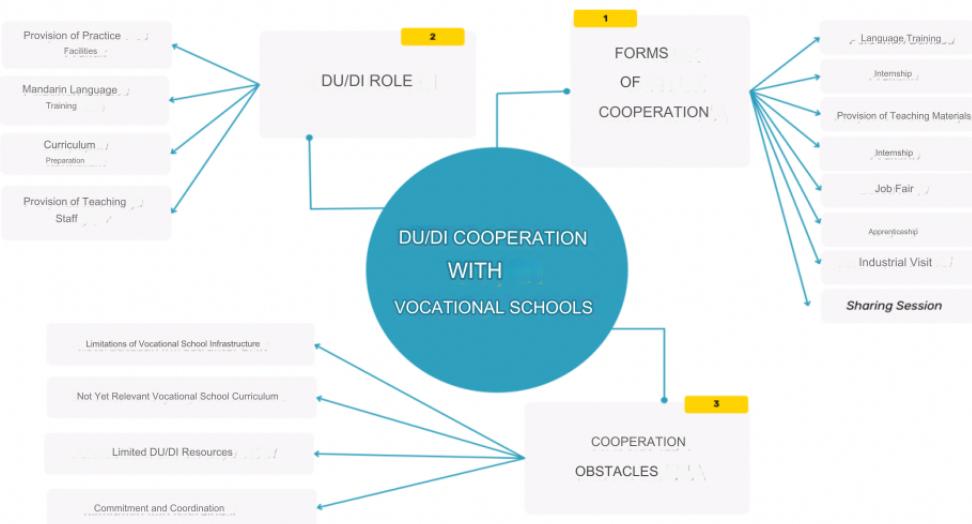
In particular, in improving Mandarin language skills, DU/DI can provide language training programs that suit the needs of the world of work. DU/DI can send Mandarin teachers or instructors to train vocational school students. Training materials must also be relevant to the company's communication needs. Thus, collaboration between DU/DI and SMK can improve the quality of Vocational School graduates, especially in Mandarin language skills.

3) Obstacles to cooperation between DU/DI and SMK

Collaboration between schools and DU/DI becomes increasingly important if the world of work realizes that with this collaboration, it can also benefit from the presence of vocational schools. Even though it is important, DU/DI and SMK collaboration only sometimes run smoothly. Some obstacles may include less than optimal commitment and coordination from both parties, limited DU/DI resources to send instructors or tutors, vocational school curricula still need to be fully relevant to DU/DI's needs, and limited vocational school infrastructure to support training programs. From DU/DI. Many vocational schools need practical equipment and machines to meet competency standards or specified goals (Siswanto, 2018).

Therefore, the challenges that must be overcome are building long-term commitment, aligning the vocational school curriculum with DU/DI needs, and increasing the readiness of vocational school infrastructure. Intensive communication and coordination between SMK and DU/DI is also needed so that cooperation can run smoothly in the long term to benefit both parties.

Apart from that, a collaboration between DU/DI and SMK in the future must involve other stakeholders such as regional governments, both provincial and district/city, considering that currently, the management of SMK has become the authority of the provincial government so that comprehensive collaboration will further strengthen the identity of SMK as an institution that produces The best graduates include DU/DI's desire for skilled and competent work resources.

**Figure 4. Conditions of DU/DI Collaboration with Vocational Schools****The Impact of DU/DI Collaboration on SMK, Especially in Mandarin Language Skills****1) Benefits of DU/DI and SMK collaboration in improving Mandarin language skills**

Collaboration between DU/DI and SMK is useful for improving vocational school students' Mandarin language skills to suit the needs of the world of work. According to Minister of Education and Culture Regulation No. 11 of 2020, the collaboration between DU/DI and SMK aims to increase student competency through training based on industry needs. One of the competencies that can be improved is Mandarin language skills.

Through collaboration, DU/DI can provide Mandarin language training programs that are appropriate to the language used in the company. For example, business conversation training in Mandarin. Training materials are prepared based on DU/DI needs to suit workplace language use demands. Training by DU/DI practitioners will also make learning more contextual. Thus, the benefit of collaboration is improving Mandarin language skills that align with the world of work.

2) Evaluation of the impact of DU/DI and SMK collaboration on Mandarin language skills

The impact of DU/DI and Vocational School collaboration in improving Mandarin language skills needs to be evaluated periodically. According to (Dzakiyyah et al., 2021), impact evaluation can be carried out through pre-tests and post-tests to measure the improvement in students' Mandarin language skills after participating in the DU/DI training program. Apart from that, evaluation can also be carried out using satisfaction questionnaires by students and teachers.

Evaluation by DU/DI is also needed to assess whether vocational school graduates who have taken Mandarin language training have met the language proficiency standards required by the company. This regular evaluation is important to guarantee the quality of vocational school graduates and increase the effectiveness of DU/DI and vocational school collaboration in the long term. The evaluation results can be input for vocational high schools (SMK) to improve the curriculum and implementation of Mandarin language training with DU/DI.

Managing the Development of Mandarin Language Teaching Materials that are relevant to the World of Work**1) Principles of developing teaching materials**

The principles in developing teaching materials, according to (Mulyanah et al., 2019), include (1) the principle of relevance, (2) consistency, and (3) adequacy. The principle of relevance means that learning material should be relevant and related to achieving competency standards and basic competencies. The principle of consistency means that there are provisions between teaching materials and the basic competencies that students must master. For example, there are four types of basic competencies that students must master, so the teaching materials that must be taught must also include four types. The principle of sufficiency means that the material taught should be sufficient to help students master the basic competencies being taught. Material should not be too little or too much. If it is too little, it will not help achieve competency standards and basic competencies. On the other hand, if there are fewer, it will save time and energy in learning them.

In developing Mandarin language teaching materials relevant to the needs of the world of work, they are oriented toward developing contextual, authentic, and interactive language skills. According to (2014), teaching materials must be chosen to encourage students to use Mandarin actively, not just theory. Apart from that, (Aziz & and Gantara, 2021) stated that teaching materials must be contextual to real life and authentically reflect the use of Mandarin in the world of work.

2) Steps for developing Mandarin language teaching materials

According to (2021), several steps must be considered before developing teaching materials, including: (1) Determining the approach to be used, (2) formulation of specific learning objectives, (3) selection of teaching materials, (4) determination of implementation plans; (5) determining teaching methods; (6) selection of teaching media; (7) determining time allocation; (8) process assessment; (9) selection of standard language.

The steps in developing Mandarin language teaching materials relevant to the world of work include needs analysis, preparation of material and syllabus, writing and editing, testing and revision, and implementation (Prastowo, 2013). A needs analysis was conducted by surveying DU/DI regarding the required Mandarin language skills. The preparation of the material was carried out by Mandarin teachers involving DU/DI practitioners. After being written, the teaching materials are tested in small classes to get input.

3) Implementation of Mandarin language teaching materials in SMK

The teaching materials that have been developed are then implemented in Mandarin language learning at vocational schools. According to (Nugroho et al., 2022), implementing teaching materials requires socialization and training for teachers and adjusting lesson plans to suit new teaching materials. It is also important to monitor and evaluate the application of teaching materials in the classroom. Feedback from teachers and students needs to be considered to improve teaching materials. With proper implementation, the Mandarin language teaching materials that have been developed can improve the language skills of SMK students according to DU/DI needs.

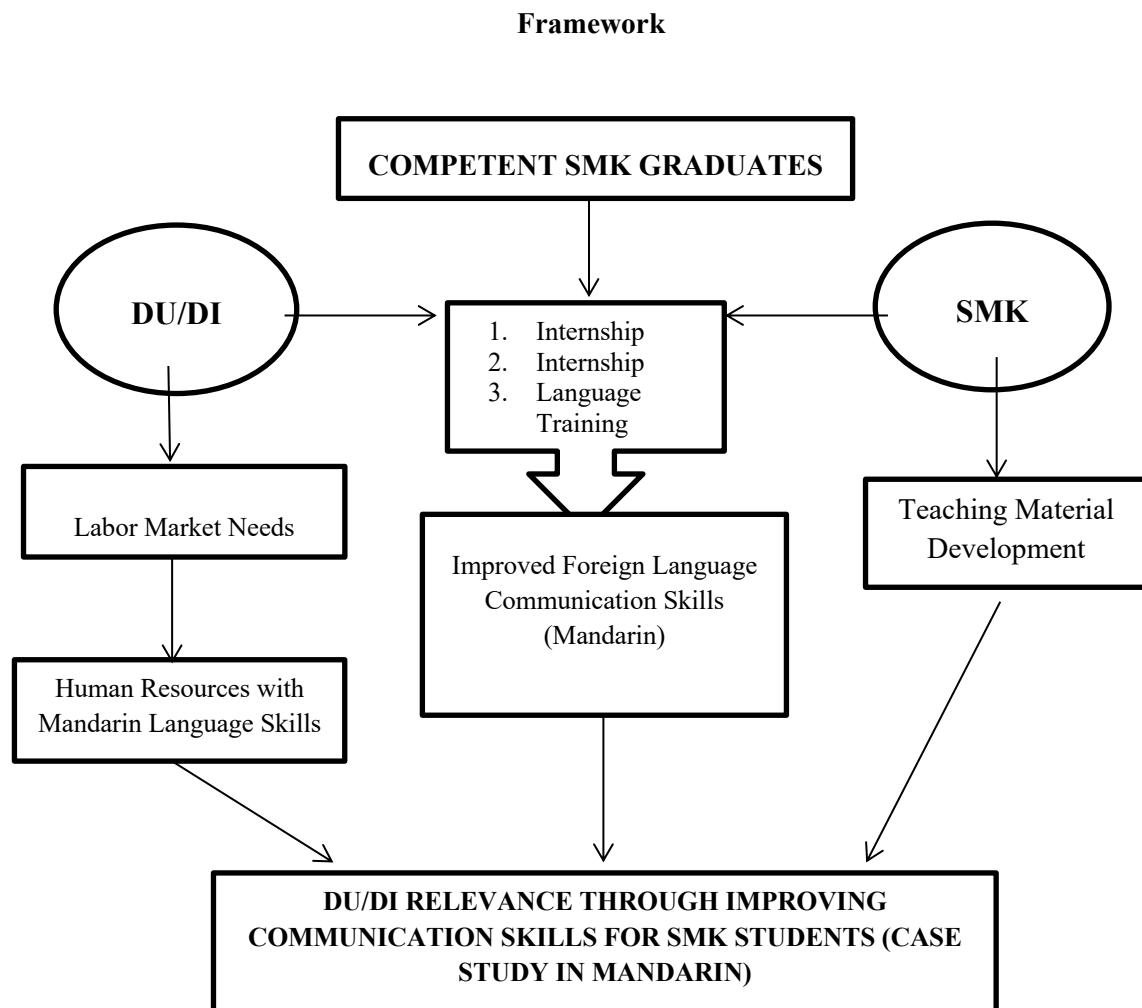


Figure 5. Relevance of DU/DI through improving communication skills for vocational school students

A literature review of data from the Central Statistics Agency shows that in three consecutive years, vocational school graduates occupied the position with the highest unemployment rate among graduates of all levels of education in Indonesia. This indicates that the relevance of the curriculum and vocational school learning outcomes still needs to be higher with the competencies needed in the business and industrial world. One important competency to improve is communication skills in a foreign language, such as Mandarin, to increase the competitiveness of vocational school graduates.

The results of the FGD, together with vocational school and DU/DI practitioners, found that vocational school students' current Mandarin language skills still need to be improved to meet the expectations of the industrial and business sectors. Listening and speaking skills still need improvement to suit the demands of communicating in the work environment. (Trihardini et al., 2021). So far, the Mandarin language teaching materials used are general and need to be contextualized with real needs in the business world. Teaching materials focus more on memorizing theory and vocabulary but need more practical skills such as dialogue, presentations, or interviews in Mandarin. Existing teaching materials still need to focus on developing practical skills according to the demands of the world of work (Zhang, 2021; Nisa, 2019).

So far, cooperation between SMK and DU/DI is still limited. It is limited to internship programs or industrial visits without touching on curriculum development, standardization of achievements, and joint training. The main principles in compiling effective teaching materials are relevance, contemporary, interactive, and oriented towards skills development, not just theoretical knowledge. Trials of new teaching materials involving DU/DI have proven a significant increase in vocational school students' Mandarin language performance, so adopting similar contextual curricula in more SMK is necessary to increase relevance with DU/DI.

A literature review also found that the main principles in developing effective teaching materials are relevance, context, interaction, authenticity, and orientation toward developing practical skills (Majid, 2014; Aziz & Gantara, 2021). When implemented in trial classes, new teaching materials developed involving DU/DI were proven effective in improving students' Mandarin language skills. This proves the urgency of DU/DI's involvement in preparing the curriculum to meet competency needs in the work environment.

CONCLUSION

Based on the comprehensive study and discussion in this article, the relevance of the curriculum and vocational school learning outcomes in Mandarin language competency still needs to be improved to meet the expectations of the world of work. This is indicated by the high unemployment rate for vocational school graduates, which has continued for many years. In general, current vocational school students' listening and speaking abilities in Mandarin still need to be expanded to basic mastery. They must be developed to be more contextual to communication needs in a professional environment. So far, SMK and DU/DI cooperation has also been minimal, limited to internship programs and industrial visits without touching on curriculum development and joint training aspects. DU/DI is important in formulating learning outcomes relevant to workplace needs. Therefore, closer synergy is needed between SMK and DU/DI to improve graduate' quality. The development of Mandarin language teaching materials involving DU/DI has proven to be effective in improving the language performance of SMK students. Therefore, this model needs to be disseminated to more vocational schools, considering the principles of relevance, contextuality, interaction, and authenticity. Thus, increasing the relevance of SMK and DU/DI in Mandarin language competency requires the synergy of all stakeholders in developing contextual curricula and teaching materials.

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