

COLLABORATIVE ORGANIZATIONAL DEVELOPMENT MODEL FOR EFFECTIVE SMK–INDUSTRY LINK AND MATCH: SYSTEMATIC REVIEW

Abdul Marta Nurdn¹, Sholeh Hidayat², Lukman Nulhakim³

Universitas Sultan Ageng Tirtayasa^{1,2,3}

e-mail: martaprojek73@gmail.com¹

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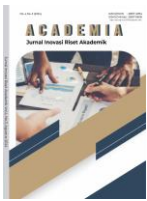
ABSTRAK

Kesenjangan antara kompetensi lulusan pendidikan vokasi dan kebutuhan dunia industri masih menjadi tantangan dalam mewujudkan efektivitas hubungan dan kesesuaian (link and match) antara sekolah dan dunia kerja. Penelitian ini bertujuan mengembangkan model pengembangan organisasi berbasis kolaborasi yang dapat memperkuat kemitraan antara Sekolah Menengah Kejuruan (SMK) dan industri dalam konteks Technical and Vocational Education and Training (TVET). Penelitian menggunakan metode Systematic Literature Review (SLR) dengan mengikuti pedoman Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Data diperoleh dari basis data Scopus dan Publish or Perish (PoP) menggunakan kata kunci yang berkaitan dengan pengembangan organisasi TVET, kemitraan sekolah–industri, dan pembelajaran berbasis kerja. Proses seleksi dilakukan melalui tahap identifikasi, penyaringan, kelayakan, dan inklusi. Dari 81 artikel yang teridentifikasi, diperoleh 20 artikel yang memenuhi kriteria untuk dianalisis. Hasil kajian menunjukkan bahwa keberhasilan hubungan dan kesesuaian antara sekolah dan industri dipengaruhi oleh struktur organisasi yang jelas, kepemimpinan kolaboratif, budaya organisasi yang terbuka, peningkatan kapasitas guru dan mentor industri, integrasi kurikulum, praktik penilaian kolaboratif, serta sistem pemantauan dan evaluasi yang berkelanjutan. Temuan penelitian menunjukkan bahwa pengembangan organisasi berbasis kolaborasi merupakan strategi yang efektif untuk meningkatkan kualitas pendidikan vokasi, memperkuat kemitraan sekolah–industri, dan meningkatkan kesiapan kerja lulusan. Model yang dihasilkan memberikan kontribusi konseptual bagi penguatan implementasi link and match dalam pendidikan dan pelatihan kejuruan.

Kata kunci: *Penilaian Kolaboratif, Inovasi Dalam Pendidikan Vokasi, Keterkaitan Dan Pencocokan, Pengembangan Organisasi, SMK, Pendidikan Vokasi, Pembelajaran Berbasis Kerja.*

ABSTRACT

The gap between vocational education graduates' competencies and industry needs remains a major challenge in achieving effective link and match between schools and the workplace. This study aims to develop a collaboration-based organizational development model to strengthen partnerships between vocational high schools and industry within the context of Technical and Vocational Education and Training (TVET). The study employed a Systematic Literature Review (SLR) following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Data were collected from the Scopus and Publish or Perish (PoP) databases using keywords related to TVET organizational development, school–industry partnerships, and work-based learning. The selection process involved identification, screening, eligibility, and inclusion stages. Of the 81 articles initially identified, 20 articles met the



inclusion criteria and were analyzed. The findings indicate that effective school–industry alignment is influenced by clear organizational structures, collaborative leadership, open organizational culture, the capacity of teachers and industry mentors, curriculum integration, collaborative assessment practices, and sustainable monitoring and evaluation systems. The study concludes that collaboration-based organizational development is an effective strategy for improving vocational education quality, strengthening school–industry partnerships, and enhancing graduates' employability. The proposed model provides a conceptual contribution to reinforcing the implementation of link and match within Technical and Vocational Education and Training (TVET).

Keywords: *Collaborative Assessment, Innovation In Vocational Education, Link And Match, Organizational Development, SMK, Vocational Education, Work-Based Learning.*

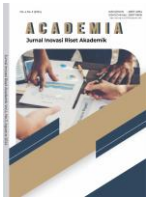
PENDAHULUAN

Technical and Vocational Education and Training (TVET) has a strategic role in preparing a competent workforce that meets the needs of industry. Technological developments, digital transformation, and changes in labor market structures require vocational education institutions to produce graduates who are adaptive to changes in the work environment. In this context, the relationship and alignment (link and match) between schools and industry become important factors in increasing the relevance of vocational education. Nykänen et al. (2022) explain that effective collaboration between schools and workplaces can improve the quality of learning and strengthen the connection between the competencies taught and industry needs. Therefore, strengthening school–industry partnerships is one of the main strategies in developing TVET that is oriented toward labor market demands.

Conceptually, link and match is not only interpreted as curriculum alignment with industry needs but also as a collaborative process involving various stakeholders in developing students' competencies. Paudel and Parajuli (2023) explain that workplace learning provides students with opportunities to gain learning experiences that cannot be fully obtained within the school environment. Through direct involvement in the workplace, students can understand work culture, improve professional skills, and develop competencies relevant to industry needs. This approach demonstrates that the success of vocational education is highly influenced by the quality of interaction between educational institutions and the world of work. Thus, strong partnerships become an important prerequisite for achieving effective link and match implementation.

Nevertheless, various studies indicate that the implementation of link and match still faces several challenges. Samara (2025) revealed that the implementation of work-based learning in vocational education has not been able to generate optimal impacts when it is not supported by a structured collaboration system. In many cases, the relationship between schools and industry remains administrative in nature and is oriented toward fulfilling internship program requirements. This condition causes the learning process in schools and the competency needs of industry to remain insufficiently integrated. As a result, vocational education graduates still face competency gaps that affect their readiness to enter the workforce.

In addition to partnership aspects, the quality of learning is also an important factor in improving the effectiveness of vocational education. Weijzen et al. (2024) explain that collaborative learning can create learning spaces that support the development of future competencies through interaction, reflection, and knowledge exchange. Collaborative learning approaches enable students to develop critical thinking, communication, and problem-solving skills needed in modern work environments. Keryan et al. (2025) add that the integration of



educational innovation in TVET is necessary to enhance the relevance of education to continuously evolving social, economic, and environmental challenges. Therefore, strengthening school–industry relationships must be supported by innovative learning systems that are oriented toward the development of twenty-first-century competencies.

The success of vocational education implementation is not only determined by the quality of learning but also by the ability of organizations to manage change and build sustainable collaboration. Coppe et al. (2023) explain that professional socialization processes and the strengthening of professional networks play important roles in supporting the effectiveness of vocational education environments. Organizations with collaborative cultures tend to be more capable of establishing productive relationships with various external partners. Furthermore, strong organizational capacity enables educational institutions to design, implement, and evaluate partnership programs more effectively. Therefore, organizational development becomes one of the important factors in improving the success of link and match implementation.

Organizational development in vocational education is also highly influenced by the quality of human resources and leadership. Harris et al. (2025) found that psychological capital contributes to individual engagement in the workplace and encourages improvements in organizational performance. Meanwhile, Khalid and Noor (2025) explain that effective leadership plays an important role in addressing the various challenges faced by TVET institutions. Leaders who are capable of building a shared vision and encouraging collaboration among stakeholders will find it easier to create adaptive organizational environments. Therefore, collaborative leadership becomes one of the important components in the organizational development of vocational education.

In the era of digital transformation, vocational education institutions are also required to utilize technology and develop modern learning facilities. Peñate et al. (2024) explain that technological resources make significant contributions to improving service quality and the reputation of vocational schools. The utilization of technology enables learning processes to become more flexible, interactive, and relevant to industry needs. Bakar et al. (2025) emphasize that the modernization of vocational education facilities is an important step in supporting TVET transformation and improving graduate quality. In addition, Kasanah et al. (2025) show that the success of school–industry partnerships is greatly influenced by the ability of institutions to manage relationships and cooperation professionally.

Although various studies have discussed school–industry partnerships, work-based learning, collaborative learning, leadership, and vocational education transformation, most studies still examine these factors separately. Folsom and Awuah (2026) show that workplace experience learning provides significant benefits for the development of students' competencies. However, the study focuses more on workplace learning experiences and has not comprehensively integrated the organizational dimensions of schools. Ramsarup et al. (2024) explain that vocational education requires a more systemic response to various future changes and challenges. Based on these conditions, there remains a research gap in the absence of a model that integrates organizational development, collaborative leadership, work-based learning, collaborative learning, technological support, and school–industry partnerships within a single conceptual framework. Therefore, this study aims to develop a collaboration-based organizational development model to improve the effectiveness of link and match between vocational high schools and industry through a Systematic Literature Review approach. The novelty of this study lies in the development of an integrative model that connects these various

dimensions into a single framework that can be used to strengthen the effectiveness and sustainability of vocational education partnerships with industry.

METODE PENELITIAN

This study employed a Systematic Literature Review (SLR) approach to develop an organizational development model for improving the effectiveness of link and match between Vocational High Schools (VHS) and industry within the context of Technical and Vocational Education and Training (TVET). The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which include the stages of identification, screening, eligibility assessment, and article inclusion. Data were obtained from the Scopus and Publish or Perish (PoP) databases using the keywords “organizational development TVET,” “school-industry partnership TVET,” and “work-based learning TVET.” The inclusion criteria comprised articles published between 2015 and 2026, available in full text, relevant to the research focus, and published in reputable journals. Of the 81 articles initially identified, the screening process involved duplicate removal, title and abstract screening, and eligibility evaluation based on the relevance of the research topic, resulting in 20 articles that met the criteria for further analysis. Data collection was conducted using a structured data extraction sheet containing information regarding the author(s), year of publication, research objectives, research methods, variables examined, and the main findings of each article. Article quality was assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Tool to ensure the validity, reliability, and methodological appropriateness of the sources used. Data analysis was conducted through thematic synthesis techniques, including coding, category grouping, and the identification of major themes that repeatedly emerged in the literature. To enhance the credibility of the findings, the processes of article selection, data extraction, and coding were carried out systematically and re-verified at each stage of the analysis. The synthesis results were subsequently used as the basis for formulating a collaboration-based organizational development conceptual model to strengthen the effectiveness of the relationship between Vocational High Schools (VHS) and industry.

HASIL DAN PEMBAHASAN

Untuk memudahkan pemahaman dan pembacaan, hasil penelitian dideskripsikan terlebih dahulu, dilanjutkan bagian pembahasan. Subjudul hasil dan subjudul pembahasan disajikan terpisah. Bagian ini harus menjadi bagian yang paling banyak, minimum 60% dari keseluruhan badan artikel.

Hasil

The findings of this study were developed based on the synthesis of 20 articles that met the inclusion criteria and successfully passed the quality assessment process. The analysis was conducted to identify factors contributing to the effectiveness of the relationship and alignment (link and match) between Vocational High Schools (VHS) and industry within the context of Technical and Vocational Education and Training (TVET). Through the processes of coding and thematic categorization, several components were identified as consistently emerging across various studies. These components represent organizational aspects that influence the success of school–industry collaboration. These findings were subsequently used as the basis for formulating a collaboration-based organizational development model.

To provide a more systematic overview of the literature synthesis results, the major themes identified are presented in Table 1. These themes were derived from the analysis of

various vocational education contexts characterized by diverse conditions and challenges. Although originating from different environments, the studies analyzed demonstrated relatively consistent patterns of findings. This consistency indicates that certain organizational factors play important roles in strengthening the effectiveness of relationships between schools and industry. The identified major themes are presented as follows.

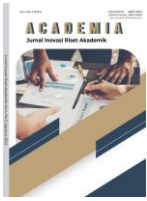
Table 1. Major Themes of Organizational Development

| No. | Major Theme | Focus of Findings |
|-----|---|--|
| 1 | Leadership and Governance | Strengthening vision, coordination, and collaborative decision-making |
| 2 | Organizational Structure | Clarity of roles, functions, and school–industry collaboration mechanisms |
| 3 | Collaborative Culture | Trust, open communication, and shared commitment |
| 4 | Teacher and Mentor Competency Development | Enhancing human resource capacity through training and industrial experience |
| 5 | Work-Based Learning | Integration of workplace experiences into the learning process |
| 6 | Collaborative Assessment | Industry involvement in competency evaluation processes |
| 7 | Pedagogical and Technological Innovation | Utilization of technology and innovative learning methods |
| 8 | Continuous Monitoring and Evaluation | Program improvement based on feedback and routine evaluation |

Table 1 shows that the success of link and match is not determined by a single factor but rather by the interaction of various mutually supportive organizational components. These findings indicate that leadership, organizational culture, and human resource development constitute the primary foundations for establishing sustainable partnerships. In addition, work-based learning and collaborative assessment serve as mechanisms that connect industry needs with educational processes in schools. The presence of pedagogical innovation and continuous evaluation systems further strengthens the effectiveness of program implementation. Therefore, organizational development should be viewed as an integrated system.

The first theme frequently identified in the literature is leadership and organizational governance. The synthesis results indicate that institutions possessing collaborative leadership tend to be more successful in establishing long-term relationships with industry. Effective leadership functions not only as a decision-making mechanism but also as a connector among various stakeholders. Furthermore, clear governance enables coordination processes to operate more effectively, allowing partnership programs to be implemented consistently. Therefore, leadership becomes a strategic factor in strengthening the effectiveness of school–industry relationships.

The subsequent findings highlight the importance of collaborative culture and human resource competency development. An organizational culture that is open to collaboration encourages more effective communication between schools and industry. Under such conditions, teachers and industry mentors have greater opportunities to share experiences and knowledge relevant to labor market needs. The analysis also indicates that enhancing teacher



competencies through training and industrial experience positively impacts the quality of vocational education. Thus, partnership success depends not only on organizational systems but also on the quality of the individuals who operate those systems.

In addition to organizational and human resource factors, the literature also emphasizes the importance of work-based learning and collaborative assessment. Work-based learning enables students to acquire authentic experiences that support the mastery of professional competencies. Meanwhile, collaborative assessment provides opportunities for industry to be directly involved in evaluating student competencies. Such involvement helps ensure that competency standards applied by schools remain relevant to labor market demands. Therefore, these two components become important instruments in strengthening the alignment between educational outcomes and industry requirements.

The final findings indicate that pedagogical innovation, technology utilization, and continuous monitoring and evaluation are supporting factors that enhance the effectiveness of the overall system. Learning innovation helps increase student engagement while expanding access to learning experiences that are relevant to industrial developments. The utilization of technology enables communication, learning, and evaluation processes to be conducted more effectively. On the other hand, continuous monitoring and evaluation help organizations identify weaknesses as well as opportunities for partnership program improvement. Based on all these findings, it can be concluded that the collaboration-based organizational development model is built upon the interrelationships among leadership, organizational culture, human resource competencies, work-based learning, collaborative assessment, pedagogical innovation, and continuous evaluation as a unified and mutually supportive system for improving the effectiveness of link and match between Vocational High Schools (VHS) and industry.

Pembahasan

The findings of the study indicate that organizational development in the context of education and institutional governance requires synergy between internal and external organizational factors. Organizations that are able to adapt to environmental changes tend to have better capacity to achieve established goals. These findings are consistent with the study of Rafi (2025), which explains that the organizational development process within schools requires systematic planning, human resource capacity building, and the commitment of all organizational members. In addition, organizational culture serves as the primary foundation for establishing the direction of sustainable organizational development. Putri and Yusuf (2022) emphasize that a strong organizational culture can enhance work effectiveness, increase collaboration, and create an environment conducive to organizational change.

Furthermore, the findings indicate that collaboration among stakeholders is an important factor in supporting the success of organizational development. The collaborative governance perspective explains that various actors involved in a system need to establish mutually beneficial cooperative relationships to address complex issues. Ulibarri et al. (2023) state that the success of collaborative governance is influenced by the levels of trust, leadership, and institutional capacity possessed by the actors involved. These findings are reinforced by Dai and Azhar (2024), who explain that collaborative governance can improve decision-making effectiveness through the integration of resources, knowledge, and experiences from various parties. Therefore, strengthening collaborative mechanisms becomes an important strategy in supporting adaptive and sustainable organizational development.



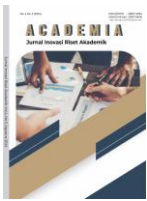
From the perspective of Triple Helix Theory, the findings indicate that relationships among government, educational institutions, and the industrial sector make significant contributions to enhancing organizational innovation. Collaboration among these three elements enables knowledge exchange, technology transfer, and more effective institutional capacity development. Guo et al. (2023) found that synergy among actors within the triple helix model significantly influences innovation efficiency and technological development. Similar findings were reported by Wang et al. (2026), who demonstrated that government support and collaboration among industry, universities, and research institutions can enhance artificial intelligence-based innovation through knowledge spillover mechanisms. Thus, strengthening relationships among actors within the triple helix framework becomes one of the primary strategies for promoting organizational transformation and competitiveness.

The findings also confirm the important role of human capital in supporting successful organizational development. Human Capital Theory views education, training, skills, and experience as forms of investment that can increase both individual and organizational productivity. Matache (2023) explains that human resource development through education is a strategic factor in improving workforce quality and organizational capacity. In line with this, Rafid (2023) emphasizes that the quality of human capital is closely related to an organization's ability to respond to change and create competitive advantages. Therefore, organizations need to place greater emphasis on developing the competencies and capacities of human resources as key assets for organizational development.

In addition to human capital, the findings indicate that social capital also plays an important role in strengthening organizational effectiveness. Social Capital Theory explains that social networks, trust, and shared norms can enhance the ability of individuals and groups to achieve collective goals. Folorunsho et al. (2025) found that formal social networks can help individuals overcome various social and psychological challenges through sustainable social support. Meanwhile, Vongvisitsin and Tung (2025) demonstrate that strong social capital provides access to information, resources, and broader collaboration opportunities in business development and innovation. These findings indicate that strengthening networks and social relationships among organizational members can become a supporting factor for sustainable organizational development.

From a methodological perspective, this study employed a Systematic Literature Review (SLR) approach that enables the systematic identification, evaluation, and synthesis of various research findings. The use of the SLR method provides a strong foundation for understanding the development of organizational development concepts from various theoretical and empirical perspectives. The reporting principles used refer to the PRISMA 2020 guidelines developed by Page et al. (2022), ensuring that the literature selection and analysis processes were conducted transparently and accountably. In addition, the data analysis stages followed the recommendations described by Syauqi et al. (2026) regarding data analysis techniques in systematic literature review research. This approach helped generate a more comprehensive and in-depth synthesis of knowledge concerning the factors influencing organizational development.

Overall, the findings indicate that successful organizational development is the result of the interaction of various factors, including organizational culture, collaborative governance, triple helix synergy, human capital, and social capital. These findings reinforce the view that organizations cannot develop by relying on a single factor alone but instead require the integration of various resources and mutually supportive forms of collaboration. This integrative perspective is also consistent with the study of Maulina et al. (2023), which



emphasizes the importance of integrating various elements and stakeholders in creating sustainable and value-added systems. Therefore, organizations need to develop strategies capable of simultaneously connecting institutional aspects, human resources, social networks, and innovation. Through such an integrated approach, organizations have greater opportunities to achieve effectiveness, sustainability, and competitiveness in responding to continuously evolving environmental dynamics.

KESIMPULAN

This systematic literature review confirms that the effectiveness of link and match between vocational high schools (VHS) and industry is not merely determined by administrative cooperation, curriculum synchronization, or internship programs, but rather by the organizational capacity of schools to build adaptive, collaborative, and sustainable partnerships with industry. The findings indicate that collaborative leadership, organizational culture, teacher and industry mentor capacity, collaborative assessment, pedagogical innovation, curriculum integration, and continuous evaluation constitute interconnected dimensions that collectively shape the success of school–industry collaboration. Therefore, link and match should be understood as a systemic organizational process in which educational institutions and industry partners jointly create learning ecosystems that are responsive to workforce demands. This study contributes theoretically by proposing a collaboration-based organizational development perspective that positions school–industry relationships as strategic organizational outcomes rather than solely policy-driven activities. Furthermore, the proposed conceptual model addresses existing research gaps by integrating governance, human resource development, assessment systems, and innovation into a comprehensive framework for strengthening vocational education effectiveness.

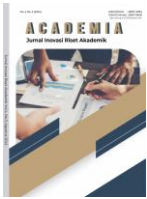
From a practical perspective, the proposed model provides a strategic roadmap for vocational schools, industry stakeholders, and policymakers to enhance the quality and sustainability of industrial partnerships while improving graduate employability. The findings imply that future vocational education policies should prioritize institutional collaboration, organizational learning, and continuous improvement mechanisms to ensure that vocational education remains relevant in a rapidly changing labor market. In addition, the incorporation of JBI quality assessment and research gap analysis strengthens the credibility of the synthesized evidence and offers a robust foundation for future model development. Future research is recommended to empirically validate the proposed framework across different vocational school contexts, industrial sectors, and regional environments, as well as to examine the influence of contextual factors such as digital transformation, educational governance, and local industry characteristics. Such efforts will contribute to refining the model and expanding its applicability as a comprehensive framework for advancing vocational education quality and fostering sustainable school–industry partnerships.

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