

INNOVATIVE STRATEGIES FOR IMPROVING GRADUATE QUALITY THROUGH INTEGRATING SNPMB, UTBK, AND SKILLED HOUSE PROGRAMS

Ulfita Ul Ulum*¹, Muhammad Husain²

^{1,2} KH. Mukhtar Syafaat University Banyuwangi, Banyuwangi

*Corresponding Author: fittaululum@gmail.com
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Abstrak:

This study aims to analyze the implementation of the integration of the SNPMB, UTBK, and Skilled House programs at SMA Negeri 1 Purwoharjo, as well as to identify the impact of this integration on students' academic readiness for higher education selection and to evaluate the contribution of the Skilled House in strengthening students' vocational skills. This research employed a descriptive qualitative method to describe in depth the innovation process of graduate quality development through the integration of the SNPMB program, UTBK training, and the Skilled House at SMA Negeri 1 Purwoharjo. Informant chosen using purposive sampling, involving head school and deputy principal school field curriculum, Data obtained through interview in-depth, observation, and documentation. Data analysis uses the Miles and Huberman model which includes reduction, presentation, and withdrawal Conclusion. Data validity is maintained through triangulation sources and techniques. Approach This give description intact about effectiveness integration of the program. Integration of the SNPMB, UTBK, and Skilled House programs at SMA Negeri 1 Purwoharjo proven increase quality graduate of in a way more focused and comprehensive. Through thorough planning and coordination between supervisors, the three previous programs separated now synergized so that mentoring academic more fast, effective, and appropriate need students. Skilled House also strengthens skills vocational through project-based learning that improves experience practical and trustworthy self students. In overall, integration This No only increase readiness academic and technical, but also develop soft skills such as independence, responsibility responsibility and ability solve problem.

KATA KUNCI

Integrasi Program, Mutu Lulusan, Keterampilan Vokasional.

Abstrak:

Penelitian ini bertujuan untuk menganalisis implementasi integrasi program SNPMB, UTBK, dan Skilled House di SMA Negeri 1 Purwoharjo, serta untuk mengidentifikasi dampak integrasi ini terhadap kesiapan akademik siswa dalam seleksi pendidikan tinggi dan untuk mengevaluasi kontribusi Skilled House dalam memperkuat keterampilan vokasi siswa. Penelitian ini menggunakan metode kualitatif deskriptif untuk menggambarkan secara mendalam proses inovasi pengembangan kualitas lulusan melalui integrasi program SNPMB, pelatihan UTBK, dan Skilled House di SMA Negeri 1

Purwoharjo. Informan dipilih menggunakan purposive sampling, melibatkan kepala sekolah dan wakil kepala sekolah bidang kurikulum. Data diperoleh melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi, presentasi, dan penarikan kesimpulan. Validitas data dipertahankan melalui triangulasi sumber dan teknik. Pendekatan ini memberikan deskripsi utuh tentang efektivitas integrasi program. Integrasi program SNPMB, UTBK, dan Skilled House di SMA Negeri 1 Purwoharjo terbukti meningkatkan kualitas lulusan dengan cara yang lebih terfokus dan komprehensif. Melalui perencanaan dan koordinasi yang matang antar pembimbing, ketiga program sebelumnya yang terpisah kini disinergikan sehingga bimbingan akademik menjadi lebih cepat, efektif, dan sesuai dengan kebutuhan siswa. Skilled House juga memperkuat keterampilan vokasional melalui pembelajaran berbasis proyek yang meningkatkan pengalaman praktis dan kepercayaan diri siswa. Secara keseluruhan, integrasi ini tidak hanya meningkatkan kesiapan akademik dan teknis, tetapi juga mengembangkan soft skill seperti kemandirian, tanggung jawab, dan kemampuan memecahkan masalah.

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INTRODUCTION

Improvement quality graduate of is one of the issue crucial in the world of education secondary schools in Indonesia, especially in schools area semi - rural areas facing challenge complex in prepare participant educate face competition education height and the world of work (Pramesti et al, 2024; Dewi et al, 2025). Main the problem you want highlighted is existence difference ability enough graduates real between schools in urban areas and schools in rural areas semi-rural so that required effort special for chase backwardness said. Condition the happen Because a number of Factor like limitations source power, lack of access training structured, as well as not enough maximum coaching strategy integrated graduates. According to Fadillah, Desmaryani, & Lestari, (2025) disparity quality graduate of interregional Still become problem fundamentals that hinder equality quality education national. This is reinforced by Aderempas, Lukman, & Emmi, (2025) who showed that schools in non- urban areas own achievements literacy and numeracy more low compared to schools in urban areas. In addition, there are reality other social media that show existence improvement demands to competence high school graduates who do not only must Ready follow selection national enter college High (SNPMB) and Written Exam Based on Computer (UTBK), but also required own skills relevant practice with Community (Nurhayati, 2025). Cahyono & Gunawan, (2024) confirm that skills like creativity, problem solving, and ability technical become factor determinant success graduate of in face changes in the job market.

However, in many school semi rural, development skills the Not yet become priority main.

In the context of SMA Negeri 1 Purwoharjo, preliminary observations by the school management indicate that the proportion of graduates who successfully entered public universities through the SNPMB pathway in the last two academic years was still relatively limited compared to schools in urban areas (Laranang, 2022; Latief et al, 2025). In addition, internal school reports show that a significant number of students experienced difficulties in UTBK practice tests, particularly in reasoning and numeracy components. These conditions illustrate that students require more structured and integrated academic assistance. On the vocational side, prior to the implementation of the Skilled House program, practical skill development activities were largely extracurricular and incidental, resulting in limited opportunities for students to gain hands-on experience relevant to the world of work (Romadhon et al, 2024; Stephen & Festus, 2022). These empirical conditions strengthen the urgency of developing an integrated coaching model tailored to the real needs of students in semi-rural school contexts.

Analysis to fact the show that need will be the coaching model comprehensive and integrated graduates become the more urge For answer challenge quality graduates at school area (Mahmud & Nufus, 2025). A number of study previously reveal that the integration of academic and vocational programs own potential significant in increase readiness student Good For continue higher education and entering the world of work (Ubihatun et al, 2024; Yusuf et al, 2025). However Thus , the findings empirical show that most of study Still drip focus on one thing form intervention just Good SNPMB assistance, UTBK training, and coaching skills vocational without learn How integration inter -program capable produce more optimal impact in improvement quality graduate of (Sudrajat, 2024). study Maghfiroh et al., (2025) confirm that mentoring SNPMB intensive and strengthening literacy numeracy influential significant to readiness student face selection enter college high. Meanwhile that , Sahrul et al., (2025) show that UTBK-based assistance exercise questions and reasoning skills increase ability reasoning students . Although Thus, the study combines third SNBMP, UTBK, and Training interventions vocational Skilled House to in One scheme innovation coaching graduate of Not yet Lots found in literature.

In addition to support from findings empirical mentioned, aspects religious also strengthens urgency study this, considering that Indonesian national education does not let go from values religious. Al- Qur'an give encouragement strong to Improvement efforts capacity man through knowledge and skills, as the word of Allah SWT in QS. Al-Mujjadi verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "Allah will elevate the degree of believers among you and the people who are given knowledge a number of degrees. And Allah is All-Knowing What are you do it."

This verse confirm that improvement quality participant educate good in aspects academic and skills vocational is part from endeavor development dignity human beings. In the context of This is the integration of SNPMB, UTBK, and Skilled House become relevant as form implementation values harmonious science with Islamic teachings, so that strengthening quality graduate of No only dimensionless academic, but also spiritual and humanistic values.

Study This directed for study integration of SNPMB, UTBK, and Skilled House programs as an innovative strategy in increase quality graduates of SMA Negeri 1 Purwoharjo. Basically, the research This directed for answer How integration the three programs capable increase readiness academic and skills vocational students. Research objectives This appear from need school will more coaching thoroughly to achieve results competitive graduates. According to Nurtan et al., (2022) quality graduates are greatly influenced by systematic and development-based coaching strategies need. Urgency study This appear from need real of a capable coaching model integrate various programs in a effective, so that can give greater impact comprehensive to readiness participant educate (Yusuf, 2024 ; Yelliza, 2025). However Not yet There is integrated research both of them in one model. In addition, the report Amalia et al., (2025) show that unit education sued For designing development ability student in a way more integrated, not only focus on aspects academic , but also skills relevant practice with future needs. With Thus, research This become very significant Because can give donation real in formulate a coaching model more graduates effective and appropriate with need current developments in education this. Research This aim to: (1) analyze implementation integration of the SNPMB, UTBK, and Skilled House programs at SMA Negeri 1 Purwoharjo, (2) identifying impact program integration towards readiness academic student in face selection college height, and (3) evaluate Skilled House contribution to strengthening skills vocational students. With objective said, research This will produce description comprehensive about effectiveness program integration in increase quality graduate of.

With Thus, the integration of coaching programs such as SNPMB, UTBK, and Skilled House No only in accordance with the needs of modern education, but also reflects spiritual values of society that emphasize importance knowledge and skills as part from endeavor improvement quality human (Nasir et al, 2025). State Senior High School 1 Purwoharjo become object interesting Because has implementing coaching strategies integrated which combines mentoring academic for preparation college tall with training vocational. This step show commitment school in increase quality graduates to be able compete with school urban. See relevance said, research This considered important and then lifted in Title: " Innovation in Graduate Quality

Development Strategy Through the Integration of the SNPMB, UTBK, and Skilled House Programs at SMA 1 Purwoharjo.”

RESEARCH METHODS

Study This applies the qualitative descriptive method to describe in a deep way how the process of coaching strategy innovation quality is built through the integration of the SNPMB Program, UTBK training, and Skilled House at SMA Negeri 1 Purwoharjo. This method is chosen because it is capable of revealing phenomena in a holistic way, digging into the meaning, strategy, and dynamics of program implementation based on the perspectives of actors and experiences in the field (Haki & Prahastiwi, 2024). With Thus, research can help understand how schools design, implementing, and evaluating integrated programs for increase academic readiness and skills student.

The research subjects were determined using purposive sampling, with specific criteria: (1) having direct involvement in the planning and implementation of the integrated programs, (2) possessing authority in academic and curriculum-related decision-making, and (3) having comprehensive knowledge of the SNPMB, UTBK, and Skilled House programs. Based on these criteria, the informants consisted of two key participants, namely the school principal and the vice principal for curriculum. This selection was intended to ensure that the data obtained reflected strategic and managerial perspectives in program implementation (Nisa, 2023; Arifin, 2024).

Data were collected through in-depth interviews, non-participant observation. In-depth interviews were conducted with each informant in two sessions, focusing on program planning, implementation processes, coordination mechanisms, and perceived impacts of the integration strategy. Observations were carried out during academic mentoring sessions, UTBK preparation activities, and Skilled House project-based learning activities to capture real implementation practices. Documentation included school program plans, activity schedules, evaluation reports, and internal policy documents related to graduate development.

Data analyzed using analysis models Miles and Huberman's interactive which includes data reduction, data presentation, and withdrawal conclusion and verification (Qomaruddin & Sa'diyah, 2024; Prabowo et al, 2025). Analysis process done since beginning data collection sustainable until obtained pattern valid findings. For guard data validity, techniques triangulation sources and techniques used with method compare data from various informants and methods collection so that the information obtained consistent and able trusted (Nurfajriani, Ilhami, Mahendra, Afgani, & Sirodj, 2024). Through approach this research expected can give complete understanding about effectiveness integration of SNPMB, UTBK, and Skilled House as an innovative strategy in improvement quality graduate of SMA Negeri 1 Purwoharjo.

Table 1. Research Design and Data Collection Details

Aspect Methodology	Information
Approach Study	Qualitative descriptive
Research Location	State Senior High School 1 Purwoharjo
Sampling Techniques	Purposive sampling
Amount Informant	2 people (Head School and Deputy Principal, School Field Curriculum)
Criteria Informant	Involved directly in program planning and implementation; have authority over policy academic; understand SNPMB, UTBK, and Skilled House
Data collection technique	Interview in-depth (2 sessions per informant), observation of program activities, and documentation of the school
Focus Interview	planning, implementation, integration, coordination, program impact
Data Analysis Techniques	interactive model (reduction, presentation, verification)
Data Validity Test	Triangulation sources and techniques

Table 1 presents a summary of the design research and procedures, data collection used in this study. The presentation table aims to clarify the characteristics of the approach, research, subject research, sampling techniques, and the method of data collection and analysis applied. With the presentation said, the structured methodology of the study can be understood systematically, so that the connection between the objective research, data sources, and the techniques analysis becomes clearer (Prabowo et al, 2024) .

Information about the number of informants and the criteria for the subject study in the table. This shows that participants were chosen in a selective way based on their direct involvement and understanding of the program being studied. Meanwhile, the presentation technique data collection (interviews, observations, and documentation) and technique data analysis shows that this study uses a triangulative approach to get a comprehensive overview of the implementation and effectiveness of program integration in the development quality of graduates.

RESULTS AND DISCUSSION

Integration of SNPMB, UTBK, and Skilled House programs implemented through systematic and mutual planning complete

At the stage beginning research, researcher find that one of problem fundamental in coaching quality graduate of SMA Negeri 1 Purwoharjo is Not yet coordinated SNPMB program, UTBK training, and Skilled House in a way integrated. Each previous program walk individually, so that the coaching teacher difficulty do synchronization schedule, while student feel overwhelmed Because coaching academic and non- academic No scheduled with good. Not integrated This impact on weakness direction coaching, gaps monitoring development students, as well as not enough optimally program results. Conditions the push party school for formulate a more strategic strategy structured through integration three main programs.

Research result show that integration of SNPMB, UTBK, and Skilled House programs start walk effective after school compile planning in a way systematic. Planning process This involving team curriculum, SNPMB coordinator, UTBK instructor, and Skilled Home Manager For align purpose, share role companion, determine channel communication, and organizing calendar academic so that the three programs can each other complement. research from Kleminski et al, (2022) revealed Approach managerial This become foundation the main thing that makes integration walk in a way directed and undirected overlapping overlap. Interview with party school strengthen findings said. According to explanation of the Deputy Principal for the curriculum that also involved in the process of being drafted planning.

" Before integration we often do this collide schedule, children confusion follow which construction first? After we sat down one table and tidy up program flow, everything Far more structured and easy executed."

Quote This show that change significant start seen since stage planning formulated together. From the interview with the deputy head school field curriculum, obtained description that integration This No only unite schedule, but also build pattern more communication effective between instructor. UTBK teachers emphasize that coordination scheduled make evaluation student more easy carried out. The SNPMB Coordinator conveyed that alignment of targets and indicators achievements make it easier orientation coaching. Meanwhile Skilled Home Manager explain that non- academic programs now can positioned as strengthening complement readiness student in soft skills aspects, In general overall, interview show that true program integration rooted from planning mature and capable managerial increase effectiveness coaching quality graduate of.

In practical terms, the integrated planning had direct implications for student outcomes. For example, internal monitoring data showed that students who participated consistently in coordinated SNPMB and UTBK mentoring sessions demonstrated more stable performance in weekly try-out scores, particularly in reasoning and numeracy components, compared to the period before integration. Teachers also reported that the number of students requiring repeated remedial sessions decreased because learning difficulties could be identified and addressed earlier through coordinated mentoring. On the vocational side, students involved in the Skilled House program were able to complete project-based tasks more independently and with improved technical accuracy, indicating more systematic skill acquisition compared to previous cohorts who participated in fragmented extracurricular activities.

Findings about implementation integration of SNPMB, UTBK, and Skilled House programs through systematic planning show that success innovation coaching quality graduates are greatly influenced by the power managerial school in arrange direction, flow, and mechanism implementation. The previous

integration process Not yet walk effective Because every moving program in a way separated can understood through theory *Systems Theory* in management education (DeMatthews, 2021; Cranton, 2023). According to Fathurrochman, Adilah, Anjriyani, & Prasetya, (2022) school is A a system consisting of from interconnected components depends, so that effectiveness organization will increase if every element Work in a way coordinated, structured , and have same goal. In the context of findings this, planning managerial involving team curriculum, SNPMB coordinator, UTBK instructor, and Skilled House manager reflect effort unite subsystem academic and vocational education to produce more optimal output.

Planned integration this can also interpreted through theory *Collaborative Planning* proposed by Dzakwan, (2024), who stated that collaboration between educators will effective If planning done together, role shared with clear , and communication built in a way continuous. Quote interviews that show How frequent schedule clash changed become more systems regular confirm that approach collaborative the truly walk in practice. With Thus, the interpretation on findings This leading to a conclusion that systematic planning No only arrange timetable activities, but form foundation integration that connects all coaching programs so that capable increase effectiveness services and strengthen direction improvement quality graduate of SMA Negeri 1 Purwoharjo.

Mentoring coordinated academics speed up the remedial and feedback process come back for student.

One of findings important in study This is that Integration of SNPMB, UTBK, and Skilled House programs at SMA Negeri 1 Purwoharjo No only strengthen readiness academic student in a way overall, but also produce pattern mentoring distant academics more coordinated compared to coaching regular. Problems main in school previously is delay in detect difficulty Study students, so that the remedial process does not running optimally. Through program integration, SNPMB supervisors, UTBK accompanying teachers, and the team academic school capable build system more communication fast and effective. Every development student monitored in routine evaluation forums, so that obstacle Study can quick identified and directly prosecuted continue. Condition This make the remedial process more short, focused, and impactful directly on the increase readiness academic student for face selection college tall.

In practical terms, coordinated mentoring led to observable improvements in student academic performance. For instance, teachers reported that students who received immediate follow-up mentoring after weekly UTBK try-outs showed more consistent score improvements in subsequent practice tests, particularly in reasoning and numeracy sections. In addition, school documentation indicated that the proportion of students who required repeated remedial sessions decreased after the integration program was implemented, as learning difficulties were identified and addressed earlier. These changes suggest that coordinated academic mentoring contributed to more efficient learning recovery and academic improvement.

Findings This supported by the results interview with head school, which explains that coordination intensive between parties make repair academic more fast done. Head school say

"In the past, we only know child That difficulty after its value down several times. Now that this program integrated, report progress student direct enter to group coordination, so we can give mentoring addition in same week."

Statement This reinforced by students program participants who admitted feel more cared for and helped Because get bait come back academic in a way fast and personal. They explain that timetable mentoring direct addition customized with each person's difficulty in making preparation for UTBK and SNPMB becomes more directed. In a overall, interview This confirm that coordination structured mentoring has accelerate the remedial process and strengthen readiness academic student in face selection college tall.

Findings regarding more coordinated academic assistance show that integrating the SNPMB, UTBK, and Home Skills programs is able to form a training ecosystem that is responsive and adaptive to student needs (Bodrogini et al, 2021; Mutaqin et al, 2024). A faster and more precise mentoring pattern. This goal can be interpreted through the concept of formative assessment or formative assessment put forward by (Ahmad, 2024). This theory explains that learning will be important if the teacher is able to provide fast, specific and sustainable feedback based on student learning progress. In the context of these findings, communication between coaches that enables early awareness of student learning difficulties is a real form of effective formative assessment practice.

In addition , the remedial process is more fast and in line with theory *Response to Intervention* (RTI), which emphasizes importance intervention tiered and immediate for students who demonstrate signs difficulty academic (Artha, Sastri, & Purnomo, 2025). Program integration allows existence regular monitoring, so that intervention can given before obstacle Study develop become more problems complex. Practice the explain Why student feel more helped and more Ready face selection college tall. This is reflected in the reduced duration of remedial cycles, where students were able to meet minimum competency benchmarks within fewer mentoring sessions compared to the period before integration (Habbash et al., 2024; Shadan et al, 2025).

From the corner view management education, findings this can also interpreted through draft *professional collaboration* , which states that effectiveness learning increase when the teacher is working in structure collaborative with communication open and the same goal (Susanto & Fathoni, 2024) Regular evaluation forums and groups the coordination mentioned in interview is form collaboration professionals who strengthen quality mentoring.

With Thus, the interpretation general from findings This is that mentoring coordinated academics become key remedial acceleration and improvement readiness students, because combine principle bait come back fast, intervention appropriate time, and structured teacher collaboration.

Skilled House increase skills vocational through practice based project (project-based learning).

Improvement skills vocational student through Skilled House appear as answer on need real at SMA Negeri 1 Purwoharjo, namely lack of room for student For Study skills relevant practice with the world of work and education vocational. So far, learning in class tend focus on theory, while ability technical such as LAS, culinary arts, and fashion design need practice directly so that students capable control skills in a way intact. Findings study show that the Skilled Home program give experience learn more meaningful through a *project-based learning* model, where students No only understand concept, but also produces product real like welding results, cakes Ready sell, or clothes simple. This process make student used to Work in accordance standard quality certain, at the same time practice independence and responsibility answer they in finish project.

In practical terms, teachers reported observable improvements in students' technical performance. For example, students' welding products showed neater joints and stronger construction compared to their initial practice sessions, while culinary products demonstrated better consistency in taste and presentation after several project cycles. School documentation also indicated that the proportion of students who were able to complete projects independently increased after participating in the Skilled House activities, reflecting progress in procedural mastery and task completion.

In the interview with the deputy head school field curriculum, he explain that the most visible changes is increasing courage student For try and finish work technical in a way independent. He disclose,

“At first, the students looks doubtful and lacking believe self when start do practice. However after follow a number of session, they start accustomed to, more independent, and demonstrate improvement significant skills, at a time get experience practical that is not they get from learning theory.”

Interview similar also shows that student feel method practice direct help they understand step Work in a way more sequential compared to only read theory. In terms of overall, results interview show that approach learning based projects at Skilled Home give contribution significant in form skills vocational students, at the same time build trust self that they own competencies that can used For continue education or entering the world of work.

Based on results data analysis and interviews field, obtained a number of findings important related the role of Skilled Homes in increase skills vocational student through learning based project. Findings This reflect changes that occur No only on mastery skills technical, but also on independence, understanding procedural, and sense of trust self student in finish task practice. For clarify and visualize aspects main from findings these indicators improvement skills vocational student served in a way summarize in the image following.

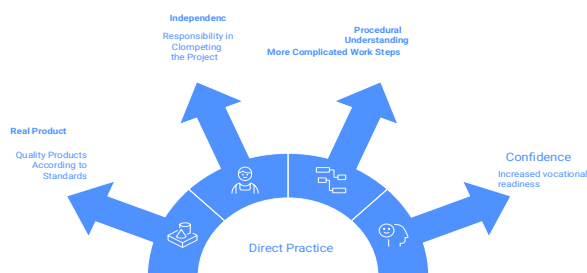


Figure 1. Practice Direct Increase Skills Vocational student.

Findings about improvement skills vocational through Skilled House can interpreted as proof that *the project-based learning* (PjBL) model is effective approach for build competence practical students (Dewangga & Ahmad, 2023; Xu et al, 2024). Learning based project allows participant educate Study through experience directly, solve problem real, and produce product concrete. This is in line with Thomas's theory of Susanto & Fathoni, (2024) who stated that PjBL increase skills vocational Because student involved in activity demanding authenticity implementation knowledge and skills technical in a way simultaneous . In the context of the Skilled House, the practice of LAS, culinary arts, and fashion become stimulating learning *tasks* motor skills, creativity, and understanding procedural student (Indria et al, 2025; Rojas Ladino, 2025).

In addition, the development skills vocational students can also explained through theory *experiential learning* from Bila, Fitriani, & Buhori, (2024), which confirms that learning will more meaningful when somebody Study through cycle experience concrete, reflection, conceptualization, and experimentation. When students produce cakes, clothes, or results welding work, they No only do practice mechanical, but also reflective error, fix results, and try repeat until get standard the expected quality. This process is what makes skills vocational they develop in a way gradual and sustainable.

Other related interpretations increased sense of confidence self student in accordance with draft *self-efficacy* Sari & Lutfi, (2025) who stated that success small (*mastery experiences*) can strengthen belief somebody to his ability. When students succeed finish projects and produce assessed products worthy selling, experience the become driver main increasing trust self and readiness vocational they.

With Thus, the findings study This show that Skilled House No only receptacle skills technical, but also environmental learning based encouraging experience growth competence vocational, independence, and confidence self student as supplies For continue studies or entering the world of work.

CONCLUSION

Based on series results research and discussion process, can withdrawn conclusion that Integration of SNPMB, UTBK, and Skilled House programs at SMA Negeri 1 Purwoharjo capable give contribution real in increase quality graduate of in a way more directed and comprehensive. This integration succeed answer need school will coaching that is not only focus on aspects academic, but also strengthening skills vocational and readiness student face future demands. Through thorough planning and effective coordination inter-unit school, the three previous programs walk in a way separated now synergized become One system mutual development support. The result seen from increasing accuracy service mentoring academic, effectiveness UTBK guidance, as well as development ability practice student through Activities at the Skilled House. Learning model based the implemented projects also provide room for student for get experience real and improving trust self they in finish task technically. In terms of overall, integration This No only strengthen readiness academic and vocational students, but also build soft skills such as independence, responsibility answer, and problem solving. Findings the confirm that innovation managerial through program collaboration can produce a coaching model quality more graduates relevant, adaptive, and impactful directly on development participant educate.

In relation to the research objectives, these findings indicate that the integration model effectively addresses academic mentoring coordination, UTBK preparation, and vocational skill development as intended in this study. As a practical recommendation, schools intending to apply a similar model may begin by strengthening coordination mechanisms among program units and aligning academic calendars to support integrated mentoring. Future research may consider examining the application of this integration model in different school contexts or exploring its long-term impact on graduate outcomes.

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