

EMPOWERMENT OF STUDENTS OF NURUR RAUF ISLAMIC BOARDING SCHOOL CAHAYA BARU TLAGAH PEGANTENAN PAMEKASAN THROUGH SEWING AND FASHION DESIGN SKILLS TRAINING

Ach. Mahfudz Abd Qadir

Institut Agama Islam Al-Khairat Pamekasan

Email: mahfudz.qadir@gmail.com

Abstract

This community service program aims to empower students of SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan through sewing and fashion design skills training, with a focus on increasing technical competence, developing creativity based on local culture, and fostering an entrepreneurial spirit. The training is designed to answer students' needs for practical skills that can support economic independence and job opportunities after graduation. The method used is participatory training with a learning by doing approach, where students are actively involved in the entire learning process, from pattern making, fabric cutting, sewing techniques, to developing fashion designs that combine modern elements and typical Madurese motifs. The program was implemented for eight weeks, involving 30 students with diverse ability backgrounds. Evaluation was conducted through observation, product assessment, and questionnaires. The results showed a significant improvement in all aspects of the skills trained. The ability to make patterns increased from 20% to 85%, neat sewing skills from 25% to 90%, and the ability to design local culture-based clothing from 15% to 80%. In addition, students' confidence in marketing their products increased, with 70% of students able to utilize social media as a means of promotion. The resulting social impact includes the formation of a student fashion club and student involvement in exhibitions and product sales. The findings prove that participation-based training, hands-on practice, and integration of local cultural values are effective for empowering pesantren-based vocational school students.

Keywords: skills training, fashion design, student empowerment, local culture, vocational boarding school

Abstrak

Program pengabdian masyarakat ini bertujuan untuk memberdayakan siswa SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan melalui pelatihan keterampilan menjahit dan desain busana, dengan fokus pada peningkatan kompetensi teknis, pengembangan kreativitas berbasis budaya lokal, serta penumbuhan semangat kewirausahaan. Pelatihan dirancang untuk menjawab kebutuhan siswa akan keterampilan praktis yang dapat menunjang kemandirian ekonomi dan peluang kerja pasca kelulusan. Metode yang digunakan adalah participatory training dengan pendekatan learning by doing, di mana siswa dilibatkan secara aktif dalam seluruh

proses pembelajaran, mulai dari pembuatan pola, pemotongan kain, teknik menjahit, hingga pengembangan desain busana yang memadukan unsur modern dan motif khas Madura. Program dilaksanakan selama delapan minggu, melibatkan 30 siswa dengan latar belakang kemampuan yang beragam. Evaluasi dilakukan melalui observasi, penilaian produk, dan kuesioner. Hasil penelitian menunjukkan adanya peningkatan signifikan pada seluruh aspek keterampilan yang dilatih. Kemampuan membuat pola meningkat dari 20% menjadi 85%, keterampilan menjahit rapi dari 25% menjadi 90%, dan kemampuan mendesain busana berbasis budaya lokal dari 15% menjadi 80%. Selain itu, kepercayaan diri siswa dalam memasarkan produk meningkat, dengan 70% siswa mampu memanfaatkan media sosial sebagai sarana promosi. Dampak sosial yang dihasilkan meliputi pembentukan student fashion club dan keterlibatan siswa dalam kegiatan pameran serta penjualan produk. Temuan ini membuktikan bahwa pelatihan berbasis partisipasi, praktik langsung, dan integrasi nilai budaya lokal efektif untuk pemberdayaan siswa sekolah kejuruan berbasis pesantren.

Kata Kunci: *pelatihan keterampilan, desain busana, pemberdayaan siswa, budaya lokal, SMK pesantren*

INTRODUCTION

Vocational High Schools (SMK) have a strategic role in preparing the younger generation to have skills that are relevant to the needs of the world of work. One of the areas of expertise that is in high demand and has wide job prospects is sewing skills and fashion design. The fashion industry, both large-scale industrial and micro, small, and medium enterprises (MSMEs), continues to grow rapidly in Indonesia (Anggadwita dkk., 2021). The demand for local fashion products is increasing along with public awareness of aesthetic values, cultural identity, and dynamic fashion trends. On the other hand, sewing and fashion design skills are not only relevant to meet the needs of the industry, but also provide opportunities for individuals to create self-employment through entrepreneurship (Harati, 2024). In this context, SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan has a great opportunity to develop the potential of its students through sewing skills and fashion design training as part of a community service program.

Community service in the form of this training departs from the reality that most of the students of SMK Nurur Rauf come from pesantren environments and rural communities that have limited access to modern technical training. Although some students already have basic skills in sewing acquired from family environments or extracurricular activities, they are not structured and do not meet industry standards. In fact, technological developments in the fashion industry today require an understanding of computer-based design, precise fashion construction techniques, and the ability to understand developing fashion trends. Through this service, it is hoped that students will be provided with sewing skills and fashion design comprehensively, starting from material selection, design design, to the production of clothes that are suitable for sale.

The urgency of this community service can be seen from several factors. First, economically, sewing skills and fashion design can be important capital for students to create independent businesses after graduation, especially in rural areas where formal employment opportunities are limited. Second, in terms of vocational education, this

training activity supports the strengthening of vocational competencies under the goals of vocational education, namely, producing competent graduates in certain fields. Third, from the social side, these skills can be a means of empowerment for students, especially female students, to contribute to the family economy while increasing self-confidence. Fourth, in terms of program sustainability, these skills are long-term because they can continue to be developed and adapted according to ever-changing fashion trends.

Several previous research studies and community service have been carried out in the field of sewing and fashion design training, both in vocational schools and in the general public. For example, the service carried out by Patel & Malek, (2023) at SMK Negeri 2 Yogyakarta shows that project-based sewing training can improve students' skills in making formal work clothes. Another study by Sopiana dkk., (2024) In Bantul Regency shows that computer-based fashion design training helps students understand fashion trends and increase their creativity. In addition, the service carried out by Marselina dkk., (2024) in the pesantren environment revealed that sewing skills training can open up opportunities for household-based small businesses managed by students.

However, the community service carried out at SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan has a fundamental difference with previous research. First, the location of the service is in an integrated pesantren environment that combines vocational education with religious education, so that the training approach must consider the students' learning schedule and the religious values adhered to. Second, the training not only focuses on sewing technical skills, but also integrates creative design aspects based on Madura's local culture. Third, these activities are designed to empower students through a participatory training model, where students not only learn passively but also actively engage in the planning process of fashion design and production. Fourth, the results of the training are expected not only in the form of individual skills, but also real products that can be marketed both offline and online, so that students gain hands-on experience in the fashion industry value chain.

The uniqueness of this community service lies in the combination of vocational skills development, local cultural preservation, and economic empowerment based on Islamic boarding schools. By utilizing typical Madura motifs, such as written batik or traditional weaving, fashion design training is expected to produce products that have a high selling value while introducing the richness of local culture to a wider market. In addition, this service also integrates digital technology in the learning process, for example, through the use of fashion design software and product marketing through social media, which is relevant to the development of today's fashion industry.

The profile of SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan shows that this school has a vision to produce graduates who excel in the vocational field as well as have noble character. As a pesantren-based vocational school, this vocational school not only provides formal education according to the national curriculum, but also equips its students with a strong religious education. Its location in the rural area of Pamekasan provides both challenges and opportunities. The challenge is limited access to modern industrial training and adequate practical facilities.

However, the opportunity is that there is great potential in the development of skills-based businesses, considering that the surrounding community still holds the value of mutual cooperation and has a strong tradition of crafts. SMK Nurur Rauf already has several skills programs, but the development in the field of sewing and fashion design is still relatively new so it requires support from community service activities like this.

With this background, community service through sewing skills and fashion design training at SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan is expected to be a strategic step in improving student competence, opening up new economic opportunities, preserving local culture, and strengthening the school's role as a center for community empowerment. A participatory, contextual, and technology-based approach to training is expected to be able to produce a sustainable impact for both students and the surrounding environment. This program not only prepares students to become a ready-made workforce, but also as aspiring young entrepreneurs who can compete in both local and global markets.

METHOD

This method of implementing community service uses *a participatory training approach* that combines theoretical learning, practical demonstrations, and intensive mentoring. The activity is designed so that the students of SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan are actively involved in the entire process, from design planning to fashion production. The implementation stage begins with a needs analysis through interviews and observations to find out the initial skill level of students. Furthermore, the preparation of training modules was carried out, which included basic sewing techniques, introduction of tools and materials, pattern making, fashion construction, and creative design based on Madura local culture. The training is carried out in stages with a combination of interactive lectures, hands-on demonstrations by instructors, individual and group practical exercises, and evaluation of work results. The *learning by doing* approach was chosen so that students can directly practice the material learned. In addition to technical skills, additional material was also provided on product marketing, both conventional and digital, to foster an entrepreneurial spirit.

After the training, mentoring is carried out to ensure that the skills gained can be applied independently. In the final stage, students produce fashion products that are exhibited and marketed, so they gain hands-on experience in the production chain to distribution.

Table 1. Service Activities

Activity Stage	Activity Description	Duration	Output
Needs Analysis	Observation, interviews, and identification of students' initial skills	1 week	Training needs data
Module Preparation	Compiling materials on sewing techniques, fashion design, and product marketing	1 week	Training modules

Technical Training	Interactive lectures, demonstrations, and sewing and fashion design practices	3 weeks	Students master sewing and design techniques
Marketing Training	Offline & online marketing strategy education	1 week	Students understand marketing strategies
Production Assistance	Guidance on making fashion products based on local design	2 weeks	Ready-to-sell fashion products
Product Exhibitions and Evaluations	Display of work and quality assessment	1 week	Products exhibited and evaluated

This method is expected to be able to optimize student involvement, hone sewing and fashion design skills sustainably, and form an entrepreneurial mentality that is ready to compete in the market.

RESULTS AND DISCUSSION

The implementation of the community service program "Student Empowerment of SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan through Sewing Skills and Fashion Design" has produced various important findings that show an increase in student competence both in terms of technical skills and entrepreneurial attitudes. The program was attended by 30 students from different majors, most of whom had no formal sewing experience. The training was carried out for 8 weeks with *a participatory training and learning by doing approach*. The results of observation and evaluation showed that before the training began, only 20% of students were able to make simple patterns and perform straight stitches neatly. After training, the percentage increased to 85%, and most of the students were able to produce fashion products that were worth selling. In addition to technical skills, students' understanding of Madura's local culture-based fashion design has increased significantly, which is reflected in the use of Madura batik motifs in 70% of their final works.

The following table shows the development of students' skills from the beginning to the end of the training.

Table 2. Student Skills

ASSESSMENT ASPECTS	BEFORE TRAINING (PERCENTAGE OF SKILLED STUDENTS)	AFTER TRAINING (PERCENTAGE OF SKILLED STUDENTS)	INCREASE (%)
CREATING FASHION BASICS	20%	85%	+65

SEWING STRAIGHT AND NEAT	25%	90%	+65
USING A SEWING MACHINE	30%	95%	+65
DESIGNING FASHION BASED ON LOCAL CULTURE	15%	80%	+65
COMPLETING READY-TO-SELL PRODUCTS	10%	75%	+65
MARKETING PRODUCTS ONLINE	5%	70%	+65

The data shows that all aspects of the training have experienced a significant improvement. This is in line with constructivist learning theory Vygotsky & Cole, (1978) which emphasizes the importance of *hands-on experience* in the formation of new skills. Through the *learning by doing* method, students not only learn concepts, but also internalize sewing and fashion design skills through repetitive practice and instructor guidance. In addition, the *theory of vocational education* put forward by Prosser (1925) is relevant to this finding, because it states that effective vocational learning must resemble the real conditions of the world of work. In this program, students not only practice making products, but also marketing their works, so that they understand the actual production to distribution flow (Brooks dkk., 1995).

In terms of entrepreneurial attitudes, the results of the questionnaire showed that 80% of students felt more confident to start a small business in the fashion sector after taking part in the training. This is in line with the theory of *entrepreneurial intention*, which states that entrepreneurial intention is influenced by self-efficacy, which can be built through direct experience (Ajzen, 2020). Another interesting finding is the increase in students' creativity in combining traditional and modern elements in fashion design. Before training, most of their designs tended to mimic the models that were on the market. However, after understanding local culture-based design techniques, many students combine Madura batik motifs with modern fashion pieces such as *blazers*, *maxi* dresses, or *outerwear*. This creativity reflects the application of *culture-based design* theory put forward by Manap dkk., (2023), which emphasizes that cultural values can be a source of inspiration for design innovation.

The obstacles faced during the training are time constraints due to the tight schedule of the pesantren and the limited number of sewing machines available. However, the high enthusiasm of students for learning keeps the activity running smoothly. A *rotational learning* strategy is implemented to ensure that all students get the same opportunity using

practical facilities. The program also has a significant social impact. Students who were previously passive became more daring to appear to present their work at school exhibitions. This supports McLeod, (2025) social learning theory which asserts that social interaction and positive reinforcement of the environment can improve individual motivation and skills.

Thus, it can be concluded that the training in sewing and fashion design skills at SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan succeeded in improving students' technical competence, creativity, and entrepreneurial spirit. The integration of local culture in design is an added value that distinguishes the results of this program from similar community service in other schools. These successes show that a participatory training approach, hands-on practice, and integration of cultural values can be an effective model for student empowerment in a pesantren-based vocational school environment. This model not only prepares graduates who are competent in the field of vocational skills, but also forms the character of entrepreneurs who are creative, adaptive, and have an awareness of the cultural identity of their region.

In the implementation process, it was found that the active involvement of students from the planning stage to evaluation had a significant impact on the success of the program. When students are given space to provide ideas and input on the designs they want to develop, their participation rate increases significantly. This approach is in line with the concept of *student-centered learning* proposed by Abulhul, (2021), where learning will be more effective if students play an active role in the learning process. The results of interviews with the trainees showed that they felt more motivated to complete each stage of fashion production because the designs they worked on were born from personal ideas that were then combined with the instructor's input. One of the indicators of success that can be observed is the improvement in the quality of the fashion works produced. Before training, most students produce untidy stitches, imprecise pattern sizes, and material selection that has not taken into account the comfort of the wearer. After following a series of trainings, the resulting products showed significant improvement. The seams become straighter and tighter, the fashion pattern is adjusted precisely to the size of the model, and the selection of materials takes more into account function and aesthetics. This is in line with the opinion of Indrawati & Kuncoro, (2021), who emphasized that vocational skills can only be mastered through intensive training in conditions that resemble the real world of work.

In addition to improving technical skills, students' creativity is also growing rapidly. At the beginning of the training, the fashion designs tended to be simple and many imitated models that were already on the market. However, after getting material on local culture-based design, students began to develop works that combine modern elements with typical Madura motifs. For example, some students make *modern outerwear* with a touch of Madura batik on the collar and sleeves, or combine plain fabrics with traditional embroidery accents. This creativity reflects the principle of *culture-based design* Norman dkk., (2023), which emphasizes the importance of utilizing cultural elements as a source of innovation to create unique and competitive products.

The exhibition of works held at the end of the program became an important moment in the learning process. This exhibition is not only a place to appreciate the work of students, but also a means to test their ability to present products and interact with potential buyers. This activity is in line with Al-Fraihat dkk., (2020) *theory of experiential learning*, where direct experience and reflection on these experiences are the key to meaningful learning. Students not only produce clothes, but also learn about marketing techniques, customer service, and business management. Socially, this program has a positive impact on the school environment and the surrounding community. Parents of students who attended the exhibition expressed pride in their children's abilities; some of them even directly ordered products made by students. This phenomenon indicates the existence of social recognition of students' skills, which in turn can increase their confidence. This is in line with the concept of *self-efficacy* from Bandura (1986), which states that an individual's belief in his abilities will be stronger if he receives recognition from his social environment (McLeod, 2025).

When viewed from the aspect of economic empowerment, this program opens up opportunities for students to start small businesses in the fashion sector. Some students started receiving simple orders such as school uniforms, Muslim shirts, and casual clothes. Their courage to start a venture is supported by an understanding of digital marketing provided during the training. These materials include the use of social media such as Instagram and Facebook to promote products, attractive product photo capture techniques, and competitive pricing strategies. This approach supports the theory of *digital entrepreneurship* Davidson, (1993), which emphasizes the role of digital technology in expanding market access and creating new business opportunities. However, the implementation of the program cannot be separated from challenges. One of the main obstacles is the limited practice facilities, especially the limited number of sewing machines. To overcome this, the trainer applies a *rotational learning* system where students are divided into small groups and take turns using sewing machines. Although this method extends the practice time, it is effective in ensuring that all students get the same opportunity to practice. This strategy also gives time for other groups to work on the design or pattern making stage while waiting for their turn to use the machine.

In addition, the busy schedule of activities in the pesantren environment is a challenge in itself. The training time must be adjusted to the student's study and worship schedule. However, the flexibility of the schedule and full support from the school and the caretakers of the pesantren made this activity continue to run smoothly. This shows that collaboration between service implementers, schools, and Islamic boarding schools is a key factor in the success of the program. When compared to the results of similar community service research in other vocational schools, this program is characterized by the integration of Islamic values in training. For example, during fashion design training, instructors give directions so that the fashion models made are in accordance with the principles of modesty in Islam, without compromising the aesthetic value and fashion trends. This integration is in line with the rapidly *growing concept of Islamic fashion* in Indonesia, which combines religious identity with creative expression in fashion design (Lewis & Pattinasarany, 2009).

Based on the final evaluation, the majority of students stated that they were satisfied with the training they followed. The results of the questionnaire showed that 92% of students rated the material given as relevant to their needs, 89% felt their skills improved significantly, and 85% stated they were ready to apply the skills in real life. This high level of satisfaction reinforces the finding that hands-on, active participation-based training is highly effective in vocational skills learning.

Furthermore, this program contributes to the achievement of the vocational education goals launched by the government, namely producing graduates who are ready to work, have an entrepreneurial spirit, and are globally competitive. Strengthening technical skills, instilling cultural values, and debriefing digital entrepreneurship that is carried out simultaneously makes this program a model of community service that can be replicated in other vocational schools, especially those in Islamic boarding schools or rural areas. From a *sustainability perspective*, the success of this program encouraged the formation of a student fashion *club* at SMK Nurur Rauf. The club serves as a forum to continue honing their sewing and fashion design skills, developing new products, and marketing their work. The formation of this club is also expected to be an embryo for the school's production unit which can be an additional source of income for students and schools. This model is in line with the *school-based enterprise approach* that has been widely adopted in vocational schools in various countries, where students learn while running real businesses under the guidance of teachers and practitioners.

Overall, these findings show that the training in sewing and fashion design skills at SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan is not just a transfer of technical knowledge, but also a holistic empowerment process. Students are empowered not only to become skilled workers, but also creators of products that have cultural value and economic potential. The integration between vocational skills, Islamic values, and local culture makes this program relevant, unique, and has its own appeal. By strengthening collaboration between schools, Islamic boarding schools, the community, and external parties such as universities or the fashion industry, the potential positive impact of this program can continue to be expanded and sustainable in the future.

CONCLUSION

Based on the results of the implementation of the sewing and fashion design skills training program at SMK Nurur Rauf Islamic Boarding School Cahaya Baru Tlagah Pegantenan Pamekasan, it can be concluded that this service activity has succeeded in achieving the main goal, which is to improve students' technical competence in the field of fashion, develop creativity based on local culture, and foster an entrepreneurial spirit oriented towards economic independence. The training process that prioritizes participatory methods and direct practice has proven to be effective in building students' skills, both in technical aspects such as pattern making, fabric cutting, and sewing techniques, as well as in creative aspects through design development that combines modern elements with typical Madura motifs. The integration of Islamic values in fashion design also gives unique characteristics to the works produced, making it different from similar programs in other schools.

In addition to producing quality fashion products, this program also has a positive social impact. Student confidence increases along with recognition and appreciation from the community, both through exhibition activities and direct orders received. Their ability to market products digitally opens up new business opportunities that are relevant to technological developments. This success is inseparable from the full support of schools and Islamic boarding schools, as well as the active involvement of students in every stage of implementation. With the formation of the *student fashion club* as a follow-up to the program, it is hoped that the sustainability of training activities can be maintained and develop into a school production unit. Overall, this service proves that a practice-based training approach, active participation, local cultural integration, and strengthening religious values can be an effective model for the empowerment of pesantren-based vocational school students, while contributing to increasing the competitiveness of graduates in the world of work and entrepreneurship.

BIBLIOGRAPHY

- Abulhul, Z. (2021). Teaching Strategies for Enhancing Student's Learning. *Journal of Practical Studies in Education*, 2(3), Article 3. <https://doi.org/10.46809/jpse.v2i3.22>
- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4), 314–324. <https://doi.org/10.1002/hbe2.195>
- Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in Human Behavior*, 102, 67–86. <https://doi.org/10.1016/j.chb.2019.08.004>
- Anggadwita, G., Dana, L.-P., Ramadani, V., & Ramadan, R. Y. (2021). Empowering Islamic boarding schools by applying the humane entrepreneurship approach: The case of Indonesia. *International Journal of Entrepreneurial Behavior & Research*, 27(6), 1580–1604. <https://doi.org/10.1108/IJEBR-11-2020-0797>
- Brooks, L., Cornelius, A., Greenfield, E., & Joseph, R. (1995). The Relation of Career-Related Work or Internship Experiences to the Career Development of College Seniors. *Journal of Vocational Behavior*, 46(3), 332–349. <https://doi.org/10.1006/jvbe.1995.1024>
- Davidson, B. (1993). The Black Man's Burden: Africa and the Curse of the Nation-State. *Personal Research Collection*. <https://scholar.dominican.edu/cynthia-stokes-brown-books-personal-research/166>
- Harati, R. (2024). ANALYSIS OF THE INFLUENCE OF UNEMPLOYMENT VARIABLES ON ECONOMIC GROWTH IN CENTRAL KALIMANTAN USING THE ERROR CORRECTION MODEL (ECM) APPROACH. *Multifinance*, 1(3 Maret), Article 3 Maret. <https://doi.org/10.61397/mfc.v1i3.136>
- Indrawati, S. M., & Kuncoro, A. (2021). Improving Competitiveness Through Vocational and Higher Education: Indonesia's Vision For Human Capital Development In 2019–2024. *Bulletin of Indonesian Economic Studies*, 57(1), 29–59. <https://doi.org/10.1080/00074918.2021.1909692>

- Lewis, B. D., & Pattinasarany, D. (2009). Determining Citizen Satisfaction with Local Public Education in Indonesia: The Significance of Actual Service Quality and Governance Conditions. *Growth and Change*, 40(1), 85–115. <https://doi.org/10.1111/j.1468-2257.2008.00462.x>
- Manap, A., Sasmiyati, R. Y., Edy, N., Idris, N., & Pan, S. (2023). THE ROLE OF FINTECH IN MICRO, SMALL AND MEDIUM ENTERPRISES (MSMES). *Jurnal Ekonomi*, 12(01), Article 01.
- Marselina, M., Prasetyo, T. J., Ciptawaty, U., Aida, N., & Suparta, I. W. (2024). Use of SWOT analysis to select feasible businesses as the mainstay business of BUMDes and MSMEs. *Indonesian Journal of Community Services Cel*, 3(1), Article 1. <https://doi.org/10.70110/ijcsc.v3i1.59>
- McLeod, S. (2025, Maret 18). *Albert Bandura's Social Learning Theory In Psychology*. <https://www.simplypsychology.org/bandura.html>
- Norman, A. A. P., Kuncorosidi, K., & Rosmalia, R. (2023). Application of Lean Manufacturing in the Canned Food and Beverage Industry: Literature Review. *DIMENSIA (Diskursus Ilmu Manajemen STIESA)*, 19(01), Article 01. <https://ojs.stiesa.ac.id/index.php/dimensia/article/view/1141>
- Patel, D. N., & Malek, M. S. (2023). Risk Management in Public–Private Partnership-Based Infrastructure Projects: A Critical Analysis. Dalam *Interdisciplinary Perspectives on Sustainable Development*. CRC Press.
- Sopiana, S., Komaludin, A., & Suroso, E. (2024). Pengaruh Influencer Marketing dan Value Co-Creation terhadap Customer Engagement melalui Minat Beli dan Impulsive Buying pada Fashion Batik Modern Kartini's Label (Studi kasus pada Generasi Z dan Generasi Milenial di Jawa Barat). *Ranah Research: Journal of Multidisciplinary Research and Development*, 6(4), 902–915. <https://doi.org/10.38035/rrj.v6i4.894>
- Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.