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Evaluation of Field Work Practice Program at SMK BISNIS INFORMATIKA

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Abstract

Keywords: Program Evaluation;
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Students: Industrial World

The purpose of this study is to: First, evaluate the Field Work Practice program at SMKN 2 Bekasi City, Second, know the practice of students in the industrial world, and third, the obstacles experienced in field work practice activities. The method used in this study is a qualitative approach. The results of the research include (1) the formulation of field work practice programs based on the applicable curriculum, namely the Independent curriculum and coordinating with the relevant world of work. (2) The school to always pay attention to the condition of students, including performance, physical and mental readiness also continues to complete the necessary facilities to support during field work practice activities (3) continue to coordinate with the industrial world to provide optimal service for prakerin participants by including their employees to be used as morning tutors for students in the field in accordance with the instructions in accordance with the guidelines given from the school or government. (4) Field work practice activities in the industrial world must continue to be carried out to equip students when they enter the actual industrial world. The conclusion of the study shows that in showing the suitability of field work practice activities with the dimensions of context, input, process and product in the CIPP model.

Abstract

Kata Kunci:
Evaluasi Program;
Praktik kerja lapangan ; peserta didik : dunia industri

Tujuan dari penelitian ini adalah untuk : Pertama melakukan evaluasi pada program Praktik Kerja Lapangan di SMKN 2 Kota Bekasi, Kedua mengetahui praktik peserta didik dalam dunia industri, ketiga kendala yang dialami dalam kegiatan praktik kerja lapangan. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif .Hasil penelitian antara lain dengan (1) perumusan program praktik kerja lapangan berdasarkan pada kurikulum yang berlaku yaitu kurikulum Merdeka dan berkoordinasi dengan dunia kerja

terkait. (2) Pihak sekolah untuk selalu memperhatikan kondisi siswa termasuk diantaranya performa, kesiapan fisik dan mental juga terus melengkapi fasilitas yang diperlukan untuk menunjang saat kegiatan praktik kerja lapangan (3) terus berkoordinasi dengan dunia industri guna memberikan pelayanan yang optimal bagi para peserta prakerin dengan menyertakan karyawannya untuk dijadikan tutor pagi para peserta didik di lapangan sesuai dengan petunjuk yang sesuai dengan pedoman yang diberikan dari sekolah atau pemerintah. (4) Kegiatan praktik kerja lapangan pada dunia industri harus tetap dilakukan guna membekali peserta didik saat mereka memasuki dunia industri yang sebenarnya. Kesimpulan penelitian menunjukkan bahwa dalam menunjukkan kesesuaian antara kegiatan praktik kerja lapangan dengan dimensi konteks, input, proses dan produk pada model CIPP.

INTRODUCTION

In accordance with the mandate of the preamble of the 1945 NRI Constitution (*NRI Constitution 1945*, n.d.) In the 4th alenia that one of the goals of the Indonesian nation is to participate in educating the nation's life, education is the right way as a way to realize this. Education for all Indonesians is a necessity. Education is the spearhead of a nation's civilization, so it must get more attention not only from the government but also from all elements of society.

Education that is held should be interrelated with the ability of knowledge and skills. Skills as basic capital for a student in applying their knowledge so that later it can be used as a provision in work. This is possible because the appearance that is continuously honed will make it ingrained in a student.

One of the educational institutions that equip students with high skill

knowledge in Indonesia is SMK. SMK is an educational institution that focuses on strengthening skills both technically (*hard skills*) as well as non-technically (*Soft Skills*). Elfindri opined about *soft skills* that man with knowledge *hard skills* without support with *soft skills* then knowledge *hard skills*. It can be dangerous contrary to knowledge *hard skills* combined with ability *soft skills*. Then this can bring welfare and benefit to the environment. (Elfindri, 2011) From this statement it is clear that knowledge that is *hard skills* must be combined with ability *soft skills*. Ability *soft skills* What a person has has a broad influence not only on oneself but also more broadly, namely on society.

SMK as an institution that produces graduates with hard skills and soft skills has proven to get a lot of attention from the community. This can be proven by the number of SMK students throughout Indonesia from both public and private

schools in 2022/2023, which is 5,054,114 (SMK STUDENT Data, n.d.) for comparison, the number of high school students is 5,168,575. From this figure, it can be concluded that public interest in SMK is relatively high. The interest of the community to enter such a large vocational school will make a high contribution to the world of work. This is certainly very potential considering that many jobs require skilled resources that are ready to use and can immediately be used in the world of work.

As a condition for developing these skills, SMK equips its students with the PKL (Field Work Practice) program which is in accordance with Permendikbud number 50 of 2020 (SMK, 2023) about Field Work Practice for Students, stated that Field Work Practice is learning for students of Vocational High School (SMK) / Madrasah Aliyah Vocational (MAK) where the implementation is through practice in the world of work that is adjusted in time to follow the curriculum and work needs. The regulation was then updated again with Kepmendikbudristek Number 262/M/2022 concerning amendments to Kepmendikbudristek Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery which later became known as the Independent Curriculum (SMK, 2023), which establishes street vendors as subjects and also as a means of learning in the world of work.

The role of PKL as a supporter of students' soft skills certainly has a very significant role for the quality of SMK graduates because the skills obtained from school can then be applied in the form of training in the world of work. This is certainly very beneficial not only for students but also more broadly for schools and also the world of work which will produce many kinds of products from the practical expertise of students after graduation.

As one of the Vocational education institutions that equips students with *hard skills* and *soft skills*, SMK BISNIS INFORMATIKA plays an active role in producing its graduates into skilled personnel who are prepared to work in various worlds of work.

In preparing students, SMK BISNIS INFORMATIKA equips students with practical and theoretical knowledge. In theoretical and practical knowledge, students are given various theoretical knowledge according to their respective majors such as how to make a program application, learn internet network connections and how to apply them then apply these skills when PKL activities are carried out.

However, the problems experienced by students when applying the theories they have received in class are sometimes not in accordance with the practice they apply in street vendors. Another problem that arises is also related to internship places where not all internship places are provided by schools but there are also some students who are looking for their own internship

places. From these problems that arise, it should be the author's concern where the PKL activities carried out should be in accordance with the program given so that at the time of PKL activities students can carry out according to the procedures given both from the school and from the business world.

Responding to the problems that arise related to the implementation of street vendors, it is better if an evaluation of the field activity practice program is carried out in the hope of providing solutions both for students and for schools that can be used further for further decision making related to the PKL program at SMK Hamim Cendekia.

In the implementation of the evaluation of the PKL program at SMK BISNIS INFORMATIKA, the author uses the CIPP method where in this method there are four components used in evaluating a program including Context (content), Input (input), Process (process), Product (Product). Of these four components, it will be searched which part is not suitable in a program so that problems that arise are found and then the problems are analyzed to be able to solve the problems faced so that the program used will be more effective and efficient in its application

The CIPP program which consists of four components can be broadly explained as follows: First, the evaluation of the context (content) in this section provides a specific picture of where the program environment is implemented. The purpose of the

evaluation on this compound is to find out the strengths and weaknesses of the party to be evaluated or called evaluation. To achieve this goal, a *need assessment* Where the goal is to get efficient time in knowing the emergence of problems and find what management elements are useful in developing a program (Kaufman, 1999). The existence of *need assessment* It should also be aligned with context evaluations where it can give consideration to whether objectives align with needs (*need*) the already known.

The next evaluation is the evaluation of inputs, in this section the main goal is to be able to determine how to achieve program objectives. From the evaluation of this input will be obtained how to strategize, manage decisions, what resources can be used and how the procedure is. So that this evaluation provides the information needed to achieve a program goal based on the resources owned.

The next component of evaluation is process evaluation. The purpose of this evaluation is to provide *feedback* for principals and teachers about the effectiveness of a program both in terms of schedule, resources provided, availability of guidance that can be modified based on the plan to suit the needs then evaluate the involvement of participants in the program whether they can accept and carry out tasks based on their roles.

While the last component of CIPP is product evaluation. In the last evaluation of the CIPP component, it is

used to collect useful information to ensure that under what conditions a goal can be achieved, but also to determine the strategy that has been carried out according to the procedures and methods used should be continued, modified according to the current form or stopped. So that a program can finally be measured for success as well as how much it has been able to meet the needs of a group.

RESEARCH METHODS

The method used in this journal uses a qualitative approach which emphasizes the use of sentences, words and narratives to explain and describe the phenomena that occur in research.

The evaluation carried out specializes in four elements, namely: program objectives, program design, program implementation, and program achievement results

LITERATURE REVIEW

The Nature of Program Evaluation

Program evaluation is carried out to determine whether an activity is carried out in accordance with procedures and successfully according to the set objectives. In conducting program evaluation, there are several parts that are checked so that a goal achievement will be obtained. This needs to be done because the achievement of a program that is implemented cannot be separated from the success of the sub-sub-system which is part of the program itself.

Ambiyar and Muharika quoted from Arikunto and West Java stated that program evaluation is a unit in which there is an activity in which the activity is a manifestation of a policy whose process is continuous and occurs in an organization involving many parties (Ambiyar, 2019). This program evaluation aims to ensure the quality of a program that runs like an educational program where there needs to be responsibility both for students and educational institutions. (Sisdiknas, 2003) So in realizing program evaluation, the time must be continuous so that activities are not stopped. To carry out this involves many parties. In the world of education, related parties in carrying out their duties must be responsible to students as well as to educational institutions with the responsibility carried out, it is hoped that a program will run as it should.

The effectiveness of a program can be seen from each component whether the components run well so as to make a policy implementation. Furthermore, the policy can be measured whether the application is appropriate. (Djuanda, 2020) Furthermore, program evaluation is a process used to consider, interpret and then make assessments on data that has been obtained from various components of educational planning. (Djuanda, 2020) From here it can be seen that a program will be able to run if the components in it are not stopped. If the components of the program do not run properly, data collection will be carried out which is then assessed, the

purpose of this assessment is to find the cause of the termination of the components of a program.

In program evaluation activities, it can also be used to obtain an overview so that later when the evaluation activities have been completed, information will be obtained that can be used to formulate decision choices taken. (DAMAIYANTI, 2023) So from the opinions mentioned above, conclusions can be obtained about program evaluation, namely program evaluation is a continuous process. The cessation of an evaluation will cause a program to be run will be reduced in quality so that this activity is a responsibility of all parties in carrying it out.

The results of a program evaluation are used to describe and interpret the data that has been taken which can then be used for further actions, namely choices for decision making.

To be able to determine the extent of the implementation of the Field Work Practice program is the purpose of the research conducted this time. The findings obtained at the time of evaluation must have an effect either directly or indirectly. The findings obtained can have several kinds of interpretations, including positive results, meaning that they can be continued, less so that they need improvement or bad, they need to be stopped.

There are four categories of assessment in this study, namely context, input, process and product

developed in the CIPP evaluation model.

The CIPP evaluation model is a model used to evaluate a program implemented. There are four areas of evaluation in this model, including context evaluation, input evaluation, process evaluation and the last is product evaluation. The four areas of evaluation will later provide data on the success of a program being run.

The CIPP program evaluation model was developed by Stufflebeam et al at Ohio State University. (Yahya, 2020) In accordance with the abbreviation of the program, among others, Context, Input, Process and Product are all forms of separate activities. So the evaluator must analyze the four components to find problems that exist in a program.

There are four things in the CIPP evaluation as conveyed by Yahya quoting from Farida Yusuf, including:

- a) Context evaluation helps plan decisions, determine the needs to be achieved by the program and formulate the objectives of the program implementation.
- b) Evaluation of inputs helps organize decisions, determine available resources, what alternatives are taken, what plans and strategies to achieve needs.
- c) Evaluate processes to help implement decisions. To what extent has the plan been implemented? What should be revised?

- d) Evaluate product helps assessing the result achieved from the program.

The Nature of Field Work Practice

Field Work practice is carried out in a series of learning where students have gained good knowledge related to practical and technical skills. As a manifestation of the implementation of the knowledge that has been obtained, students are obliged to practice in a business world.

The provisions possessed by students are skills that need to be implemented with the aim of providing sufficient provisions obtained from learning directly in the business world.(Haryanti, n.d.). In other cases, fieldwork practices are capital that can later be used according to the field that is devoted to adjusting to demands and abilities.(Haryanti, n.d.) So with the skills that have been obtained in school also coupled with the provision of additional knowledge from the business world will be able to be used as capital to be applied to certain fields in accordance with the capabilities and demands of the business world.

The professionalism of a job that is expected to grow in students is a combination of technical educational programs and also areas of expertise obtained from the business world.(Haryanti, n.d.). The same thing is stated by Catur that the professional stage obtained by students is support from the supervision of administrators who are experienced and competent in their fields. Field Work practice

activities are also activities that require a certain time with the aim of developing responsibilities. (Haryanti, n.d.).

From the statement above, Field Work Practice must aim to achieve a professionalism where it is carried out through the supervision of competent and experienced parties in the business world so that later it will be able to develop responsibility for work.

Field Work Practice which was previously a dual system education where students get two knowledge both from school in the form of technical and practical knowledge which will later be practiced in the business world. (Merta, 2022) This will make the compatibility between the theory obtained in school and direct practice when applied to the industrial world in accordance with their respective fields.

Based on some of the above understandings, it can be concluded that fieldwork practice is a form of providing skills education, where students who have taken theoretical education at school then conduct training in the world of work. In the world of work, students will learn how the real world of work conditions. In this training, students are required to be able to adapt to the world of work environment, so they can feel what it's like to work actually.

RESULTS AND DISCUSSION

The evaluation process in this study begins by evaluating the implementation of industrial work

practices based on the context dimension. This is done by paying attention or observing the program objectives, legal basis, and targets for achieving the objectives of industrial work practices of the institution's financial accounting expertise program at SMK BISNIS INFORMATIKA.

The need for industrial work practices is a necessity for every Vocational High School because it is the basis for implementation in producing competent graduates. These competencies are expected to be relevant to the demands of the world of work, especially in the field of institutional financial accounting expertise. Another thing that is considered important is to have a high work ethic. This fact stands to reason because mastery of students' skills can only be achieved through industrial work practice programs.

The next evaluation of the context dimension is by conducting a basic assessment of the formulation of program objectives based on the industrial work practice guidebook of SMK BISNIS INFORMATIKA. The result is known that the objectives of industrial work practices are as follows:

1. Realizing the concept of link and match between schools and partner institutions.
2. Providing experience to students in an effort to improve individual quality (skills, attitudes, and work ethic) in accordance with their areas of expertise.

3. Learners can implement and improve their competencies.
4. As a map of the competence of prospective workers for partner institutions.

Based on the results of the assessment of the suitability (relevance) of the implementation of industrial work practices, the competence of the financial accounting expertise program of institutions with predetermined objectives is appropriate because before curriculum development (implementation), an analysis of the needs of the business world and the industrial world has been carried out. In addition, the curriculum always refers to the Indonesian National Work Competency Standard (SKKNI) and the Indonesian National Qualifications Framework (KKNI).

The third evaluation of the context dimension is to assess the objectives of achieving the objectives of industrial work practices of the institution's financial accounting expertise program. Based on data and information obtained in the field through instruments disseminated to students participating in industrial work practices, it is known that students have received direct images and information about the process of implementing work. In addition, they have also gained empirical experience on the implementation of work in the business world and the industrial world. This is in accordance with the purpose of industrial work practice, which is to provide real experience (job training) to

students. The students also realized that industrial work practices have provided a very positive experience so that later they will be able to solve various complex problems, especially regarding work in the field of financial accounting institutions.

Another thing is the increased motivation in exploring the field of expertise that they concentrate on considering that institutional financial accounting is needed in various business entities, companies, businesses, and financial transactions in other institutions.

Based on the description above, it can be concluded that the results of the context evaluation show that the implementation of industrial work practices is in accordance with the formulation of goals, the basis for the formulation of goals, and the objectives of achieving the objectives that have been set, and everything is going well. Nevertheless, various improvement efforts are needed that involve the business world and the industrial world together, especially in developing and implementing curricula in accordance with the needs of the business world and the industrial world, especially in the field of institutional financial accounting expertise. Thus, there will be harmony and compatibility between the programs designed in schools with the demands of partner institutions.

In order to dig deeper into information related to research, interviews are used where from this interview will be obtained what

activities are carried out by students during practical fieldwork activities. So that it will be obtained any competence that has been mastered by students.

Monitoring and evaluation is also used to find out what difficulties and obstacles are experienced by students when conducting fieldwork practices. So it is expected that these activities are in line with expectations.

In conducting monitoring, it is carried out by mentors from the industrial world and also from the supervisor teacher so that input and assessment are obtained from physical evidence that has been carried out by students.

A different place of practice from the school situation is also a problem so that as much as possible the learners should try to adapt to the new environment.

Mastery of the equipment used during direct practice in the industrial world certainly also causes problems for students. This is because the industrial world has used the latest technology compared to napa used in schools so that students also have to adjust to the new equipment.

During direct practical activities in the industrial world, it provides a very meaningful experience for students, this is mainly the improvement of their skills in using equipment and how time management they must comply with so that inevitably they must obey the rules that apply in the industrial world. Field work practices also open discussion rooms and get very useful and

supportive information later if students are really working in the industrial world.

The experience gained by these students certainly confirms that fieldwork practices are needed by students in an effort to develop knowledge and apply skills in the real industrial world so that they are expected to be able to compete after they graduate from school.

Based on the findings of the research above, it is clear that fieldwork practices provide benefits and opportunities for students to apply their knowledge and skills in the industrial world where in general the activities carried out by students at SMKN 2 Bekasi City are in accordance with applicable procedures.

CONCLUSION

From the results of the analysis and discussion related to program evaluation at SMKN 2 Bekasi City, it was concluded that there is conformity with the CIPP evaluation, among others, from the dimensions of context, input, process and product where the indicators set are appropriate, among others, can be explained as follows:

Judging from the context dimension, it shows that the fieldwork practice activities carried out at SMKN 2 Bekasi City have formulated both the goals and objectives of the program so that there is conformity with the CIPP evaluation. The formulation and objectives stated are in accordance with the needs of the industrial world are also in accordance

with applicable standards both in curriculum and desired by the industrial world.

The input evaluation found that the design used had met the learning objectives, desired participants, supervisors, and places as determined in the learning. Meanwhile, what still needs to be improved is that supervisors should get more opportunities to get knowledge in accordance with the development of science and technology that continues to grow, among others, by providing trainings or sending seminars. This is important to do so that students get the latest knowledge.

In the process dimension, it is known that students carry out activities as instructed by the industrial world, however, problems are found because students are still adjusting to school demands but in other things the industrial world cannot fulfill them. So that a meeting point must be found between the school and the industrial world to find a solution.

The evaluation results from the product dimension show that fieldwork practice activities provide quite good benefits for students, this is shown that there is an increase in skills mastered by students after participating in fieldwork practice activities. However, it is realized that there are still some aspects that need to be improved, such as improvements in the monitoring and evaluation process which should be carried out with more frequency, for example once a week. Monitoring and evaluation should also be carried out

intensively. In addition, if students face problems in the field, the guidance teacher should immediately find a solution. The results of monitoring and evaluation should be used as feedback to improve the program and process of industrial work practices in the coming years so that the guidance teacher can find a solution as soon as possible. The

results of monitoring and evaluation should be used as feedback for the improvement of programs and industrial work practice processes in the following years.

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