Analysis of the Process of Implementation of Work Practices Industry Vocational High School Students in Purwodadi

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Article Info	Abstract
	The purpose of this research was to describe the process of the implementation of student state Vocational School Prakerin in Purwodadi and test the difference Prakerin in state Vocational School and private vocational schools in Purwodadi. This research uses research survey that is descriptive. The population of this research is the grade XI Concrete Masonry Construction Engineering (TKBB) of state Vocational School and private vocational schools in Purwodadi. The Sampling technique used was Simple Random Sampling. The results of the research implementation process of state Vocational School that is as much as 10 students (21.74%) stated the very high category, 31 students (67.39%) including the categories high, by as much as 5 students (10.87%) stated the categories and score an average of 141.26. Results of the study in private vocational schools show that as many as 8 students (17.39%) including the very high category, 14 students (30.43%) said the high category, as many as 14 students (30.43%) including categories and score an average of 134.37. The results of calculations using SPSS t-Test of can to score t of extent and significance is 3.794 0.000 < 0.05 so the hypothesis described there are differences in the implementation process state Vocational School and private vocational schools in Purwodadi was supported by the data. Implementation of student state Vocational School Prakerin including categories higher and private vocational schools categories include enough.

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INTRODUCTION

Vocational High School is secondary education that prepares its students for work as well as develop professional attitudes. Vocational High School graduates expected to be productive and have individual competitiveness in entering employment. In order to prepare graduates that have the competitiveness that's learning in Vocational High School not only performed at the school, but also carried out outside the school in the form of prakerin. Prakerin is part of a joint program between the Vocational High School and the industry was held in the world of business/industry.

Maintaining and improving the quality of graduates from Vocational High School world demands of the industry and technological advances, the Government has attempted to implement a variety of wisdoms both in terms of quantity as well as in terms of quality. The Government has long been trying to earnestly improve the quality of private vocational schools, with some programs, such as: restrictions on programs of study, rejuvenation of the subject matter, the entry requirements, the system of Professional exams, rejuvenation and infrastructure as well as improved management of Vocational High School through a system of cooperation. Numerous attempts have been made to resolve the matter, but still there is criticism about the quality of graduates. The criticism coming from the community as well as the industrialized world. This occurs because the Vocational High School graduates less competent when facing the world of work in the industry. As well as technology advances more quickly in the industrialized world when compared to world school.

Students are expected to have a good readiness before making Prakerin so it can play well on exercise Prakerin and get results match expectations from Prakerin form of work experience. In addition, the readiness of students is expected to give a passing grade in students and certified Prakerin. Students need to be emphasized on preparing himself to execute Prakerin through improved understanding of the work environment, understanding the science and skills of using existing equipment in the industry. In the implementation of the Prakerin looks good must be upgraded simultaneously for a variety of future demands that not only work but also readiness demands readiness in improving economic growth, technology advances very rapidly and demands of globalization which knows no age, the statement is supported by the research of Anas (2009:119-131) in the journal entitled "implementation of the Industrial vocational school Students work practices Engineering Program Building in the city of Makassar" States that students are expected to have a good readiness before implementation process Prakerin so it can play well at the time of implementation process Prakerin and get results from the form of knowledge or work experience to students. The readiness of students is also supported by the knowledge of students about the process of implementing a very, socialization Prakerin intense conducted by schools and students ' motivation to learn everything Prakerin information regarding implementation process Prakerin.

The implementation stage is the stage of Prakerin where students carry out learning in the industry. The length of the implementation of the guidelines refers to the implemented prakerin organizing prakerin. The program that was implemented in industry Prakerin include: a basic vocational Practice, can be implemented in schools and others in the industry, if the industry does not have facilities the training then basic vocational practice activities are fully done at school. The success of vocational school in graduates makes getting a job, certainly not regardless of the relationship between the schools with the business world and the world of industry (DUDI). In addition it should be ready in theory and practice, students have to be ready mentally. In place of Prakerin students will meet with new people with different characters. The school should really prepare their students well in order for implementing Prakerin students have no trouble and after finishing his expectations could be a candidate for a professional workforce in accordance with a request of the working world.

The success of Prakerin demanding to blend of harmony and balance as well as the essential element of educational interaction associated with Prakerin. It takes learning curriculum relevant to the industry i.e. the learning that can actually educate their students in accordance with the conditions of the world of work. Including the components of the education system, such as the quality of the learners, the competence of teachers and facilities should be adapted to the learning needs of the workforce. Research objectives to be achieved from the results of this research are to describe the process of the implementation of student Vocational High School Prakerin in Purwodadi and test the difference Prakerin in state Vocational School and private Vocational School in Purwodadi.

METHODS

Types of research methods used in this research are a survey research methods are descriptive. Descriptive nature aims to describe, depict, or analyzing the results of research on the events of a particular incident or situation that occurs in the present moment. Engineering data retrieval using question forms, grain scale like answers using a statement with 5 alternative answers, that is very often do, it is often done, quite often do, Rarely do, Never do with score each of the 5, 4, 3, 2, 1. The population of this research is the entire class XI students majoring in TKBB in state Vocational School 2 Purwodadi and Vocational high School Purwodadi national development a number of 92 students. The sampling technique used in this study i.e., Simple Random Sampling.

An instrument is said to be valid if it can reveal data onto the variables investigated appropriately. In this study the validity of the calculation using the formula product moment with the help of SPSS software. When a grain of validitasnya coefficient ≥ 0.3 then it can be said to be valid (Azwar, 2015: 146). Reliability of the instrument based on the results of the field is analyzed using Cronbach Alpha with the help of SPSS software. When the price coefficient reliabilitasnya $\geq$ 0.5 then considered reliability (Azwar, 2015: 53). Reliability tests results of the get the value of Cronbach Alpha of 0.956.

Test for normality meant to examine the samples examined, normally distributed or not. As for normality test to test the normality of the data variable implementation process Prakerin students Vocational high School. Statistical tests used is testing Kolmogorov-Smirnov Test (1-sample K-S). Testing the normality of the data SPSS programs assisted in. With the value of the p significance (probability) that is used is 0.05 5% error levels. Thus if p values of normality test results greater than or equal to 0.05 ($p \geq 0.05$) then the data is Gaussian.

Data variance in the two samples was homogenized or not then its homogeneity of variance tests need to be done. Testing of its homogeneity of variance using Lavene's Test Statistic. So, if results count is smaller than the Sig. 0.05 received and rejected. This means a homogeneous variances. Test the t-Test was used in this research is the Independent Sample t-Test. Independent Sample t-Test is a type of statistical test which aims to compare the average of two groups that are not mutually interconnected with pairs or not. This type of statistical test used to compare to the implementation processes in state Vocational School and private Vocational School Prakerin in Purwodadi.

RESULT AND DISCUSSION

The process of the implementation of state Vocational School already Prakerin went well, but the quality of the Organization of the quality remains to be further enhanced, to conform with the objectives and the expected targets both schools as well as the industrialized world as a party recipient of the students carry out the implementation process Prakerin. The world of work is more

likely to see the prospective workers from soft skill, surely this does not rule out the role of hard skill as the ability (competence) or expertise on a particular field. Hard skill is an important factor of the success of the work, but someone in the works will normally be more determined by factors of soft skill.

The activity of the students of state Vocational School Prakerin the implementation processes Prakerin is on the industry in every area of the industry that work differently, for example the field of consultants, contractors and developers. The activity of the students carried out the implementation process of the industry that Prakerin engaged in especially if the consultant a consultant Planner can be a designing computer-based building images using the Autocad program and make the numbering plan of the budget costs. For the consultant of supervision, its activities could be an oversight work the field civil engineering in the form of buildings, bridges and more. A description of the process of the implementation of student Vocational high School Prakerin is presented in Table 1 below:

Table 1. The results of the research implementation process of Prakerin in state Vocational School

No	Score	Category	F absolute	f (%)	Komulatif
1	34 – 60	Very Low	0	0 %	0 %
2	61 – 87	Low	0	0 %	0 %
3	88 – 114	Enough	5	10.87 %	10.87 %
4	115 – 141	High	31	67.39 %	78.26 %
5	142-170	Very High	10	21.74 %	100 %
Total			46	100 %	

Private vocational school students carry out the implementation process of the large or prakerin medium there is a field supervisor or instructor argues that the basic capabilities of the private vocational school students are lacking in terms of practical work , still work according to the theories about the get in school . in addition students are also not confident to be able to receive the works under pressure , such as the work that must be completed within a certain period and relatively brief . The lack of basic capabilities of students in terms of practical work Prakerin , besides students Prakerin also not confident with the skills of practice owned , the statement backed by research Sowunmi et al (2016: 1-13) in the journal entitled . "An Empirical Analysis of Software Quality Assurance Practices and Challenges in a Developing Country: a Comparassion of Nigeria and Turkey" and research Caballero et al (2001:443-454) in the journal entitled "A Methodology To Analysis Enterprises To Become Members of Virtual Industry Clusters", stating that the industry as a place Prakerin must take serious measures so that later students Prakerin get job skills and competencies as well as the ability to use existing tools in the industry, because it's all as ancillary provision when entering the job market.

Lack of knowledge of students about the process of the implementation of the private vocational school prakerin can also influence the activity of students that took place in the industry. the supervising teachers should provide motivation to students to give information about any science provision of the implementation process has not been completed properly prakerin, it could be the supervising teachers competent in matters of process implementation of prakerin. the lack of basic capabilities of students in private vocational school adapting to the environment and work culture of the industry could also affect private vocational school students in the mental process of implementing prakerin. the lack of basic capabilities in adapting to the work environment, work safety practices and work culture industry also supported by research grytnes et al (2017:17-39) in the journal entitled "apprentice or student? the structures of construction industry vocational education and training in denmark and sweden and their possible consequences for safety learning"

show that safety work practices in the work environment were very important to the process of implementing prakerin lasts. one of the models of safety practices at the vet, with a model in a vet student practices prakerin safety be safe. a description of the process of the implementation of student Vocational high School Prakerin is presented in table 2 below:

Table 2. The results of the research implementation process of Prakerin in Private vocational school

No	Score	Category	F absolute	f (%)	Komulatif
1	34 – 60	Very Low	0	0 %	0 %
2	61 – 87	Low	0	0 %	0 %
3	88 – 114	Enough	14	30.43 %	30.43 %
4	115 – 141	High	24	52.18 %	82.61 %
5	142-170	Very High	8	17.39 %	100 %
Total			46	100 %	

Prakerin is part of a program of learning that must be implemented by each learner in the world of work, as a real manifestation of the implementation process of the education in Vocational high School. An analysis of the implementation processes Prakerin intended to find out whether the Prakerin implementation process can proceed, corrected or cancelle. The results of such analysis may be made of information as input to determine the follow-up of the implementation process Prakerin was or has been implemented.

Table 3. The results of the analysis of the implementation process state Vocational School and private Vocational School Prakerin

	the origin of the school		N	Mean	Std. Deviation	Std. Error Mean	Category
results Prakerin	state School	Vocational	4 6	141.26	8.479	1.250	High
	Private School	Vocational	4 6	134.37	8.938	1.318	Enough

From the table above to see that the results of the process of implementation that are higher in prakerin state Vocational School compared to private Vocational School view results the average (mean) in state Vocational School of 141.26 and the private vocational school of 134.37. requirements analysis.

Table 4. Normality tests results of the Program SPSS

No	Variable Name	Kolmogorov-Smirnov Test	Condition	Description Data Distribution
1	Analysis of the process of the implementation of student Vocational high School Prakerin in Purwodadi	0.689	$p \geq 0,05$	Normal

Data analysis with the help of a computer programs that is SPSS. The criteria used, namely the data is said to be Gaussian if the value of p (probability) at the output of the Kolmogorov-Smirnov Test is greater than 0.05 (p ≥ 0.05) with 5% significance level. So based on the results of a test of normality with the SPSS program it can be concluded that the distribution of data from the Gaussian variables.

Table 5. Test results of its homogeneity with the SPSS Program

	Lavene's Test for Equality of Variances	
Result Prakerin	F	Sig.
	0.239	0.626

The second sample of variance homogeneity/not, then conducted tests of its homogeneity of variance using Lavene's Test data. based on Statistics researches using the help of SPSS gained results F of the extent and significance of 0.239 and 0.626. Thus Ho accepted and Ha was rejected. This means a homogeneous variances.

Table 6. The t-Test results

No	Original School		average value	Score t	Significance Level (2-tailed)	description
1	state School	Vocational	141.26			
2	state School	Vocational	134.37	3.794	0.000	significant

Because α < 0.05 (0.05 < 0.000). So in conclusion there is a difference between the process of the implementation of state Vocational School and private Vocational School prakerin. So, why are the results of the process of the implementation of state Vocational School Prakerin is higher than in private sectors due to soft skill private Vocational School cannot be released from the sense of competence. Competencies can be defined as the motives, attitudes, skills, knowledge, personal characteristics or other behavior that is essential to carry out the implementation process Prakerin. In the face of the global era of the rapid acceleration of labor required that not only has the ability to work in the field (hard skill) but is also very important to master the capability of facing the changes and make use of changing it self (soft skills). Therefore the educational establishments as a SDM to integrate these two kinds of components that are integrated and competency is not one-sided to prepare human resources intact that have the ability to work and compete in the job market.

In the end, the students of State Vocational School that carries out the process of implementation in the industry with the large or medium sized groups have the capability of carrying out the implementation process in accordance with the world standards Prakerin business/industrial world and it would be easy entering the job market after graduating from vocational school and the students had a provision for a work experience during the process of implementing Prakerin.

Vocational high School graduates are indeed required to master technical skills (hard skill), surely a factor software skills (soft skills) must also note so that the success in the get more optimal. In the world of work, soft skills became indispensable existence begins from the selection process until of course at the time of work. The balance between the ability of hard skills and soft skills are indispensable in the world of work. If your a hard skill only possessed, then someone will be knocked out by those who have the ability to soft skill due to soft skills preferred. Someone who has the ability of hard skill alone will be knocked out by those who have the ability to soft skills, these statements are supported by Research Studies Ningsih and Raharjo (2017: 1-10) in the journal entitled "analysis of the implementation of the Work practices of Industrial Grade XII Engineering Program Figure 1 State Sedayu Vocational high School Building". To improve soft skills of students, teachers and escort then supervising field/instructors should improve their performance.

Improve the performance of field supervisor/trainer by means of field supervisor/instructor should guide students with more intensive Prakerin so that students can carry out tasks Prakerin

given field supervisor/instructor well according to what is expected of field supervisor/trainer and student Prakerin can get knowledge as well as skills in the industry. While the companion teacher performance improvement done by student monitors Prakerin compliance with duties and obligations so as to better know the developments in knowledge can students Prakerin in industry. In fact the process of implementation can be achieved when students Prakerin Prakerin finds new things of difference between learning at school and learning at industry venue Prakerin, so new stuff in the form of skills and experience the provision of science can be used when entering into employment in accordance with the standards of the business/Industry.

Integration of soft skills and hard skill developed simultaneously at the time of implementation process Prakerin, thus contributing to the development of competence or expertise as well as software such as: honesty, discipline, communication, motivation, confidence and creativity for students who carry out the implementation process Prakerin. The above description is also supported research Andayani (2016: 744-754) in the journal, entitled "The Analysis of The Practice of The Industry Work Towards Mastery of The Skill of The Students In The Face of The World of Work In Vocational School NU Bululawang Malang" that soft skill is having the ability to work equally well with fellow students and supervising field prakerin/instructors in the industry and have confidence that high so that it brings out the creativity which is great for students Prakerin for developing science-a science that is already in the can at industries Prakerin place, while hard skills it can use science and technology to good use and have highly developed technical skills needed in the workforce.

CONCLUSION

The process of the implementation ofSstate Vocational School at Prakerin Purwodadi belongs in the category of high its all because supported by industry and major in the middle class. The process of the implementation of state Vocational School Prakerin is also supported by the intensity of the teacher's Companion in the visiting students during Prakerin as well as the motivation and the support given by the teacher to the student companion Prakerin. Teacher's Companion also always establishes communication between the field supervisor/trainer Prakerin in industry. Field supervisor or instructor is also always provide guidance to students who perform Prakerin implementation process before doing a job, give additional explanations for students that do not understand Prakerin and check the finished work was done by students Prakerin. The process of the implementation of private Vocational School Prakerin Purwodadi belongs in the category simply because of the initiative of students in completing the task in Prakerin place Prakerin already runs well but has not been fullest due to a lack of direction from the field supervisor/trainer in the industry, as well as the granting of the injunction against the run, sometimes a job not done yet done, already ruled that other work. The job was given to students Prakerin still monotonous, so that students, initiated less Prakerin.

The t-Test analysis of acyl stated that there is a difference between the process of the implementation of Vocational high School in prakerin State Vocational School and in Private Vocational School as well as the results of this process is the implementation of Vocational high School in Prakerin state Vocational School is higher than in the private Vocational School sector because the students of Vocational high School prakerin at state Vocational School has a readiness well before doing the implementation process so that it can break Prakerin properly at the time of implementation process Prakerin and get results in the form of knowledge or work experience which later can be used as Scrip when entering the world of work.

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