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Evaluation of the Industrial Work Practice Implementation Program (Prakerin) Using the CIPP Model (Context, Input, Process, Product) in the Motorcycle Engineering an Business Department at Vocational High School (SMK) Negeri 1 Bangsri Jepara

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Abstract

The background of this research is the lack of absorption of graduates from SMK Negeri 1 Bangsri Jepara, Department of Motorcycle Engineering and Business, who work not according to their majors. The research method used is a qualitative method and the evaluation model used in this study is the CIPP evaluation model. Data collection techniques by means of in-depth interviews, observations and documentation studies. And data analysis techniques with data collection, data reduction, data presentation, verification and confirmation of conclusions.Research shows that context evaluation is appropriate, as evidenced by the learning process in schools that has been fulfilled in the implementation of direct practice in the world of work. Input evaluation is appropriate as evidenced by the planning, implementation and evaluation of Industrial Work Practices. Process evaluation found that students were able to carry out the Industrial Work Practice program well, but the monitoring activities of the supervising teacher were not optimal. Product evaluation has been well demonstrated by changes in the skills of competent students after carrying out the Industrial Work Practice program.The results of the study can be concluded that the Evaluation of the Industrial Work Practice Implementation Program using the CIPP model in the Motorcycle Engineering and Business Department at SMK Negeri 1 Bangsri Jepara through the stages of planning, implementation, evaluation and follow-up can provide information for improving the quality of Education in SMK.

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INTRODUCTION

Efforts to improve the quality of education can be pursued through formal education and non-formal education. One of the formal educational institutions that prepares its graduates to have excellence in the world of work, namely through vocational education. PP 29 of 1990 Article 1 Paragraph 3 explains that vocational education is a secondary education level that prioritizes student development to carry out certain types of work. Through Vocational High Schools (SMK) students are prepared to develop a professional attitude in their field and are ready to work in the world of work according to the needs of the Business World and Industrial World (DUDI).

Based on Law Number 20 of 2003, the specific objectives of vocational secondary education are: (a) preparing students to become productive human beings, (b) preparing students to be able to choose a career, be tenacious and persistent in competence, adapt in the work environment and develop a professional attitude, (c) equip students with science, technology and art so they are able to develop themselves independently in the future, and (4) equip students with competencies in accordance with the program of expertise.

One factor that becomes an obstacle is the implementation of industrial work practices that involve students to be involved in the Industrial World and the World of Work (IDUKA). The implementation of industrial work practices is carried out by placing students in certain institutions to find out real concepts of the world of work. That way, quality graduates will be created through improving the processes and outcomes of SMK education. This is in accordance with Presidential Instruction No. 9 of 2016 concerning Revitalization of Vocational High Schools (SMK) in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources.

The implementation of Industrial Work Practices (Prakerin) is part of the implementation of learning in Vocational Schools which involves the community, especially the world of work, especially to strengthen the mastery of skill competencies. The goal is for students to live and practice and internalize the positive values of the world of work, in order to build students with character. This is in accordance with Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK), especially in article 6 which states that "Implementation of PPK in Formal Education Education Units is carried out in an integrated manner in intra-curricular, co-curricular and extra-curricular activities".

To build students into quality human resources, it is necessary to integrate PPK into the implementation of street vendors. Human resources in this context are students who carry out field work practices and as prospective employees or entrepreneurs. In Vocational High School education, students are equipped with knowledge that integrates Pancasila values and is also carried out in street vendors with the character values of honesty, discipline, hard work, creativity, independence, curiosity, respect for achievement, communicative, caring for the environment, caring socially, and being responsible.

The implementation of Industrial Work Practices (Prakerin) has similarities with the apprenticeship program stipulated in the Regulation of the Minister of Manpower of the Republic of Indonesia Number 36 of 2016 concerning the Implementation of Domestic Apprenticeships. It states that apprenticeship is part of a job training system that is held in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who have experience in the process of producing goods/services in companies, in order to master certain skills.

In the implementation of the industrial work practice program, the problems that often occur every year in managing this annual program are only limited as a formality for carrying out industrial work practices, there is still a lack of attention to the process of industrial work practice management, the human resources involved should be able to pay more attention

than everyone involved to be more effective in these activities.

SMK Negeri 1 Bangsri Jepara is a vocational school with the aim of creating a Vocational School that is able to produce graduates who are smart, productive, competitive, pious, and have noble character who are prepared to become workforce in the automotive sector, so far the results of these graduates have not been matched with the world of work. it turns out that graduates as students of SMK Negeri 1 Bangsri Jepara should have experienced 2 learning models, namely at school and in the industrial world, in the school world they are taught theory, practice and all kinds of things with skills such as maintenance and repair of motorcycle engines, maintenance and repair of power transfer systems motorcycles, maintenance and repair of motorcycle chassis and suspension and maintenance & repair of motorcycle electrical systems. Meanwhile, in the industrial world, they are taught directly about industrial work practices, so it has to be link and match.

As a reference, the author takes research from Milandah Maulina (2020) in her research entitled "Optimizing link and match as an effort to make SMK relevant to the business and industrial world (DUDI)" and the results of the research explain that the existence of SMK is to equip students' skills, especially so that they can applied in the world of work tends to be contradictory because seeing the reality of the world of work has not accommodated many SMK graduates. Link and match as a form of program that delivers linkages or competencies of educational graduates should be in accordance with the demands and needs of development in the form of a match or the results match the needs of DUDI in terms of quantity, quality, variety, qualifications and time. The purpose of writing this article is to optimize the application of link and match as an effort to make SMK relevant to the business and industrial world (DUDI). The article was made based on a literature review through the Garuda Portal and then analyzed using a descriptive method. Based on the results of an analysis of 9 literatures, it was revealed that the existence of a link and match program was very helpful in establishing cooperation between Vocational Schools and DUDI with various approaches such as competency-based training (CBT) and strategies such as the MoU program for business and industry (DUDI), curriculum alignment, practice industrial work (Prakerin), and skills competency test (UKK) so that link and match will be effective and benefit both parties

Therefore, SMK Negeri 1 Bangsri Jepara is expected to be able to provide experience for students to get to know the world of work. Thus it is expected that Industrial Work Practices (Prakerin) should be an effort to prepare for work in the industrial world where in its implementation it has been preceded by basic practices and directly involved in apprenticeships, but in reality this still does not answer the problem of unemployment for Vocational High School graduates, therefore In my research, I will focus on students at SMK Negeri 1 Bangsri Jepara in carrying out industrial work practices, where the problem is further emphasized, in this topic I want to evaluate the implementation of industrial work practices.

While the research that will be studied by researchers here is the Motorcycle Engineering and Business expertise program (TBSM) which is a SMK Negeri 1 Bangsri Jepara program that must be owned by students in this expertise program namely to produce students who are skilled in the field of motorcycle engineering and business, preparing graduates who competitive in the automotive industry, and ready to open a business in the mechanical motorcycle sector.

However, the problem in the field is that there are obstacles in the activities of the industrial work practice program (Prakerin) for motorcycle engineering and business skills, namely the lack of optimization and limited time in receiving subject matter. Apart from that the most important thing is how SMK Negeri 1 Bangsri Jepara as one of the Vocational Education needs to think about and carry out industrial work practice programs so that they run as they should and are in accordance with the link and match between Internship and DUDI, the

problem of graduates who are unemployed and work inappropriately major

According to Law No. 20 of 2003 SMK is secondary education whose goal is to prepare students to be able to work according to the competence of their respective fields. Therefore, SMK must equip students with competencies according to the needs of the world of work. But the fact is that SMKs are still unable to provide manpower in accordance with the needs of the business world or the industrial world (DU/DI). Based on data obtained from the Central Statistics Agency (BPS) announced Indonesia's open unemployment rate (TPT) as of August 2022 at 5.86% or 8.42 million people. It turns out that most are graduates of Vocational High Schools (SMK). Even though this is better than the last two years, there has been a decline, where in 2021 it was 13.55% and in 2022 it was 11.13%. This explains that the objectives of SMK have not been achieved properly. Therefore a strategy is needed so that the competence of students can increase close to the needs of the industry. One of the steps that can be taken is to maximize as much as possible, namely the Industrial Work Practice program which can improve the competence of students in accordance with the needs of the Business World and the Industrial World because students by participating in Industrial Work Practice activities will get direct work experience in accordance with competency expertise in proper workplace.

As a reference for international journals, the author takes research from Eva Devi Sofyawati, Mohammad Fakry Gaffar, Aan Komariyah, Abdul Azis Wahab (2022) in her research entitled "The Development Of Vocational Education Program And The World Of Work Establishing Link And Match" and the results of this research explained that the role of leaders and management in ensuring curriculum development and its implementation in the learning process to establish links and matches with the demands of the world of work is clearly visible. There have been efforts made by the leadership of the Polytechnic, Head of Study Program, and lecturers in overcoming the difficulties encountered in terms of meeting the demands of a diverse world of work, the limitations of learning support tools and the implementation of PKL and PKL apprenticeship programs

Therefore, considering the importance of implementing industrial work practices for vocational students, and seeing the reality in its implementation raises a question, has the implementation of industrial work practices been really able to meet the expectations and goals of vocational schools in preparing human resources? To answer this, it is necessary to evaluate the implementation of industrial work practice programs. The implementation of industrial work practice programs must always be evaluated to see how far the program has succeeded in achieving the stated program implementation objectives. Without evaluation, the effectiveness of running programs cannot be seen. As such, the new policies regarding the program will not be supported by data. Therefore, the evaluation of this prakerin program aims to provide data and information as well as recommendations for policy makers (decision makers).

Evaluation of industrial work practice programs is intended to determine the level of success or failure of a program. The evaluation results can be used as information to determine the follow-up of the program being implemented. To evaluate the implementation of industrial work programs in this study, the evaluation model used by researchers is the CIPP model. Evaluation of the program for implementing industrial work practices using the CIPP model, including context, input, process and product. This is done to obtain and present information that is useful in considering alternative decision-making to determine the continuity of the implementation of industrial work practice programs going forward. We carried out the evaluation of the industrial work practice program in this study at SMK Negeri 1 Bangsri Jepara in the Motorcycle Engineering and Business (TBSM) expertise program which was carried out in semester 4 when students were in class XI and carried out when the early period of the school year was even. The process for

participants in this industrial work practice is about 3 months, namely: January, February and March.

METHOD

This type of research is included in the qualitative research which is used to evaluate the internship implementation program that runs at SMK Negeri 1 Bangsri Jepara, Department of Motorcycle Engineering and Business. The evaluation model used in this study is the CIPP evaluation model. Moleong (2005) explains that qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or quantification methods. Qualitative research consists of a set of material interpretive practices that make the world visible. In this case, qualitative research involves a naturalistic interpretive approach to the world. This means that qualitative researchers study things in their natural environment, trying to make sense of or interpret phenomena in terms of the meanings that society assigns to them.

This study aims to reveal an event and to be able to collect data in knowing the evaluation of the internship implementation program at SMK Negeri 1 Bangsri Jepara, Department of Motorcycle Engineering and Business using the CIPP model. In accordance with the opinion of Moleong (2010: 6) which states that qualitative research is research that is intended to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form words and language, in a special context that is natural and utilizes various natural methods.

RESULTS AND DISCUSSIONS

The research results obtained from the field, researchers will conduct descriptive data analysis regarding the evaluation of the Industrial Work Practices (Prakerin) program at SMK Negeri 1 Bangsri. Evaluation of the CIPP (Context-Input-Process-Product) model developed by Daniel Stufflebeam et al, this evaluation is an attempt to provide information for decision makers. Evaluation of this model consists of four elements, namely context, input, process, product. Each type of component has a different type. Based on field research that has been carried out by the author, the following is the data findings obtained regarding the evaluation of the implementation of Industrial Work Practices (Prakerin) at SMK Negeri 1 Bangsri, which are summarized as follows:

1. **Context Evaluation**. Job incompatibility with skill competencies is a problem that must be resolved or minimized. This problem can be overcome in several ways, namely: expanding the area for Industrial Work Practices (Prakerin), providing jobdesk to industrial parties that contain data or knowledge related to student expertise competencies deepen the material majors to students who still feel confused.
2. **Input Evaluation**. The input evaluation component at SMK Negeri 1 Bangsri is in accordance with the theory that input or input is preparation for the implementation of Industrial Work Practices (Prakerin), where the implementation is in accordance with program evaluation steps, namely preparation, implementation and program evaluation
3. **Process Evaluation**. Problems that occur during Industrial Work Practices (Prakerin) can be minimized by: additional monitoring should be carried out not only three times a month, so that the supervising teacher will be closer and understand the needs and constraints felt by the participants in Industrial Work Practices (Prakerin). before students carry out Industrial Work Practices (Prakerin) they are required to make observations at the places where Industrial Work Practices (Prakerin) will be carried out so that adaptation to the environment does not take too long
4. **Product Evaluation**. Problems that arise during Industrial Work Practices (Prakerin) can be reduced by: selection of Industrial Work Practices (Prakerin) places that truly match the competence of the students

according to their respective majors, so that students will gain new knowledge and experience related to their field of competence, deepen and improve the quality of the learning process so as to produce students who are truly competent in their fields and are not awkward in the world of work .

CONCLUSION

After conducting research on the implementation of the evaluation of the Industrial Work Practices (Prakerin) program at SMK Negeri 1 Bangsri, in general it was quite good. Where the evaluation of the Industrial Work Practices (Prakerin) program at SMK Negeri 1 Bangsri uses the CIPP method with the following results:

The level of suitability of the implementation of the Industrial Work Practice program at SMK Negeri 1 Bangsri in the Motorcycle Engineering and Business Department, seen from the evaluation of the context, is in accordance with the basic concept of determining priority needs and choosing goals that most support the success of the program. The needs of students formulated by SMK Negeri 1 Bangsri are to equip students with Industrial Work Practices (Prakerin) with competencies that must be possessed by students in their respective major expertise. The learning process at school can be fulfilled properly so that in the implementation of Industrial Work Practices (Prakerin) students can apply the knowledge obtained at school by going directly into the world of work.

The level of suitability of the implementation of the Industrial Work Practice program at SMK Negeri 1 Bangsri in the Motorcycle Engineering and Business Department can be seen from the input evaluation in accordance with the theory that input or input is preparation for the implementation of Industrial Work Practices (Prakerin), where the implementation is in accordance with the evaluation steps program namely the preparation, implementation and evaluation of the program. Negeri 1 Bangsri carried out preparations which included committee formation meetings, committee coordination meetings, preparation of administrative tools, negotiations/assessments, neutralizing the results of negotiations, mapping of places and participants, distribution of administrative equipment, implementation of vocational orientation, release and hand over of participants to the Industrial Work Practice site (prakerin).

The level of suitability of the implementation of the Industrial Work Practice program at SMK Negeri 1 Bangsri in the Motorcycle Engineering and Business Department is seen from the evaluation of the process in accordance with the department's expertise training concept which combines educational programs at school and expertise programs obtained through working in the world of work and in accordance with specific goals Industrial Work Practice program (Prakerin). However, in the process evaluation related to monitoring activities, it was not fully appropriate where the implementation of monitoring activities which should have been carried out three times during the implementation of the Industrial Work Practices (Prakerin) program was not carried out as it should. This can be seen from the presence of Industrial Work Practice supervisors who only carry out monitoring activities once or twice, so that the monitoring process carried out to see student progress during the Industrial Work Practice program (Prakerin) is not realized optimally.

The level of suitability of the implementation of the Industrial Work Practice program at SMK Negeri 1 Bangsri in the Motorcycle Engineering and Business Department, seen from the product evaluation, has gone well and is in line with expectations. Where students show changes after going through the implementation of Industrial Work Practices (Prakerin). In this case, students who have participated in the Industrial Work Practices (Prakerin) process have been shown to master material and skills that develop from real learning so that they can affect the improvement of the

quality of performance in applying it in the real world after they graduate from school.

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