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Analysis of the Conformity of Productive Learning Competencies with the Implementation of Industrial Work Practices at SMK Negeri 3 Sinjai

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ABSTRACT

Analysis of the Suitability of Productive Learning Competencies with the Implementation of Industrial Work Practice for Automation and Office Management Students of SMK Negeri 3 Sinjai. This research was conducted with the purpose of this research to describe various aspects of the application of productive learning skills in relation to industrial work practices applied by SMK Negeri 3 Sinjai students in the field of automation and office management. The data in this qualitative research was collected through observation, interviews, and documentation. Five students of grade XI of SMK Negeri 3 Sinjai were used as research subjects. The suitability of the location with the student's study topic is an indication of the research findings. The first step in implementing industrial work practices is for schools to plan productive ability exams. The results of this study are seen in the suitability of the location placement with the student's field of study The process of implementing industrial work practices begins with planning by the school to test the productive ability of the subject matter with the field work material and industrial practice, even though the competencies possessed by students in the field of Automation and Office Management are in accordance with the needs of the industry, there are still challenges because some companies have not been able to offer jobs that match these skills. Based on the findings of this study, it is recommended that SMK Negeri 3 Sinjai strengthen coordination in establishing cooperation with the industrial sector to ensure the suitability of the field of work needed by the industrial world. With the implementation of prakerin, it is hoped that students will be able to get jobs that are in accordance with the skills and competencies they have mastered in the industrial world.

Keyword: competence, learning, practice

INTRODUCTION

Education has a big role in the progress of the nation. The preamble to the 1945 Constitution, which states that the right to dignity of every person is guaranteed by the cultivation of knowledge throughout the country, outlines the goals of Indonesian education. Education is to improve the quality of the human workforce has a vital role in the social and economic progress of a society and state. Everyone strives for education as an endless process, but it is the state that bears the main task for it.

Education refers to the efforts made to achieve the principle of national autonomy. Education is a deliberate search for knowledge, which includes formal learning in educational institutions and informal learning at home and in the community (Arhas et al., 2023; Darwis et al., 2023; Nasrullah et al., 2024; Wahyuni & Arhas, 2024). Education is a structured and planned process that aims to create an environment and learning methods that support the development of students' potential. This process involves the formation of morality, intelligence, self-control, personality, and spiritual strength, accompanied by the skills needed

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by the state and society. The legal basis of this education system is regulated in (Law Number 20 of 2003 Concerning the National Education System, 2003).

The purpose of education is to provide direction to all educational activities and as something that all educational activities want to achieve (Akib et al., 2024; Pangaribuan et al., 2022; Sirait et al., 2019). Education has a crucial role in producing quality human resources (HR) (Kardinal & Dalbeck, 2022; Fraser-Pearce, 2022). To increase the middle-class skilled workforce, the government has established a number of Vocational High Schools (SMK).

Vocational High Schools (SMK) play the role of educational institutions responsible for the development of skilled and knowledgeable human resources, (Andira et al., 2022; Arhas et al., 2024; Sailan et al., 2023; Zahrok, 2020). This institution provides facilities and programs to train students with relevant skills for a career relevant to their major or field of study called vocational schools. The development of future-ready skills and a future-focused attitude are top priorities in vocational education.

Sutikno, (2014) states that vocational education specifically teaches students a variety of knowledge, skills, and competencies necessary for individuals to carry out certain tasks to improve personal well-being and contribute to the progress of the country and the world of work. Vocational school graduates who have completed the student curriculum are equipped to enter the job market and are expected to undergo Industrial Work Practice as part of their preparation so that this can happen. Students receive knowledge, teaching, and practical experience in an industrial work environment by using a dual-system education method.

One of the compulsory subjects for students is prakerin, and its application is regulated by rules. Implementation instructions explain the purpose of the internship. The objectives include the development of a skilled workforce, improving the relationship between technical colleges and the industrial world, it is important to improve efficiency in the training and education of skilled workers, and recognizing and valuing work experience as an important component of the learning process.

In accordance with the results of observations in the initial observation at SMK Negeri 3 Sinjai, the problem found during the implementation of the prakerin was the inconsistency between the material that had not been given in school and the demands in the industrial world. This is in accordance with the explanation Sutedjo & Mangkunegara (2013) which shows that the lack of harmony between education and the needs of the world of work often makes it difficult for graduates to meet expectations in the workplace.

Based on the findings of initial observations conducted at SMK Negeri 3 Sinjai, the challenges faced during the implementation of the internship were that the curriculum was not taught in the classroom; instead, the industry is expected to implement it. This is in accordance with the narration Sutedjo & Mangkunegara (2013) who said that "graduates often have difficulties in dealing with the demands of the work environment because of the lack of relevance to these demands".

METHOD

This study uses a qualitative approach to produce findings by utilizing different data collection methods such as interviews, observations, and documentation research. he description focuses on the teacher's teaching creativity reviewed from three (three) indicators, namely 1) subject matter that is in accordance with the field or industry in which the student practices; 2) supervision from the supervisor of field work practices; and 3) placement of appropriate locations for teachers. In this study, three data collection techniques were used, namely documentation, interviews, and observation, . Meanwhile, data analysis techniques, namely condensing data, presenting it, and making conclusions, (Miles, 1994).

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RESULT AND DISCUSSION

In order to obtain a comprehensive understanding of the alignment between work practices in the industry for students majoring in Automation and Office Management at SMK Negeri 3 Sinjai and productive learning competencies, the Reviewer utilizes observation, interview, and documentation methods to analyze and present data obtained during the industrial work practice of students majoring in Automation and Office Management at SMK Negeri 3 Sinjai. In accordance with the Prakerin Implementation Guidelines the placement of students in locations that are in accordance with their field of study, the use of learning materials relevant to the field/industrial work practice, and the provision of supervision based on the field of work practice supervisors are emphasized, results are obtained. obtained from these three techniques are then presented in descriptive form. The following is a description of the data analysis carried out during the research procedure:

Suitability of location placement with the student's field of study

Industrial Work Practice is carried out in the real industrial world through direct experience that strengthens the skills taught academically. Real-world work environments are used for hands-on learning, which is supported by tools and materials found in the industrial sector. In the workplace, students face a different learning environment as compared to the classroom environment, as they are faced with several practical scenarios. The learning process for students in an industrial environment is different from that in the classroom. Students who work in industrial environments gain experience and talents that they wouldn't learn in the classroom.

The gap in the learning environment between the industrial sector and schools is the cause of this. The work environment in industry describes social conditions that are different from the learning environment in educational institutions. Therefore, Students must change their behavior and demonstrate their capacity as a ready mid-level worker.

From the results of the informant interview, it can be seen that the geographical placement for the internship is very suitable for the student's studies at school, the placement is in accordance with the field of study at the industrial work practice and is very suitable for the department at school and all the learning taught about how to move the archives at school students can apply it in the prakerin place and students can apply the skills they have in the prakerin place which is currently taking place so that they can gain work experience.

Field/industrial work experience is an element that constitutes a dual system education implemented by vocational high schools. With this practical activity, students can develop their vocational skills in accordance with their study program. Efficient and appropriate field/industry work practices are essential in helping students gain knowledge and experience in the workforce, as vocational high schools are responsible for producing competent and skilled individuals. This field/industrial practice work activity allows students to directly apply the knowledge they have gained in school to the world of business/work. The goal is to nurture employees who have essential skills and a strong work ethic, thereby equipping them with meaningful work experience.

Suitability of the Location of the Student's Field of Study: The placement must be in accordance with the student's field of study. Industry mapping is carried out to verify that the implementation of industrial work practices in the business and industrial sectors is in line with appropriate skills programs, for example office management and automation skills competencies. Before embarking on industrial work practice, students receive instruction regarding the program to be used, ensuring that they fully understand the tasks that will be required of them. Students will have an understanding of the real world of work if industrial work is done correctly (Darwis et al., 2024; Niswaty et al., 2019). Students are encouraged to

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be better prepared for the world of work after graduating from learning about the needs of the industrial world."

Based on this hypothesis, it can be concluded that the field or industrial work practice is parallel to the student's field of study based on the location of the practice, the subject matter is in accordance with the field or industrial work practice material, and the supervision activities carried out by the field or industrial practice supervisor are effective. Thus, students' fieldwork practice activities can run smoothly, so that students get many benefits.

Suitability of Subject Materials with Field/Industrial Practice Materials

Consistency between learning materials and internship materials. To reinforce the content of the skills discussed in the classroom, internships in the industry are carried out through hands-on activities. The learning used in practical learning is drawn from industry and used in real-world work environments. In the workplace, students experience a different learning environment than the classroom environment in real-world circumstances.

Assessment of student learning competencies during the internship process is crucial. To determine the suitability of student learning competencies, three indicators were used, namely the suitability of the internship location in relation to the student's study area and the suitability between subject matter and industrial work experience and supervision provided by the supervisor of work practice.

Based on the results of the interview, the subject matter is very consistent with the field work material or industrial practice that students learn at school. Internships provide students with the opportunity to develop the abilities provided by their educators in school. The school's expertise is well suited to the current internship location and can effectively enhance students' skills in office automation and administration.

The topic is that the overall effectiveness of learning depends heavily on how well teachers provide teaching materials. Planning, forecasting, and projections regarding the tasks to be completed during learning activities are learning materials that are basically one unit with the syllabus. Learning materials, also called teaching materials, are generally concepts, abilities, and dispositions that students need to acquire to meet the competency criteria that have been set.

Job readiness is measured by a student's physical and mental development and work experience is his or her ability to work after graduating from a vocational high school. Job readiness, which is defined by an individual's ability and understanding of a job, is often interpreted as a situation where a person is ready to enter both jobs. This study used six factors to evaluate students' readiness to face the world of work: having the talent to make rational and impartial decisions, the ability and tendency to cooperate with others, critical thinking patterns, the courage to assume personal accountability, and the ability to adjust to the work environment. environment, and the desire to follow the progress of their skill competencies. Practical learning is carried out in a real-world work environment and is equipped with educational tools and materials found in the industry (Niswaty et al., 2019; Yulianti et al., 2022). The implementation of internships in the industry is in the form of practical activities to improve the skill material that has been learned in school.

Based on the findings of the study, learning materials suitable for industrial work practices can help students practice using the knowledge and skills they have acquired in a real work environment and can serve as a bridge to help them transition into the world of work. The results of the achievement of students' readiness to enter the world of work are very high achievements of the indicators that exist in students' readiness to enter the world of work. During the implementation of fieldwork activities, students already have an overview of the world of work and gain experience in the world of work.

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Monitoring from Field Work Practice Supervisors

The purpose of monitoring activities is to evaluate students' progress both in behavior and ability. Monitoring activities are carried out by school supervisors who are authorized by intern analysts to supervise and assess students. Teachers conduct monitoring to assess students' abilities in the sector, track their learning progress, monitor attendance, and identify any obstacles encountered during the internship.

Based on the results of the interview, it can be seen that monitoring from the practice supervisor is very important in the practice that students do because it can make students more disciplined and directed and with the monitoring by the supervisor can encourage students to be more disciplined and make students more responsible because the supervisor and field supervisor will provide explanations that are not known by students and give good advice slowly and provide examples that students can understand well.

Supervision Given that students today lack the necessary abilities to function as professional employees, mentorship programs in industrial work practices are essential when students' complete internships in the sector. Students who receive tutoring will gain new skills and information.

Practical work experience in a field or industry that is appropriate or related to the student's field of expertise will certainly provide valuable work experience for students and allow them to practice their academic knowledge. This will certainly support and encourage the presence of work readiness in students. Through this fieldwork experience, students' knowledge, abilities, and experiences will change along with their readiness to enter the world of work. In accordance with the theory put forward by (Jamaluddin et al., 2022; Listiani et al., 2023) Readiness to enter the world of work can be influenced by various external factors such as norms, society, family support, quality of educational facilities and infrastructure, access to knowledge about career choices, and the availability of industrial training programs. These experiences can be in the form of internships, job training, fieldwork, and industrial work practices.

The findings of the study show that supervisors and instructors at industrial work practice sites supervise the practice activities. This type of coaching involves giving students methodical direction, inspiring or motivating them to perform tasks successfully, and developing a strong work ethic within them.

CONCLUSION

After analyzing the research and discussing the findings, it can be concluded that the application of Automation in industrial work practices and office management is considered "Quite Appropriate" for SMK Negeri 3 Sinjai students in terms of developing productive learning competencies. This is shown by the indicators of industrial practice work, especially the alignment of location placement through student study topics. The relevance of site placement to the student's academic discipline. Relevance of placement to the student's academic discipline. Industrial mapping is carried out to ensure the implementation of Practicum in the industrial business sector in line with special skills schemes, especially automation and office management skill competencies. 2) Assessment of conformity between classroom materials and field or industrial practice materials in the real world. The suitability of teaching materials with hands-on practice materials. Practical work in the industry is carried out through hands-on practical activities to improve understanding and application of the material learned in school. 3) Supervision of field work by the Practicum Supervisor. Surveillance monitoring. Monthly supervision or monitoring of students is carried out by the school as long as they carry out practical work in the industry.

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