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Evaluation of the Implementation of the Field Work Practice Program

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ABSTRACT

School is the first and main step in developing the talents and skills possessed by everyone. This study aims to determine the management and implementation of the field work practice program at SMKN 1 Selayar with the type of qualitative research and data collection techniques through interviews and documentation. Based on the results of this study, it is shown that the evaluation of the management and implementation of the field work practice program at SMKN 1 Selayar can be seen from the indicators of preparation, demonstration, imitation, practice, and evaluation in the "effective" category. It can be seen from the aspect of preparation that holds socialization and core meetings between teachers and parents of students to set the goals and direction of the street vendor program and conduct exploration to several agencies relevant to the existing department and the signing of the MoU. Demonstration where each department head and productive teacher provides examples of work activities that must be mastered by students during the street vendor program in the agency. Imitation provides an opportunity for students to simulate work activities that have been taught previously by utilizing the available school facilities. Practice emphasizes the responsibility of students to professionally carry out work activities in the agency by applying the knowledge and work skills that have been obtained at school and according to the direction of the field supervisor. The evaluation, which is carried out periodically every two months in the step of monitoring and identifying obstacles that may arise, and for the final assessment is the responsibility of the field supervisor to provide grades and certificates for the implementation of street vendors. These stages show that the structured commitment to achieve the objectives of the field work practice program is as stipulated in the desired regulation of the Minister of Education and Culture of the Republic of Indonesia.

Keywords: Evaluation, Implementation, Field work practice

INTRODUCTION

Education is very important for a nation, with education every individual has the opportunity to develop their potential, so that it can benefit and have a positive impact on a nation and state. Education is a conscious effort made by families, communities, and the government, through guidance, teaching, and/or training activities, which take place in school and outside of school throughout life, to prepare students to be able to play a role in various environments appropriately in the future (Arhas, Septian, et al., 2023; Darwis, Indra, et al., 2023; Saleh et al., 2021).

School is the first and main step in developing the talents and skills that everyone has (Niswaty et al., 2021; Sailan et al., 2023; Suprianto et al., 2020). The existence of schools can provide opportunities for everyone to learn, and become the initial stage of shaping human resource skills as prospective workers in the future. Every citizen who wants to go directly into the world of work after school, can enter a formal school that combines theory and practice directly into the professional world of work, namely Vocational High School (SMK). Vocational schools provide more applicable and focused teaching in certain fields and prepare students to enter certain jobs, such as technology and the business and management industries, tourism, and so on (Andira et al., 2022; Arhas, Jamaluddin, et al., 2023; Darwis, Fitriah, et al., 2023).

The role of vocational schools is required to create graduates who are able to meet the needs of the world of work in accordance with the SKKNI that applies in the industrial world. And, one of the programs to support and meet these demands is the existence of a program to go directly into the world of work or known as the Field Work Practice (PKL) program. In accordance with what is stated in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2020 Concerning Field Work Practices for Students "Field Work Practice, hereinafter abbreviated as PKL, is learning for students at SMK/MAK, SMALB, and LKP which is carried out through work practices in the world of work for a certain period of time in accordance with the curriculum and the needs of the world of work. PKL aims to: develop professional character and work culture in Students, improve Students' competencies according to the curriculum and the needs of the world of work, and prepare Students' independence to work and/or entrepreneurship."

It is hoped that students will be able to take advantage of street vendor time as an opportunity to pour dexterity in work, besides that it will not be separated from the guidance of people in the street vendor place. This field work practice plays a role in providing facilities and infrastructure in personal, social, insight guidance and job prospect guidance. Fieldwork practice is carried out for 3-4 months, during which time it is used as an opportunity for students to meet the needs of a professional workforce in their field. Therefore, students are expected to be able to pour out the knowledge they have gained while at school as well as a time to learn about the world of work. This is carried out because it is one of the steps in creating a vocational education and training system that is more correlated with the world of work as a framework for creating graduates with integrity and quality. So, with the good management and utilization of the fieldwork practice program, it will give birth to students who have good skills as well.

One of the schools in Selayar Regency that implements the Field Work Practice (PKL) program is SMKN 1 Selayar. The implementation of the street vendor program is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2020 concerning Field Work Practice for students. In the implementation of the street vendor program, of course, there are disadvantages and advantages. However, from year to year the management and implementation of street vendors has a high level of consistency in implementing and developing street vendor programs.

Based on the results of initial observations on August 23, 2023 and initial interviews on January 8, 2024 at SMKN 1 Selayar grade XII, it was found that when the implementation of street vendors in agencies or industries, there were still students who did not work according to their skills, and there were even students who did not carry out work activities in general. For example, students are only given the task of delivering letters to other rooms or agencies, guarding the counter, cleaning, and even just coming to the agency without any work activities. So, most students consider that there is still a lack of knowledge to directly enter the professional world of work and students want to continue to the university level to increase their insight and mastery of knowledge about their field of expertise. This seems to show that students need more opportunities and directions in carrying out street vendors, so that street vendor time is really used to show work skills that are relevant to the agency. Thus, it is necessary to review the management and implementation of the field work practice program.

METHODS

This research approach is qualitative with a descriptive type of research. Because in this study, the data obtained did not come from questionnaires or questionnaires but came from interviews and then analyzed and then described and summarized everything related to the evaluation of the management and implementation of the field work practice program at SMKN 1 Selayar.

This research was conducted at SMKN 1 Selayar and focused on the management and implementation of the field work practice program. The description of the research focus contains indicators of field work practice, namely preparation, demonstration, imitation, practice and evaluation. The research stage is the pre-field stage, the field work stage, and the data analysis stage.

Data is collected through interviews and documentation, then the data obtained is analyzed using observation extension techniques, increasing diligence, triangulation, using reference materials, and *member checks* to ensure the validity of the data by using primary data sources and secondary data sources. Furthermore, to analyze the data, data collection techniques, data condensation, data presentation, and drawing conclusions/verification are used.

RESULT AND DISCUSSION

The results of the research conducted at SMKN 1 Selayar using the interview method as the main data collection tool, so that data were obtained on the management and implementation of the fieldwork practice program at SMKN 1 Selayar. The data presented in this study is through the results of direct interviews with several sources, namely several teachers and students.

This study uses seven resource persons who help in providing accurate and detailed information. In carrying out research, research techniques are carried out by interviews and documentation. With these two research techniques, it is carried out to ensure that the information obtained can be trusted to provide information and answers based on questions given to the informant during the interview.

To find out the management and implementation of the fieldwork practice program in this study is based on the indicators of fieldwork practice, namely: preparation, demonstration, imitation, practice, evaluation. The presentation of the data analysis obtained during the research process is as follows:

Preparation

Preparation is all activities that include planning, organizing, and formulating learning and training conditions related to the strategy that will be applied in preparing the street vendor program. In this case, the school provides directions to students regarding the meaning, objectives, benefits and so on.

Based on the results of interviews with resource persons, SMKN 1 Selayar has mature stages in preparing students before street vendors. It can be seen from the steps of SMKN 1 Selayar in preparing students before implementing the street vendor program, which starts with the data collection stage of students who will carry out street vendors in the next semester, besides that the school through the head of the department and productive teachers provides learning through subjects relevant to their respective majors by focusing on practice, then the school conducts exploration to several agencies or companies and communicates what kind of services are needed and the number of students needed and the signing of the MoU, then the school holds an internal meeting then a meeting involving the parents of students, after which a briefing is held for several days, after that the school provides facilities such as journals and clothes then escorts students to related agencies both in the Selayar area and those outside Selayar.

Preparation is the initial and supporting stage in the implementation of the fieldwork practice program, with careful preparation is able to create an optimal fieldwork practice program (Darwis et al., 2024; Saleh et al., 2023; Saman & Wirawan, 2024). Before implementing the street vendor program, the school has the responsibility to prepare all elements to support the achievement of street vendors according to educational goals.

Preparations contain all the efforts of the school in the form of administration, providing introductions and debriefings to students.

Based on the results of the research carried out, it can be concluded that the level of preparation carried out by SMKN 1 SELAYAR can be categorized as structured. This can be seen from the process of exploring the educators in selecting the place to be used as a place for street vendors for students, the learning process in preparing street vendor students, the process of signing the MoU as a sign of cooperation, the holding of internal and non-internal meetings, the process of debriefing, providing facilities, and delivering to street vendors.

Demonstration

In the demonstration stage, educators began to enter the implementation stage. An educator demonstrates directly or in real life the work that must be mastered, explains how to work well by making students understand and understand the work systematics that are explained and explained by the educator.

Based on the results of interviews with informants, the demonstration process packaged in the form of debriefing was used as an introduction before students carried out street vendors. Debriefing is a step to prepare students to rehone the learning that has been obtained and the students' proficiency in mastering work activities according to their respective skills. In addition, the school provided debriefing not only focused on the material but also explained about behavior and discipline as well as attitudes that must be maintained during street vendors. This aims to ensure that students placed in street vendors are able to adapt and reflect a polite attitude as students.

Demonstration is a stage where an educator demonstrates directly or in real terms related to work activities according to their respective fields of expertise, explaining good work methods so that students are able to understand the work systematics that have been learned and must be applied during street vendors. According to Rahman & Subekti (2018) bahwa Rahman & Subekti (2018) that Yusuf & Lestari (2019) that "The demonstration stage is important to provide a real and detailed picture of how the work is done in the industrial world".

Based on the results of the research conducted, it can be concluded that the level of demonstration carried out by SMKN 1 Selayar can be categorized as good. This can be seen from the fact that the school has provided facilities as a support in developing the skills possessed by students, through the head of each study program providing learning and providing examples and exercises to students regarding general tasks that need to be mastered according to their respective fields of expertise, providing an overview of work activities in the agency.

Impersonation

The training at this stage is that the students imitate all work activities according to what has been taught and exemplified by the teacher, so that students are able to imitate and master office activities before entering the world of work.

Based on the results of interviews with resource persons, the imitation stage before the implementation of the street vendor program was carried out well. Students are given the opportunity to repeat and hone the skills taught in each field of expertise by the teacher before starting street vendors, such as students carrying out work activities as directed, such as filing letters, disposing of letters, making financial reports, operating computers, mastering graphic and videographic design, customer service, travel agency management, etc. In addition, the school has coordinated with various agencies to get a clear picture of the expected tasks and workforce needs. So, the school can provide examples of work activities that are relevant to the agency's request and in line with the knowledge and department of each student by using facilities such as laboratories and other facilities.

Imitation is a student activity to imitate work activities that have been taught by the teacher, so that students are able to independently try to imitate the example that has been given by the teacher regarding work activities before doing street vendors (Niswaty et al., 2019; Purwandira et al., 2018; Yulianti et al., 2022). According to Prasetyo & Santoso (2019) bahwa "The imitation stage is an activity in which students follow and imitate the instructions and demonstrations shown by the teacher, this aims to teach students the correct ways to work and ensure that students can carry out tasks in accordance with industry standards." Before the implementation of the field work practice, students are given the opportunity to imitate what has been exemplified by the previous teacher. According to Susilo & Mahendra (2017) "The imitation stage is the phase in which students observe and imitate the activities carried out by the teacher, through direct graduation and imitation, students learn about work procedures, techniques and standards that apply in the industry".

Based on the results of the research, that the stages of imitation implemented by SMKN 1 SELAYAR are categorized as structured, this can be seen from the school that provides time and opportunities for students to use existing facilities, such as laboratories, existing computers, cameras, printing equipment, mini hotels, and all facilities that can support students in honing their skills

Practice

At the practical stage, students have actually carried out real fieldwork practice activities in an office or an agency in accordance with the skills and knowledge that have been obtained previously in school.

Based on the results of interviews with informants that the implementation of the field work practice program at SMKN 1 SELAYAR has been structured with students carrying out street vendors in several relevant industries and government agencies in accordance with their respective majors, students directly apply the learning results that have been obtained before carrying out street vendors, students get direction from the school and field supervisors in honing their skills. Students display their abilities in their fields, and students develop their potential and students have divided their time in doing assignments given by schools and related agencies.

Practice is a student activity in implementing knowledge and skills carried out in an institution or industry by applying and demonstrating the ability to work according to the field of knowledge that has been acquired while at school. According to Irwan & Junaedi (2018) "The practical stage is that students apply the technical skills and theoretical knowledge acquired at school in a real work environment. In the implementation of street vendors, students work in industries that are relevant to the student's field of study, gain practical experience and know the dynamics of the world of work."

In the implementation of field work practice, students are required to be able to show and apply the knowledge and skills that have been acquired in school. Opinion Supriyadi & Wahyudi (2019) "PKL involves students in various work activities according to their fields of expertise and under the direction of field supervisors, with the aim of developing practical skills, increasing self-confidence, and preparing students to enter the world of work".

Based on the results of the research, that the stages of implementing the practice implemented by SMKN 1 S Selayar are categorized as structured and directed, This can be seen from all grade XII students of all study programs at SMKN 1 Selayar get street vendor places in agencies and industries that are relevant to their respective expertise, students are given the opportunity to implement the knowledge and skills that have been obtained in school, students have a workload according to the tasks given by the field supervisor, during the street vendor process, the school conducts routine monitoring to the street vendor place to see the development and obstacles of students during street vendors,

students show work ethic and *skills*, and students complete the module assignments that have been given by the teacher.

Evaluation

Evaluation is the final stage that is important for every learning and training activity process. This evaluation is carried out when the practical activities have been completed, and this evaluation includes how the students' skills during the practical activities take place and how the students' behavior during the fieldwork practice process takes place.

Based on the results of interviews with resource persons, in the evaluation stage after the implementation of street vendors, it has been optimal in its implementation. The school is committed to monitoring students during practice to find out the development of students, the agency carries out its responsibility in providing a final assessment related to the performance and work ethic that students have achieved during street vendors. The assessment of student performance given by the school is the full responsibility of the agency as a manifestation of the important role of the agency in the formation and development of students' abilities as students who will enter the world of work.

Evaluation is the final stage of every learning and training activity process. The evaluation is carried out when the fieldwork practice activities have been completed, and this evaluation includes an assessment of the skills and behavior of students during the fieldwork practice program. The evaluation is carried out after the street vendor process is completed to assess the student's achievements during street vendors, both in terms of knowledge, skills, and attitudes that have been developed during street vendors. According to Azizah & Hartini (2019) "The evaluation is carried out to assess student performance during street vendors, including the ability to complete tasks, adapt to the work environment, and interact with colleagues and superiors".

Based on the results of the research, that the evaluation stages implemented by SMKN 1 SELAYAR can be categorized as effective, this can be seen from the fact that the school fully gives the responsibility to provide assessments to the agency or industry to provide values regarding the work ethic and behavior of students during the fieldwork practice, the school does not interfere in the realm of giving final grades because the field supervisor can see the performance of students during street vendors in related agencies or industries, the school only sees reports and checks the daily journal filled in according to the work activities carried out by students during street vendors, the school conducts competency tests on students after returning to school to see the progress that has been achieved and students, and students will get a certificate of having participated in the street vendor program from the agency or industry.

CONCLUSION

Based on the results of the data obtained and described, it can be concluded that the management and implementation of the field work practice program at SMKN 1 Selayar is categorized as good. The conclusion obtained based on the formulation of the problem is that the management of the street vendor program has been managed in a structured manner by the school by fulfilling the existing curriculum. The school, going through several stages that will support the success of the street vendor program, starting with collecting data on students who will participate in street vendors, providing theoretical and practical learning, conducting surveys to agencies and industries to communicate the services and the number of students needed, then establishing cooperation with the signing of the MoU, holding internal meetings, then meetings involving students' parents, the debriefing process, distribution of attributes, and delivery to street vendor locations to the withdrawal and grading stage. Then, there are supporting factors and inhibiting factors in the management of the street vendor program, supporting factors in the street vendor

program include: Careful preparation carried out by the school, the availability of complete facilities at the school, there is support in placement and guidance, while the inhibiting factors are, financial constraints and challenges to adapt and lack of motivation.

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