

Evaluation of the Practice Program in SMK Abdi Negara Binjai

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ABSTRACT

This research was carried out at SMK Abdi Negara Binjai regarding the Evaluation of the Prakerin Program at the school, this study used a mixed method method, and the researchers aimed to understand the input stages (antecedents) carried out in the implementation of the internship program at SMK Abdi Negara Binjai, to determine the stages of the process. (transactions) are implemented in the implementation of the internship program at SMK Abdi Negara Binjai and to understand the stages of results (outputs) the program is implemented. As for this research, it is useful to provide benefits both theoretically and practically, such as providing an overview in carrying out the evaluation of the prakerin implementation by using the stake's countenance evaluation model so as to find out the extent of the shortcomings of this practice and how the ability to improve these deficiencies. the benefits above are theoretical benefits while practical benefits for schools this research can be used as evaluation material to improve the implementation of prakerin that has been carried out so that in the future schools can carry out activities well. One of the findings in this study reveals things that support the implementation of PRACTICE for students at SMK Abdi Negara Binjai. The things that support or support the implementation of the PRAKERIN program are the existence of program guidelines that are easy to understand and whose achievements can be measured, practical facilities that must be adequate both at school and at practice sites, mentoring resources, mental and physical readiness of PRAKERIN participants, and financial assistance from the committee. and the government is urgently needed for the achievement of goals and the successful implementation of learning and training in schools and including the implementation of the Industrial Work Practice program at SMK Abdi Negara Binjai

Keywords: Program Evaluation, Prakerin, SMK.

INTRODUCTION

Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (1) which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state. Learning is a process of developing potential and character building for students as a result of synergy between education that takes place in schools, families and communities. This process provides an opportunity for students to develop the potential that exists in themselves into increasing abilities, namely attitude abilities (spiritual and social), knowledge, and skills needed for their lives and the life of society, nation, and state. The learning process must be adjusted to the characteristics of the expertise program that is in the field of expertise carried out in schools / madrasahs, in the world of work Du / Di or a combination of the two. The implementation of the learning process involves Du / Di through the model of organizing Industrial Work Practices (PRAKERIN)

Learning in the world of work Du / Di is a PRAKERIN program, which is a practical learning activity to apply, strengthen, and improve the competence of students. The PRAKERIN program is designed to prepare graduates who are ready to enter the world of work and are able to develop a professional attitude in the vocational field. Graduates of vocational secondary education are expected to become productive individuals who are able to work into the middle workforce and have readiness to face job competition.

Through PRAKERIN, students are expected to be able to: (1) experience firsthand practical learning in the world of work; (2) gain work ethic experience; (3) knowing the actual work environment; (4) knowing the performance processes contained in the company (product, labor, discipline and work safety); (5) comparing the knowledge and skills gained in schools with the implementation of internships in industry; (6) obtain up-to-date knowledge from the place of industry practice; (7) applying attitudes, knowledge and skills gained in schools in industrial work practices, and (8) having better soft skills in terms of motivating, communication, independence, hard work and self-confidence, (Muslih, 2017).

The success of PRAKERIN in general can be seen from the progress of students to apply more complex abilities in accordance with the demands of the world of work. The facts that occur on the ground show a discrepancy between the ability of graduates of vocational high school students and the demands of the needs of the world of work. This is what makes SMK graduates cannot be absorbed properly in the world of work. This dynamic that occurs leads all stake holders who hold interests to sit together to find a way out in order to achieve the educational goals of vocational schools or SMK. There are a few things that need to be revealed to

explain the reasoning that the world of work is less interested in Vocational High School graduates. In order to get good results in uncovering this problem, it is time for an in-depth evaluation related to the implementation of industrial work practices carried out by students.

SMK Abdi Negara Binjai as a school conducts the PRAKERIN program to train and equip its students in strengthening their abilities both in theory and practice. In general, the results of the Prakerin that have been carried out by students in the form of assessments from the Du / Di side are still in the good category. However, this assessment from Du /Di has never been evaluated, whether this "good" assessment is only limited to fulfilling grades so that students who have done PRAKERIN and the school that organizes Prakerin are safe, or indeed really a "good" assessment because students really do PRAKERIN in accordance with the directions and instructions of the instructor well.

Furthermore, whether industrial work practice activities have a significant impact on the ability of students with the needs of labor demands required by the Du / Di. Therefore, to see the success of the Prakerin program, it is necessary to evaluate the program in the PRAKERIN implementation program carried out at SMK Abdi Negara Binjai has been running in accordance with the standards set by the government through the Director General of VOCATIONAL Development in the Technical Guidance Module and Curriculum Implementation Assistance 2013 Revision.

Evaluate the Prakerin program here using the Stake's Countenance Model. Where this evaluation model is considered appropriate to be used as a reference in conducting an assessment of the PRAKERIN program. In addition, the data obtained are compared not only to determine whether there is a difference in the objectives of a program with the actual circumstances, but also to be compared with the standards for assessing the benefits of the Prakerin program itself. From the above problems, the researcher took the title of this evaluative research, namely "Evaluation of the Field Work Practice Program (PRAKERIN) at SMK Abdi Negara Binjai."

METHOD

The purpose of this study is to determine the suitability of the implementation of the Industrial Work Practice program (PRAKERIN) of SMK Abdi Negara Binjai, which includes: 1) planning, 2) implementation, 3) vocational theory exam results, and 4) student vocational practice exam results with objective standards. This study also aims to find out the obstacles experienced by students in the implementation of PRAKERIN and to find out things that support the implementation of the PRAKERIN program for students of SMK Abdi Negara Binjai. This research was carried out at SMK Abdi Negara Binjai which is located on Jalan Bejomuna, Timbang Langkat Village, East Binjai District, Binjai City.

The purpose of this study is by collecting data using an ex-post facto approach, with an ex-post facto approach the researcher relates to aspects that have occurred and

the researcher does not need to give treatment to the aspects studied. Research is carried out by examining events that have occurred, then traced back by knowing or finding the factors that caused the occurrence of these events. This research is a type of evaluative research that uses the Stake's Countenance evaluation model. This evaluation model was developed by Robert E. Stake. According to Fernandes in Arikunto (2004: 26), the evaluation of this model consists of three stages/pase namely; inputs (antecedents), processes (transactions), and outputs /results (outputs / outcomes).

The emphasis of the Stake's Countenance evaluation model is that an evaluation emphasizes the implementation of two main things, namely describing and judging about something being evaluated. Thus, the purpose of selecting the Countenance Stake evaluation model in this study is to determine the suitability between the implementation of the Industrial Work Practice program and the objective standards (criteria) as a whole, which include the planning stage (input), the implementation stage (process), and the stage of the results of the implementation of the Industrial Work Practice of SMK Abdi Negara Binjai. Evaluation Model of Countenance Stake Program PRAKERIN students of SMK Abdi Negara Binjai. The use of instruments in the type of research evaluation of the PRAKERIN program at SMK Abdi Negara Binjai is to use a rating scale questionnaire from a scale of 1 to 5. The purpose of using the questionnaire is to determine the success rate of students in participating in the PRAKERIN program through the Stake's Countenance model. Data collection techniques and procedures in this study were carried out systematically with interviews, questionnaires and documentation. Quantitative data collection using questionnaire instruments. As for the types of data that are qualitative, they use multi-methods such as interviews, observations and documents. The data analysis technique is the most decisive step of a study, because data analysis serves to conclude the results of the study, namely an overview of the reality of the implementation of the Industrial Work Practice program of SMK Abdi Negara Binjai. In this study, the data analysis technique carried out by the author uses descriptive statistics, where the use of this type of analysis can be presented in the form of tables or graphs about aspects measured in the evaluation used..

RESULTS AND DISCUSSION

Program Evaluation Concept

Each educational program is always followed by evaluation activities, both regarding the results and the educational process carried out. Many experts have put forward definitions of evaluation, including Tyler (1950) quoted by Suharsimi Arikunto and Cepi Safruddin Abdul Jabar (2009: 5), program evaluation is a process to find out whether educational goals have been realized. Furthermore, according to Cronbach (1963) and Stufflebeam (1971) cited by Suharsimi Arikunto and Cepi

Safruddin Abdul Jabar (2009: 5), program evaluation is an effort to provide information to be conveyed to decision makers.

Arikunto cites what Suchman said that evaluation as a process determines the results that have been achieved several activities that are planned to support the achievement of the goal, (2010:1). According to Blaine and Sanders, evaluation is looking for something *worth it*. Something of such a valuable thing can be information about a program, production as well as alternatives to certain procedures. Therefore, evaluation is not a new thing in human life because it always accompanies a person's life. A human being who has done something, will surely judge whether what he did was in accordance with his original wishes, (2004:1).

From some opinions it can be concluded that evaluation is an activity to collect information about the work of something, which further such information is used to determine the right alternative in decision making. While the definition for the term program is the general understanding, program can be interpreted as a plan. After being explained about the meaning of evaluation and the program, it can be concluded that program evaluation is an effort to provide information to be conveyed to decision makers.

One of the known forms of evaluation in educational activities is program evaluation. Ralph Tyler, Scriven, Lee Cronbach, Daniel Stufflebeam and Malcolm Provus were among the evaluation experts who wrote significantly about program evaluation. Program evaluation studies are quite varied which also affects the type of evaluation model. Of several types, the way or presentation of program evaluations is identified that it all boils down to the provision of information in a series of *decision making (decisions) by decision makers*.

It is clearly explained that evaluation refers to the achievement of objectives, but implicitly evaluation is useful to see the extent to which the performance that has been achieved by the object of evaluation is based on certain standards. Is there a gap between the performance achieved and the criteria that have been set. Because the results of the evaluation are one of the foundations for determining whether a program is running effectively or failing to achieve its goals.

Arikunto and Abdul Jabar stated that there are four possible policies that can be carried out based on the results of the evaluation of program implementation, namely: 1) Stopping the program, because it is considered that the program has no benefit, or cannot be implemented as expected. 2) Revise the program, because there are parts that are not in line with expectations (there are errors but few). 3) Continue the program, because the implementation of the program shows that everything is already going according to expectations and gives useful results. 4) Deploying the program (implementing the program elsewhere or repeating the program again at a later time), because the program works well, it is very good if it is implemented again in another place and time, (2010: 22).

Evaluated Program Concepts

Related to program evaluation models, in the literature review there are various varieties of evaluation models that can be used by evaluators as a reference in evaluating a program.

To choose various program evaluation models, presumably the eclectic approach can be used as a reference. The eclectic approach is to choose a variety of models from several options that best suit the needs, according to the situation and according to local conditions. The selection of an evaluation model will depend on the ability of the evaluator, the purpose of the evaluation as well as for whom the evaluation is carried out. The evaluation system carried out should be clearly focused on the improvement process rather than accountability for the final product. The system must be operated close to the point of intervention (the object in this case the program) for change.

Selected Program Evaluation Model

There are several program evaluation models, especially programs related to education or training. The evaluation models of one another do seem to vary, but the purpose and purpose are the same, namely to carry out data or information collection activities related to the object being evaluated. Furthermore, the information collected can be provided to decision makers in order to correctly determine the follow-up about the program that has been evaluated. According to Kaufman and Thomas who were disciplined by Suharsimi Arikunto and Cepi Safruddin Abdul Jabar (2009: 40), distinguishing the evaluation model into eight, namely: *Goal Oriented Evaluation Model*, developed by Tyler. *Goal Free Evaluation Model*, developed by Scriven. *Formative Summative Evaluation Model*, developed by Michael Scriven. *Countenance Evaluation Model*, developed by Stake. *Responsive Evaluation Model*, developed by Stake. *CSE-UCLA Evaluation Model*, emphasizing on "when" the evaluation is carried out. *CIPP Evaluation Model*, developed by Stufflebeam. *Discrepancy Model*, developed by Provus.

Based on the description that has been presented, this study is intended to evaluate the achievement of specific objectives in the field work practice program at SMK Abdi Negara Binjai and its success or failure factors. This evaluation is limited to the Stake's Countenance evaluation model. Stake in Widoyoko (2017: 182) stated that the evaluation process he proposed had a considerable impact in the form of program evaluation and placed on a simple basis but was a fairly strong concept for further development in the field of evaluation. namely process (antecedent), transaction (process), and result (output). Stake said that if we assess an educational program, we make a relative comparison between the program and another program, or an absolute comparison, which is to compare a program with a certain standard (one program / stage of the program with criteria / standards that have been determined).

A common or important emphasis in this model is that it is the evaluator who makes the assessment of the program being evaluated. Stake said that the description on

the one hand is different from the judgement on the other. In this model antecedents (inputs), transactions (processes), and outputs (results) of data are compared not only to emphasize whether there is a difference between the objectives and the actual circumstances, but also to be compared with absolute standards (program standards/criteria) to assess program benefits (Tayibnapis, 2013:22).

Evaluation of the Stake Model is oriented towards decision making (decision oriented) and decision making techniques of actuality at each stage of evaluation or aspects by means of measuring each evaluation focus which is summarized in a matrix adapted in the case-order effect matrix (Sabarguna, 2015).

Program Evaluation Model Stake (Stake Countenance Model) a more comprehensive program evaluation, with the following model / stage design: (a) stages / phases, consisting of inputs (antecedents), processes (transactions), results (outputs); (b) observation, as a process of recording objective conditions in the field; (c) analysis, as an actualization of standards with objective intensity or conditions; (d) decisions with follow-up recommendations.

DISCUSSION

Aspects of the PRAKERIN program planning for students of SMK Abdi Negara Binjai with objective standards are classified as good / appropriate. From the data from the study, it was also concluded that 64% of students of SMK Abdi Negara Binjai in carrying out the planning aspects of the PRAKERIN program were in the good / appropriate category. Aspects of the implementation of the PRAKERIN program for students of SMK Abdi Negara Binjai with objective standards are classified as good / appropriate. From the data from the study, it was also concluded that there were 66% of students of SMK Abdi Negara Binjai in implementing aspects of the PRAKERIN program in the good / appropriate category. The results of the vocational theory exam for students of SMK Abdi Negara Binjai with objective standards are classified as good / appropriate. The data from the study also concluded that 58% of students of SMK Abdi Negara Binjai in the implementation of vocational practice exams were in the good/appropriate category. The results of the vocational practice exam for students of SMK Abdi Negara Binjai with objective standards are classified as good / appropriate. The data from the study also concluded that 60% of students of SMK Abdi Negara Binjai successfully carried out vocational practice exams in the good / appropriate category.

The results of this study also revealed the obstacles experienced by students in implementing the PRAKERIN program. One of the obstacles experienced by students is the lack of practical facilities in schools, namely lesson tools consisting of teaching aids and laboratories; and learning media used during practice in the field as a skilled tool. In order to improve the quality of education in accordance with the needs of employment, adequate educational facilities are needed. The facilities referred to are facilities and infrastructure owned by the school that are used in the

teaching and learning process. In order to support the implementation of the FieldWork Pratik program, the school has at least several types of equipment, practical materials, furniture, and practical support equipment for both basic practice and expertise practice.

This research also revealed things that support the implementation of PRAKERIN for students of SMK Abdi Negara Binjai. Things that support or support the implementation of the PRAKERIN program, namely the existence of program guidelines that are easy to understand and can be measured for their achievement, practical facilities that must be adequate both in schools and in places of practice, guidance resources, mental and physical readiness of PRAKERIN participants, and financial assistance from committees and the government are urgently needed for the achievement of goals and success in the implementation of learning and training in schools and including the implementation of the Work Practice program Industry at SMK Abdi Negara Binjai. Things that support or support the implementation of Industrial Work Practices also need to be considered for the success of the program. Because supporting factors are certainly complementary to the implementation of the program and can even provide added value to the success of a program.

CONCLUSION

The prakerin program should be prepared not only from the school but also with Du/Di as the partner partner. The preparation of material carried out between the school and the Du / Di party is an important role so that it can be adjusted to the material needed by the world of work with the applicable curriculum. The implementation of the PRAKERIN activity program must be adjusted to the demands of the new world of work because of course the work conditions change every year, if the school does not compile material that is adapted to current working conditions, it is feared that students will not be able to get material that supports readiness after graduating optimally. The determination of the supervisor should be carried out at the beginning of the Industrial Work Practice planning with the existence of an MoU between the school and the Du / Di. The qualifications of Du/Di supervisors through the appointment only of du/di, the school does not look at the qualifications or competencies of the supervisors in Du/Di. In the form of Process (Transaction) or Implementation of Industrial Work Practices (PRAKERIN). The monitoring schedule of the guidance teacher to monitor while students carry out Industrial Work Practices is carried out only twice. In fact, with the time of industrial work practice which is carried out for six months, the monitoring schedule should need to be increased because the monitoring time is only carried out on average for 30 minutes, students are also certainly not optimal in getting guidance when in the Du / Di place there are obstacles that must be discussed with the guidance teacher. There are several things that need to be corrected, namely about the absence of exams conducted between the Du/Di side and the School. The

exam is actually one of the benchmarks for student progress after carrying out Industrial Work Practice activities at the Du / Di place, besides that the exam will also spur students to be more active in carrying out the tasks given. Not all Du/Di provide certificates to students, although later the school will make certificates for all students, but certificates from Du/Di are also important for students. The certificate from Du/Di will be one of the supporting documents and provisions for students when after graduation students will apply for work.

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