EVALUATION PROGRAM OF WORK PRACTICE IN INDUSTRIAL VOCATIONAL HIGH SCHOOL
(Seen From Respondents Teacher Supervisor)

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ABSTRACT

This study aimed to describe the context, input, process, product industry work practices program at SMK Negeri 1 Lintau. This research is CIPP evaluation model. The methodology used is the method of combination (Mixed Methods) design verification sequence (Sequential Explanatory). The research was conducted at SMK Negeri 1 Lintau. The informants are the principal, chairman prakerin, tutor, mentor and student industry. The technique of collecting data through observation, questionnaires, and interviews. Based on data analysis found that the level of achievement prakerin program from the aspects of respondents Teacher Advisor to the variable context prakerin program at SMK Negeri 1 Lintau amounted to 83.77% in both categories. Input variables prakerin program at SMK Negeri 1 Lintau for 82,23% in both categories. Variable process prakerin program at SMK Negeri 1 Lintau amounted to 79.40% with enough.Variabel product category prakerin program at SMK Negeri 1 Lintau amounted to 80.75%.

Keywords : Evaluation, CIPP, Prakerin

INTRODUCTION

Vocational education is part of the education system in many countries. In Indonesia as stated in Law No. 20 of 2003 on National Education System Article 15, states that vocational education is an education that prepares students to work in a particular field. Even the Government Regulation No. 29 of 1990 Article 3 Paragraph

(2) confirms also that vocational education priority to preparing students to enter the workforce and to develop a professional attitude. Vocational high school (SMK) is a formal educational institution that aims to produce middle-level manpower. As formal education institutions, vocational take responsibility for reform, improving the expertise and skills of the students so as to produce a quality workforce, can enter the labor market both regionally and globally. Evaluation is an activity to gather information about the workings of something, hereinafter the information is used to determine appropriate alternatives in making decisions (Suharsimi). To obtain a professional workforce that created labor efficient and effective manner in the workplace training or also known as On the Job Training, which in vocational education is also called Work Practices Industry (Prakerin).

Prakerin is a form of organization of education and vocational training that combines learning activities in school and learning activities through working directly in the field as well as the atmosphere of the real and relevant in the world of work / industry. Prakerin also activities that are required to travel for vocational students and part of the PSG.

The purpose of this evaluation is an effort of collecting, processing, and presentation of data that will be used as input for decision-making on prakerin program. The Central Statistics Agency (BPS) said that the number of unemployed up to the month of August 2017 reached 7.04 million. Based on this amount, the figure most are high school graduates and vocational school. 2017 open unemployment rate (TPT) for secondary education still occupies the highest position, ie the textile SMA by 7.19% and amounted to 8.92% of SMK TPT. Based on these data, it can be seen why Prakerin quality needs to be done, in accordance with the purpose Prakerin Artu in developing human resources, especially vocational students, in order to be absorbed in the workforce after graduating from school. Event Industry Employment Practices (Prakerin) is a mandatory program to be implemented by schools, especially vocational and followed by Students this case in accordance with the Education Minister Decree No.086 / u / 1993 / Chapter IV Clause C1. The purpose of the Prakerin itself according to the Directorate of Vocational (Dikmenjur, 2008) are as follows: 1) Produce workers who have professional expertise (knowledge, skills, and work ethic that is in accordance

with the demands of employment); 2) Strengthening linkages and proportionality (link and match) between school and the world of work; 3) Generating efficiency of the education and training of professional-quality workforce; 4) Giving recognition and appreciation of the work experience as part of the educational process.

SMK N 1 Lintau is one of the schools that implement the program Prakerin. Prakerin program is integrated into the curriculum SMK N 1 Lintau, in order to produce quality graduates and in accordance with the needs of DU / DI. SMK N 1 Lintau implement programs Prakerin each school year. So that these activities do not interfere with regular belajalar activities, activities of Prakerin held at the end of the second semester. Participants following Prakerin program at SMK N 1 Lintau are all students sitting in class XI every program expertise. Based on preliminary observations made in January 2019 through an interview with the principal, wakl areas of the curriculum, public relations representative that the development and progress for the school of the impact of the implementation of prakerin during this very little. Based on the interviews that have been researchers did a lot of the problems encountered include: 1) Distrust DU / DI on the competence of the students' work makes the DU / DI thought that the presence of students in prakerin still a burden, 2) lack of explanation and guidance provided by the DUDI to students as participants Prakerin, 3) lack of debriefing before Prakerin obtained by students in SMK 1 Lintau, 4) Lack of good communications between students and instructors DUDI, 5) lack of job readiness owned by the students,

In this study, the objectives are 1) to describe the context (context) that exist in the program Prakerin in SMK N 1 Lintau terms of the objectives of the program and the environment in which the program Prakerin, 2) Describe the Input (input) that exist in the program Prakerin in SMK N 1 Lintau in terms of human resources, facilities, and infrastructure, as well as program funding Prakerin, 3) Describe the process (process) Prakerin implementation in SMK N 1 Lintau in terms of preparation, implementation, and evaluation stages Prakerin program. 4) Describe the results (product) that has been gained from Prakerin program at SMK N 1 Lintau in terms of cognitive, affective, and psychomotor students who carry Prakerin program.

METHOD

The methodology used in this study is the combination method (Mixed metod) with Sequence Design Verification (Sequential Explanatory). Sugiyono (2011: 415) states "research method that combines quantitative and qualitative methods respectively, where in the early stages done using quantitative methods and phase two use qualitative methods". Quantitative methods serve to obtain measurable quantitative data that can be descriptive, comparative associative and qualitative methods serve to prove, deepen, broaden, and weaken abort quantitative data which have been obtained at an early stage. The research was conducted at SMK Negeri 1 Lintau, Tanah Datar. The informants are the Principal, Chairman Prakerin, Master Coach.

Program evaluation data collection techniques Industrial Work Practice students of SMK Negeri 1 Lintau collected using primary data, namely, 1) observation, 2) Questionnaire / Questionnaire, and 3) an interview. Secondary data collection is done with documentation. Documentation collected in the form of archived archival prakerin program implementation in SMK 1 Palembayan. Uji try the instrument carried out on students who are not included in the study sample. Data analysis was performed with a computerized test through the analysis program SPSS (Statistical Product and Service Solution) version 17. The trial results were then analyzed to determine the validity and reliability point statement of each indicator and variable.

RESULTS AND DISCUSSION

In this study, quantitative data obtained from a questionnaire distributed to 287 students in SMK 1 Lintau, 16 mentors and 10 DUDI school counselors. The questionnaire consists of four aspects: a) aspects of the context, b) input aspect and c) aspects of the process, d) aspects of the product. As for the qualitative data obtained from interviews conducted to student participants prakerin.

1.1 Aspects Context

Aspects prakerin context of three indicators of program objectives prakerin, cooperation DU / DI with the school and hope that the implementation of prakerin according to curriculum implementation. Presentation of the level of achievement of the respondents tutor each item of context prakerin aspect can be seen in Table 1:

Table 1, Context aspects of Respondents Teachers Advisors

granules questionnaire	Reality		Hope	
	TCR	Category	TCR	Category
Program Objectives Prakerin	83.60	Well	94.00	Very good
Cooperation DU / DI With Schools	80.50	Well	96,00	Very good
Hope For Prakerin accordance with the Curriculum Implementation implementative	87.20	Well	95.33	Very good
Average	**83.77**	**Well**	**95.33**	**Very good**

Based on the analysis of the level of achievement of respondents overall context aspects correspond reality prakerin obtained the percentage of 83.77 with both categories. Meanwhile, according to expectations by 95.33 percentage rate obtained with very good category.

1.2 Aspect input

Prakerin input aspect which is divided into three indicators of readiness of participants in carrying out prakerin, briefing material absorption of DU / DI and schools as well as the realization of the implementation of the curriculum implementation. Presentation of the level of achievement of the respondents for each item of input prakerin aspect can be seen in Table 2.

Table 2, Supervising Teacher Input aspect Respondents

granules questionnaire	Reality		Hope	
	TCR	Category	TCR	Category
Participant Readiness to Implement Prakerin	78.80	Enough	96,00	Well
Briefing material absorption of DU / DI and Schools	82.40	Well	96.40	Very good
Realization of Curriculum Implementation implementative	85.50	Well	93,00	Very good
Average	**82.23**	**Well**	**95.20**	**Very good**

Based on the analysis of the level of achievement of respondents overall aspects correspond reality prakerin input obtained percentage rate of 82.23 to the good category and need improvement in indicators of readiness of participants in carrying out Prakerin. Meanwhile, according to expectations by 95.20 percentage rate obtained with very good category

1.3 Aspect Process

Aspects prakerin process which is divided into three indicators of monitoring and mentoring students in prakerin, involvement / participation of students in prakerin and student collaboration and problem solving skills. Presentation of the level of achievement of the respondents to each item of aspects prakerin process can be seen in Table 3, below:

Table 3. Process Aspects Respondents Teachers Advisors

granules questionnaire	Reality		Hope	
	TCR	Category	TCR	Category
Monitoring and Mentoring Students in Prakerin	83.33	Well	96.44	Very good
Involvement / Student Participation In Prakerin	78.89	Enough	95.78	Very good
Students Cooperation and Problem Solving Ability	76.00	Enough	95.80	Very good
Average	**79.40**	**Enough**	**95.80**	**Very good**

Based on the analysis of the level of achievement of respondents overall process indicator basis in reality obtained percentage rate of 79.40% to the category enough. Need improvement in indicators of involvement / participation of students in prakerin and cooperation of students and problem solving skills. As for the process according to expectations indicator obtained percentage rate of 95.80% with a very good category.

1.4 Aspects *products*

Aspects of product consisting of two indicators of improvement and mastery of student competence and certification of students. Presentation of the level of achievement of the respondents to each item of product prakerin aspect can be seen in Table 4,

Table 4,Aspects of Respondents Teachers Product Advisor

granules questionnaire	Reality		Hope	
	TC R	Cate gory	TC R	Category
Improvement and Control Competence Students	80.00	Well	95.20	Very good
certification Students	82.50	Well	96.50	Very good
Average	**80.75**	**Well**	**95.85**	**Very good**

Based on the analysis of the level of achievement of respondents overall aspects correspond reality prakerin product obtained percentage rate of 80.75% in both categories. As for the product corresponding indicator gained hope percentage rate of 95.85% with a very good category.

CONCLUSION

Based on the data obtained by the respondent school counselors as follows: prakerin appropriate context aspects of reality obtained the percentage of 83.77 with both categories. Meanwhile, according to expectations by 95.33 percentage rate obtained with very good category. Later in the match reality aspect prakerin input obtained percentage rate of 82.23 with both categories. Meanwhile, according to expectations of 95.2 percentage rate obtained with very good category. Later in the process according reality aspect obtained percentage rate of 79.4% in both categories. As for the indicators obtained the process according to expectations percentage amounted to 95.8% with very good category. Later in the match reality aspect prakerin product obtained percentage rate of 80.75% in both categories. As for the product corresponding indicator gained hope percentage rate of 95.85% with a very good category.

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