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Implementation Evaluation of the Student's Field Work Practice Program in the Vocational School 7 Serang, Using the Countenance Stake Model

Dinda Yulianti[1], Haris Abizar [2], Hamid Abdillah [3]
[1,2,3] Universitas Sultan Ageng Tirtayasa; Serang, Indonesia

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ABSTRACT

The Field Work Practice Program is prepared by educational institutions and the industrial sector. This program is designed to contribute to the vocational school students' development. However, the implementation of Field Work Practices faces several problems that affect its effectiveness. This research was conducted to evaluate the Field Work Practices in the Department of Mechanical Engineering at State Vocational High School 7 Serang City in terms of the Preparation (Antecedent), Implementation (Transaction), and Results (Outcomes) stages. This research is a mixed method evaluative research (combination method), using an explanatory sequential approach. In this study, the student population was 68, so the sample size was 68 students and 4 teachers. All Field Work Practice Student preparation consists of Regular Learning and debriefing which resulted in 82% being in the very good category, then 68 students found that 84.02% were in the very good category. The entire implementation of Field Work Practice (Transaction) which consists of the Work Orientation and Competency Period, from the teacher's perception, obtained results of 84% in the very good category and from student perception 33% in the sufficient category. After implementing the Field Work Practice (Outcomes) there was a School Assessment and Industrial Assessment, from the teacher's perception the results were 88% in the good category and from the students' perceptions the results were 81% in the sufficient category. All indicators of the Field Work Practice preparation stages (Antecedents) are considered sufficient. The implementation stages (Transactions) are considered good, but there are still shortcomings where when carrying out Field Work Practice students are still not disciplined which causes the school to be blacklisted for more than 1 year from several industries. The results of the Field Work Practice (Outcomes) evaluation were declared good.

Corresponding Author:

Dinda Yulianti
Department of Mechanical Engineering Education, Faculty of Engineering
Universitas Sultan Ageng Tirtayasa
Email: 2284200020@untirta.ac.id

INTRODUCTION

Vocational Schools has an important role in preparing students to enter the world of work, as stated by (Zulkifli et al., 2022). Vocational High Schools were formed with the aim of producing graduates who are ready and skilled to enter the world of work directly. Education that provides

opportunities for students to practice skills according to their field (Abizar, 2016). It is explained in the Minister of Education and Culture Regulation Number 34 of 2018 concerning National Education Standards, that Vocational High School is part of the national education system (PERMEN, 2018). One of the vocational education process systems to improve competency is Field Work Practice for vocational school students.

(Windrajaya, 2019) explained that the characteristics of the Field Work Practice Program (Field Work Practice) is a system that regulates vocational education and training based on support, including industrial partners (DuDi). This program is prepared by educational institutions and the industrial sector which is designed to meet the needs and contribute to the development of vocational school students (Anugerah et al., 2017; Joniartawan et al., 2018). Work practices also have a big influence on students' futures to make graduates ready for work (Susila et al., 2017). However, the implementation of Field Work Practices must face several problems that affect its effectiveness. In fact, in research (ADITYA, 2013), there are still several areas where industrial activities do not meet the expectations of students and schools. In some cases, it is impossible to use the theories and material learned in school in business or industry. Likewise, in research (Anugerah et al., 2017) there were obstacles in implementing Field Work Practices, especially related to evaluation and assessment. One of them is the unavailability of competency assessments that should be carried out by supervising teachers at schools.

Program evaluation is very important to carry out so that work practice objectives run according to their main objectives (Puspitasari et al., 2021). Evaluation is an activity to collect information about how something works, which is then used to determine the right alternative, then this information is used to determine the right alternative in making decisions (Rahayu & Aly, 2023; Suharsimi & Cepi, 2008). This is in line with the meaning of program evaluation, namely a structured process for collecting information regarding policy implementation in an organization, involving various parties, and aiming to support decision making (Ardiani & Ridwan, 2020; Malik & Hasanah, 2015).

State Vocational High School 7 Serang City has a policy of implementing Field Work Practices by developing plans and organized activity steps, starting from the preparation, implementation, and closing stages of Field Work Practices. However, the results of observations in the Mechanical Engineering Department of State Vocational High School 7 Serang City indicate that there are several problems in implementing Field Work Practices at this school. Preparing for the implementation of Field Work Practices, there are obstacles that arise when students are given placements in locations where they can carry out Field Work Practice, there are students who refuse. The rejection was because they were not ready to be placed in a location far from school and home. A lot of evaluation research has been carried out, but there are still gaps in this research, such as in the evaluation of the Field Work Practice Program carried out by (Juri et al., 2022)it was stated that the researchers used a mixed method research method. However, the evaluation discussion is dominated by qualitative results and does not explain the results of quantitative research in detail. As well as research conducted by (Aferi & Waskito,

2019) which only used quantitative methods so it could not understand the program in more depth. Therefore, the author conducted this research with the aim of evaluating the extent of implementation of Field Work Practices at State Vocational High School 7 Serang City using the stake countenance model.

METHOD

This research is evaluative research that uses a mixed method approach. This research applies the Stake's Countenance Model developed by Robert Stake. quantitative research, then qualitative data analysis, with the aim of explaining the results of quantitative research. The Stake Countenance Model is a model originally developed by Stake. According to (Hayyinah, 2016) the stake model (Countenance Stake of Evaluation Model) focuses on two stages of evaluation, namely description and assessment, and states that the Stake model has similarities to the CIPP and CES models, but has an additional dimension of description. (Aristiawan & Bachri, 2023) explains the three dimensions of the stages of this stake model, Antecedent is something that existed before the intervention and will be able to change after the intervention occurs. Transaction is the implementation of interventions that will have an impact on learning outcomes. Outcome is the result or impact of an intervention, so for this research it is seen from the results of problem solving. The stake matrix can be seen in the following image.

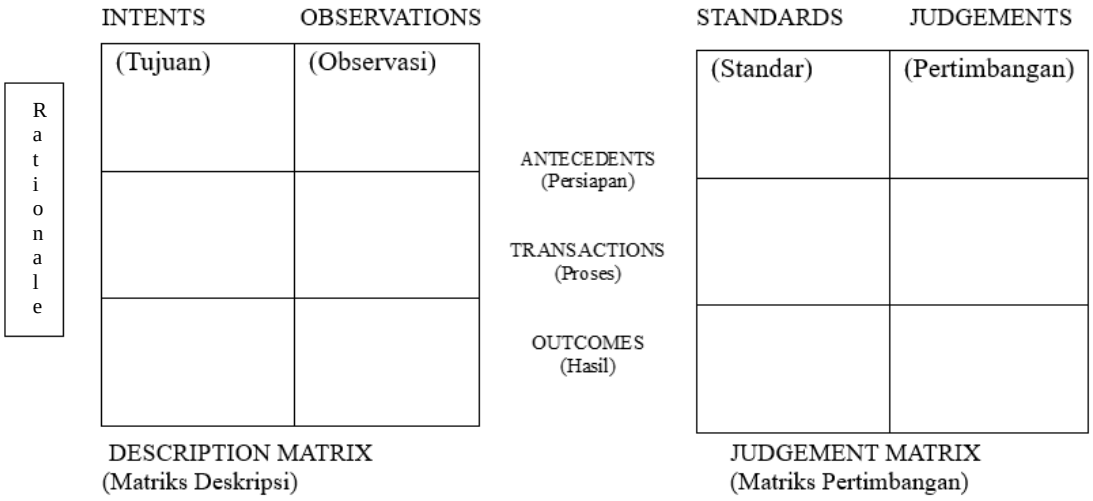

Figure 1. Contenance Stake Evaluation Matrix

The description matrix is related to the categories of goals or purposes that have been planned in developing the adopted learning program (Sucita et al., 2020). Antecedents are conditions before the process that can influence the results (Rahadian & Kusumawati, 2020).(Rahadian & Kusumawati, 2020) Intents are what goals are expected from a program. The second category in the description matrix is called observation. It contains the actual implementation of the plans that have been made in the first category. In this category, the Evaluator needs to make observations regarding all stages.

Consideration Matrix, according to (Hasan, 2008) The Consideration Matrix has two categories, namely standards and considerations, with a focus on antecedents, transactions and outcomes. Standards refer to the criteria that must be met by a curriculum or program being evaluated. The second category is consideration, which requires the evaluator to consider what has been done in the evaluation results.

Rational is similar to background, which describes the actual conditions that are the basis for implementing the program (Nur, 2020).

This evaluation stage can be simplified in concept (Hasan, 2008).

1. Antecedents are circumstances before,
2. Transactions or transactions are processes, and
3. Outcomes or results are the abilities obtained by participants

The population in this study were second grade students of the 2023/2024 Mechanical Engineering skills program, totaling 68 students, with 4 teachers supervising the Field Work Practice of Mechanical Engineering skills program. The sampling technique uses saturated sampling, where the entire population is used as a sample. In this research, the instruments used include documentation, interviews and questionnaires.

The research design uses an explanatory sequential approach, according to (Cresswell, 2015)this design is intended to investigate the research problem starting with a series of quantitative research, then qualitative data analysis, with the aim of explaining the results of the quantitative research.

1. Quantitative Data

This research utilizes a descriptive static analysis approach, which aims to describe or provide a description of the research object based on sample or population data without carrying out analysis or making general conclusions (Istiqlal, 2017). Formulation of data distribution (Siregar et al., 2018).

$$Mi = \frac{1}{2}(ST + SR)$$

$$Sdi = \frac{1}{6}(ST - SR)$$

Where:

Mi = Ideal mean

Sdi = Ideal standard deviation

ST = Highest Ideal Score

SR = Lowest ideal score

The highest score (ST) and lowest score (SR) were obtained through Likert assessment (score range 1-4).

Table 1. Likert scale categories (Direktorat Pembinaan SMA, 2010)

Score Range	Kategori
Very good	(Mi + 1,5 SDi) < X ≤ (Mi + 3 SDi)
good	(Mi + 0 SDi) < X ≤ (Mi + 1,5 SDi)
Enough	(Mi - 1,5 SDi) < X ≤ (Mi – 0 SDi)
Less	(Mi – 3 SDi) < X ≤ (Mi - 1,5 SDi)

1. Qualitative Data

This research applies a data triangulation approach adapted from the method developed by Miles and Huberman in 1984 (Sugiyono, 2017). Data triangulation according to Miles and Huberman, as explained in Sugiyono's book, is a technique for validating research data using several different sources or methods. The purpose of this triangulation is to increase the reliability and validity of research findings.

Field Work Practice evaluation research also uses qualitative methods through interviews and document studies. Interview data was obtained from sources consisting of a Field Work Practice (Field Work Practice) supervisor and four grade 11 students majoring in TMI.

The number of samples for interviews was 4 students and 1 teacher, representatives were selected based on specified criteria.

The student sample consisted of the following individuals:

1. 2nd grade student at State Vocational High School 7 Serang City
2. Students of the Mechanical Engineering skills program
3. Students who have taken part in Field Work Practice.
4. Students who undergo Field Work Practice with an independent curriculum.

The selection of teacher research samples had the following criteria:

1. Teachers who officially become Field Work Practice supervisors
2. Supervising teacher from the Mechanical Engineering skills program

Interviews with supervising teachers aim to gather information regarding the distribution of teaching duties, considering that each teacher teaches different subjects. Meanwhile, interviews with four students were conducted based on recommendations from the supervising teacher, who selected these students based on certain criteria. The interview transcript data was then analyzed using the NVIVO application. The results of the analysis of interviews with Field Work Practice supervisors have been coded in the interview transcript file.

RESULTS AND DISCUSSION

RESULTS

This research is evaluation research that uses the Countenance Stake evaluation model, which consists of three stages: Antecedents (input), Transaction (process), and Outcomes (output). These three stages are used to assess the implementation of Field Work Practices (Field Work Practice) at State Vocational High School 7 Serang City. Research data was collected through questionnaires, interviews and documentation. Quantitative data was obtained from a questionnaire filled out by class XI students majoring in Mechanical Engineering at State Vocational High School 7 Serang City who had completed the Field Work Practice program. Respondents consisted of 68 students divided into two classes. This quantitative data is presented in the form of bar charts, calculation tables, and categories of respondents' answers. Qualitative data was obtained through interviews with a number of students who had completed the Field Work Practice and supervising teachers.

1. **Results of Field Work Practice Evaluation Research using Quantitative Methods**

   a. Field Work Practice Preparation Stages (Antecedents)

   In preparation for Field Work Practice, there were 16 questions that had been answered by 4 supervising teachers with an average of 53, resulting in the result that 82% were in the very good category.

Table 1. Mean Value of Antecedents Stages from Teacher Perception

TEACHER ANTECEDENTS					
RESPONDENT	ITEMS	TOTAL	M	%	REMARK
4	16	212	53	82.8	Very Good

In preparation for Field Work Practice, there are 15 questions that have been answered by 68 students who have carried out Field Work Practice with an average of 50, resulting in the result that 84% are in the very good category.

Table 2. Mean Value of Antecedents Stages from Student Perceptions

STUDENT ANTECEDENTS					
RESPONDENT	ITEMS	TOTAL	M	%	REMARK
68	15	3428	50.41	84.02	Very Good

The Consideration Matrix in the Standards column explains the criteria that must be met by a curriculum or program being evaluated (Hasan, 2008). The first is regular learning. All Field Work Practice Preparation consists of Regular Learning and debriefing which has been answered and the result is that 82% in the very good category, and students 84.02% in the very good category. There are differences in the results of the regular learning indicators from the perceptions of teachers and students, where the majority of teachers feel that the learning carried

out is good, while the majority of students feel that it is sufficient. This indicates a difference in perception between teachers and students regarding the quality of regular learning even though Field Work Practice preparation is considered good.

b. Stages of Field Work Practice Implementation (Transactions)

In preparation for Field Work Practice there were 13 questions which were answered by 4 supervising teachers with an average of 44 until the result was that 84% were in the Very Good category.

Table 3. Average Value of Transactions Stages from Teacher Perception

TEACHER TRANSACTIONS					
RESPONDENT	ITEMS	TOTAL	M	%	REMARK
4	13	176	44	84.61538	Very Good

In the implementation of Field Work Practice there were 13 questions which were answered by 4 supervising teachers with an average of 17.5, resulting in the result that 33.6% was in the Sufficient category.

Table 4. Average Value of Transactions Stages from Student Perceptions

STUDENT TRANSACTIONS					
RESPONDENT	ITEMS	TOTAL	M	%	REMARK
68	13	1190	17.5	33.65	Cukup

This orientation period aims to introduce the world of work to Field Work Practice participants. During the implementation of Field Work Practice, student placement in the world of work must be based on the cooperation text (Kemendikbud Ristek, 2023). All evaluations show unbalanced results between teacher and student perspectives. From a teacher's perspective, 84% of evaluations were rated as excellent, while from a student's perspective, only 33% rated the same, with the majority rating it as fair. This imbalance is also visible in the skill competency indicators, where there are striking differences of opinion. The majority of teachers assess students' skill competency in the sufficient category, while the majority of students assess their own competency in the good category.

c. Post-Field Work Practice (Outcomes)

The Field Work Practice results contained 6 questions which were answered by 4 supervising teachers with an average of 21.2 until the result was 88.5% in the Good category.

Table 5. Mean Value of Stage Outcomes from Teacher Perception

TEACHER OUTCOMES					
RESPONDENT	ITEMS	TOTAL	M	%	KET
4	6	85	21.25	88.5416	Baik

The Field Work Practice results contained 6 questions which were answered by 68 students with an average of 19.5, resulting in the result that 81.3% were in the Very Good category.

Table 6. Mean Value of Stage Outcomes from Student Perception

STUDENT OUTCOMES					
RESPONDENT	ITEMS	TOTAL	M	%	KET
68	6	1327	19.5	81.31127	Sangat Baik

From the teacher's perception, the average score obtained was 21, indicating that 88% of the assessments were in the good category. In contrast, from students' perceptions, the average score was 19.5, with the results showing that 81% were in the sufficient category. These results indicate that there are differences in perceptions between teachers and students in assessing the performance and experience of street vendors. Teachers tend to give higher assessments than students.

2. Results of Field Work Practice Evaluation Research using Qualitative Methods

a. Field Work Practice Preparation Stages (Antecedents)

Interview data was obtained from a resource person who was a representative of the Field Work Practice (Field Work Practice) teacher. Based on the results of data analysis, the resource person revealed that there were regular learning activities. Before the Field Work Practice's departure, the material taught to students was limited to an introduction to CNC machines and lathes. The facilities provided by schools to support learning are considered to be inadequate, especially in terms of the availability of computer units and CNC Milling machines. The teacher also stated that there was debriefing before the Field Work Practice's departure, which is usually called socialization. Apart from that, before implementing the Field Work Practice, the supervising teacher and students conducted a survey of the location where the Field Work Practice was being implemented.

Interviews were conducted with four students recommended by the supervising teacher. Several students stated that the facilities in the laboratory (machinery workshop) were complete and well organized, although some felt they were still lacking, especially in terms of practical equipment and materials. All students agreed that there was socialization before implementing

the Field Work Practice. Interview data was analyzed using the NVIVO application, and the results were listed in the coded transcript.

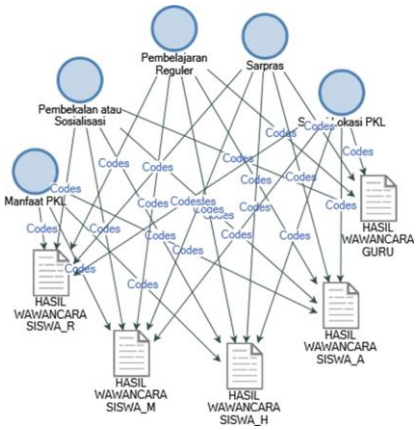

Figure 2. Project Map of Antecedent Stages

b. Stages of Field Work Practice Implementation (Transactions)

Interviews were conducted with four students and their supervising teacher regarding the Field Work Practice work orientation period. The teacher explains that orientation includes company profile, regulations, risk management, and occupational health and environmental safety. If students choose their own street vendors, they must find this information themselves. Students know the company profile and feel that this information has an influence on the sustainability of street vendors. Monitoring is carried out every one to two months to evaluate student discipline and personality. Frequent obstacles include absenteeism and behavior problems, which can cause companies to block schools. However, communication is maintained to minimize blocking. Students also have a field supervisor from the Field Work Practice site who helps them learn and overcome difficulties. In competency, students are placed according to their major, carrying out practical tasks such as turning and welding, as well as administrative tasks determined by the company.

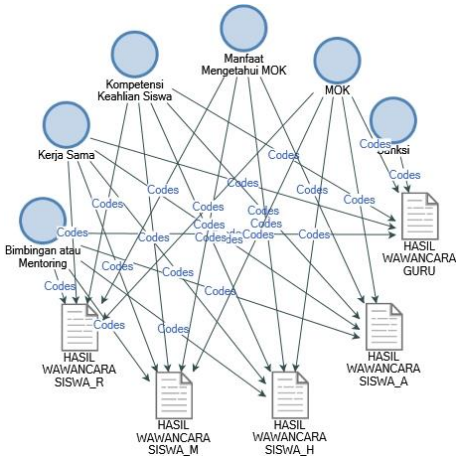

Figure 3. Project Map of Transaction Stages from Teachers

c. Post-Field Work Practice Stages (Outcomes)

The results of interviews with teachers regarding the implementation of Field Work Practices explain the reporting and assessment process. Daily reports and final reports are socialized before the Field Work Practice, where the daily report records students' daily activities, and the final report contains the projects undertaken. These reports are assessed in an evaluation session involving supervisors and industry parties. Although there is no formal assessment by industry, some companies provide certificates, while schools will provide them if there are none. Interviews with students showed they had completed reports and some had attended evaluation hearings. Students feel ready to work after Field Work Practice, and some immediately receive certificates from industry.

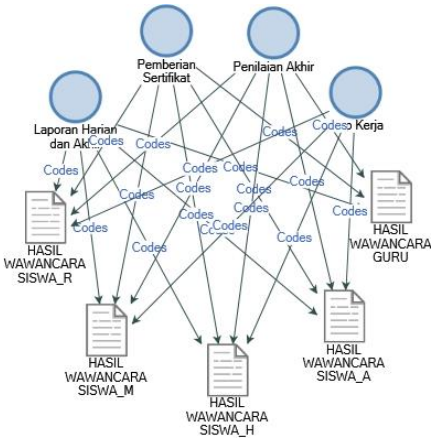

Figure 4. Project Map Outcomes Stages

3. Documentation Results

The following are the results of document analysis of Field Work Practice (Field Work Practice) activities in the Mechanical Engineering department of State Vocational High School 7 Serang City. From the available table, it can be seen that there are several documents that were not found, namely street vendor observation sheets and street vendor activity records. These two documents are declared incomplete because they are not available. Meanwhile, other documents were found in complete condition.

Table 7. Analysis of Field Work Practice Documents for the Mechanical Engineering Department

No	Document	Exist	Does Not Exist	Information	
				Complete	Incomplete
1	Field Work Practice's Activity Notes		✓		✓
2	List of Student Grades for Field Work Practice Subjects	✓		✓	
3	Field Work Practice's Activity Journal	✓			✓
4	Field Work Practice Guidance Sheet	✓		✓	
5	Field Work Practice Observation Sheet		✓		✓
6	Field Work Practice Teaching Module (CP – TP - ATP Field Work Practice)		✓		✓
7	Field Work Practice's Guide		✓		✓
8	Field Work Practice Participation Certificate (Industry)	✓		✓	
9	Field Work Practice Participation Certificate (School)	✓		✓	

DISCUSSION

1. Preparation for Field Work Practice (Antecedents)

The antecedent's context in this research are the conditions expected before training activities begin, including the learning process by the school, preparation and background of students participating in Field Work Practice.

Table 8. Stake Matrix for Field Work Practice Preparation Stages (Antecedents)

Description Matrix		Judgement Matrix	
INTENTS	OBSERVATION	STANDARDS	JUDGEMENTS
1. Guide to Field Work Practices as an Internal Subject Implementation of the 2023 Independent Curriculum by the Director General of Vocational Education Ministry of Education and Culture, Research and Technology 2. Minister of Education and Culture Regulation Number 50 of 2020 concerning Field Work Practices for students	All Field Work Practice Preparation consists of Regular Learning and debriefing which was answered by 4 supervising teachers with an average of 53 until the result was that 82% was in the very good category. Questions regarding preparation were also answered by 68 students with an average of 50.41, resulting in the result that 84.02% were in the very good category. By distribution: 1. Regular Learning from Teacher Perception 100% in the good category 2. Provision before departure from teacher perception: 50% in the good category and 50% in the adequate category. 3. Regular learning from student perceptions is 11% very good, 32% in the good category, 50% in the sufficient category, 5% poor 4. Debriefing before departure from student perceptions was 7% in the very good category, good with a percentage of 44%, in the fair category 41%, and 5.9% in the poor category. 5. Although Field Work Practice (Practical Field Work) preparation is considered good, there are differences in perceptions between teachers and students regarding the quality of regular learning. The results of the interview stated that it was true that students carried out regular learning and were given debriefing. Analysis carried out using the application showed that learning outcomes and socialization were the topics most discussed. However, the infrastructure is still considered incomplete and they do not have street vendor guidelines.	The quality of Field Work Practice is said to be good if pre-implementation of Field Work Practice includes: 1. Regular Learning a. Skills Competency Material in Classes X and XI b. Learning facilities 2. Debriefing before departure a. Background of participants participating in street vendors activities b. Characteristics of Work Culture in the World of Work c. Work Rules in the World of Work d. Environmental Orientation e. Sociocultural f. Health, Work Safety, Environment g. Street Vendor Location Survey h. Preparation of Daily Activity Reports and Final Reports i. Final Assessment	1. Preparation for Field Work Practice is in accordance with the Field Work Practice Guide by the Ministry of Education, Culture, Research and Technology, where Regular Learning has been carried out in accordance with Class X and XI Skill Competencies, as well as Socialization carried out before implementing Field Work Practice. 2. However, there are still obstacles where it is felt that the condition of the practical laboratory is still lacking, the machines used are still small, and there are still not enough computer units for students. Students are not given Field Work Practice guidelines and are only directed verbally.

The results obtained from the questionnaire filled out by four teachers showed that the Regular Learning indicator had very good results, with a score of 100%. In addition, the Regular Learning questionnaire filled out by students revealed that 11.4% of participants were in the very good category, 32.4% in the good category, 50% in the adequate category, and 5.88% in the poor category. Debriefing before departure showed that from the teacher's perception, 50% were rated in the Good category and

50% in the Sufficient category, with the supervising teacher having provided the students with supplies. From a student perspective, 7% are in the very good category, good with a percentage of 44%, in the fair category 41%, and 5.9% in the poor category. Students have received debriefing before carrying out the Field Work Practice, which lasts for one full day. In the preparation and background of students participating in Field Work Practice, it is intended that students have increased abilities in the areas of expertise they have acquired at school, as well as broadening their understanding of the world of work through direct experience in a real work environment (Bauer & Erdogan, 2010).

Although all indicators of Field Work Practice preparation are considered good with teachers scoring 82% in the very good category, and students 84.02% in the very good category. There are differences in the results of the regular learning indicators from the perceptions of teachers and students, where the majority of teachers feel that the learning carried out is good, while the majority of students feel that it is sufficient. This indicates a difference in perception between teachers and students regarding the quality of regular learning even though Field Work Practice preparation is considered good.

Interviews with teachers and students show that the regular learning process, including mechanical engineering skills subjects, such as Manufacturing Engineering Drawing, Lathe Mechanical, Milling, Grinding, and others, has gone well. Students receive material introducing machines and work culture, as well as occupational health and safety environment briefing before Field Work Practice. However, there were several obstacles found, such as a lack of infrastructure, for example an inadequate number of machines (3 machines for 35 students) and a lack of computers. In addition, the less structured socialization of field work practice causes differences in perception, especially regarding the location of field work practice which is far from students' homes, adding to the financial burden. Schools have prepared various important aspects, such as competency mapping and determining the location of street vendors, but still need improvement in terms of socialization and provision of facilities.

To overcome this obstacle, several solutions can be implemented. First, there needs to be additional machines and computers through additional funding or sponsorship from related industries. Second, schools need to prepare and distribute a Field Work Practice guide for students, including implementation steps, objectives, tasks that must be carried out, and assessment criteria. Third, the implementation of field work practice socialization must be more structured and regularly scheduled to ensure that all students have the same understanding. In addition, developing partnerships with industry is very important to borrow or use industrial facilities for learning, as well as obtaining donations of necessary equipment.

2. Implementation of Field Work Practice (Transactions)

In this research, the context of the Transactions stage includes the core process of field work practice in the form of teacher and student involvement in activities during the field work practice period.

Table 9. Stake Matrix for Field Work Practice Implementation Stages (transactions)

Description Matrix		Judgement Matrix	
INTENTS	OBSERVATION	STANDARDS	JUDGEMENTS
1. Guide to Field Work Practices as an Internal Subject Implementation of the 2023 Independent Curriculum by the Director General of Vocational Education Ministry of Education and Culture, Research and Technology 2. Minister of Education and Culture Regulation Number 50 of 2020 concerning Field Work Practices for Students 3. Evaluation of the Implementation of the Industrial Work Practice Program (Prakerin) by Ardiani & Ridwan (2020) 4. Evaluation of the Field Work Practice Program Using the Countenance Stake Model at State Vocational High School 1 Suruh by Aristiawan and Bactiar (2023)	The entire field work practice implementation which consists of the work orientation period and skills competency has been answered by 4 supervising teachers and 68 students who have carried out the field work practice, from the teacher's perception it has a mean of 44 until the result is that 84% is in the very good category and from the student's perception it has a mean of 17 .5 until the results obtained were 33% in the sufficient category. By distribution: 1. Job Orientation Period and Skill Competency from Teacher Perception 25% in the good category, 75% in the fair category 2. From the students' perception of the work orientation period, 5% is very good, 36% is in the good category, 52% is in the sufficient category, 4% is in the poor category 3. Skill competency from student perception is 58% in the good category, 33% in the sufficient category, 7% poor. 4. Evaluation shows unbalanced results between teacher and student perspectives. This is supported by interviews showing that it is true that students are generally given information about MOK, NVIVO analysis also shows that the topics most often discussed are student skill competencies and guidance. However, this also reveals that there are still many students who are not disciplined, such as being late, being absent without permission.	The quality of field work practice is said to be good if during the implementation of field work practice the teachers and students know and carry out the following things: 1. Work Orientation Period a. Company profile b. Company Rules and Regulations c. Risk Management d. Occupational Health and Safety e. Description of the Socio-Cultural Environmental Situation f. Aspects of Competency Assessed g. Implementation of student monitoring during field work practice h. Student cooperation and problem solving abilities 2. Skill Competency a. Availability of Competencies in the Position b. Type of work c. Student involvement in work processes in industry d. The benefits of street vendors for participants	1. the implementation of field work practice is in accordance with the field work practice guide by the ministry of education, culture, research and technology, where students are given information regarding the work orientation period and undergo guidance with field work practice supervisors from school and instructors from the world of work, as well as the implementation of field work practice which is carried out for a minimum of 6 months with projects carried out by students 2. However, even though various efforts have been made, there are still obstacles related to poor student discipline. There are still students who arrive late or are absent without permission, as well as other problems, which result in the school being blacklisted by the industry for 1-2 years.

The evaluation results show that teachers' perceptions regarding the sub-indicators of the work orientation period are 25% in the good category and 75% in the sufficient category. Meanwhile, from a student perspective, 36% are in the good category, 52% are in the sufficient category, 4% are in the poor category. Evaluation of the skill competency sub-indicators shows that from teachers' perceptions, 25% are in the good category and 75% are in the sufficient category. From the student perspective, 58% were rated in the good category, 33% in the sufficient category, and 7% in the poor category. This difference in perception shows that there is a gap in the assessment between teachers and students regarding competence when implementing field work practice.

Student discipline is one of the factors causing differences in perspectives between teachers and students regarding street vendors. Even though students know the profile of the company where they are placed and receive information regarding the rules, many still show undisciplined behavior, such as being late, absent without permission, and acts of kleptomania. This had a negative impact on the school's reputation, which was even blacklisted by some industries. this situation shows that students are not ready to carry out field work practice well.

To overcome student discipline problems during field work practice, several solutions can be applied. first, pre-field work practice education and provision is very important, including an orientation program to provide an in-depth understanding of the importance of discipline, work ethics, and professionalism, as well as special training regarding time management, responsibility, and work ethics. second, routine monitoring and evaluation through periodic visits by supervising teachers to field work practice locations and requesting weekly reports from students can help monitor their performance and discipline. character development through self-development programs integrated into the school curriculum can form an attitude of discipline and responsibility from an early age. With these steps, it is hoped that students will be more disciplined and ready to face challenges in the world of work, so that the school's image will also be well maintained.

3. Field Work Practice Results (Outcomes)

In the context of this research, the results of Field Work Practices, the results evaluated cover various important aspects of students' educational experiences in the field. these results include the abilities obtained by students, achievements in completing assignments, attitudes developed during the field work practice period, as well as work readiness that may be formed or strengthened through field work practice.

Table 10. Stake Matrix for Post Field Work Practice Stages (Outcomes)

Description Matrix		Judgement Matrix	
INTENTS	OBSERVATION	STANDARDS	JUDGEMENTS
1. Guide to Field Work Practices as an Internal Subject Implementation of the 2023 Independent Curriculum by the Director General of Vocational Education Ministry of Education and Culture, Research and Technology 2. Minister of Education and Culture Regulation Number 50 of 2020 concerning Field Work Practices for students	After implementing the field work practice there was a school assessment and industrial assessment, statements regarding this matter were answered by 4 supervising teachers and 68 students who had carried out the field work practice, from the teacher's perception the mean was 21 until the result was that 88% were in the good category and from the students' perception the mean was 19 .5 until the result was 81% in the sufficient category. By distribution: 1. School assessment from Teacher Perception is 50% in the good category, 50% in the sufficient category 2. Industry assessment from teacher perceptions: 50% in the good category, 50% in the sufficient category 3. School assessment from student perceptions 29% in the good category, 32% in the sufficient category, 4% in the Poor category 4. Industrial assessment of student perceptions is 31% in the good category, 30% in the sufficient category, 5% poor. 5. Students who have carried out the field work practice have submitted the field work practice report and feel they are ready to work, the supervising teacher has also given a final assessment. this is supported by the results of interviews with teachers and students. Analysis using NVIVO shows that at the outcomes stage of the final assessment or trial and work readiness the topics discussed most frequently. However, students still find it difficult when making reports. the results of observations carried out by document study showed that students' field work practice reports did not contain field work practice activity notes and field work practice observation sheets.	The quality of field work practice is said to be good if during the implementation of field work practice the teachers and students know and carry out the following things: 1. School Assessment a. Preparation of Daily Activity Reports b. Final report c. Final Assessment d. Student Work Readiness 2. Industry Assessment a. Final Assessment a. Field Work Practice Participation Certificate	1. The implementation of field work practice is in accordance with the Field Work Practice Guide by the Ministry of Education, Culture, Research and Technology, students must make activity reports during field work practice as well as a final report. the final form of assessment carried out by students is the field work practice trial, there are some students who have not yet carried out the trial. Students receive a certificate of participation in street vendors.

Guide to Field Work Practices as Subjects in the Implementation of the Merdeka Curriculum and Minister of Education and Culture Regulation Number 50 of 2020 concerning Field Work Practices as standard references in this research. The Field Work Practice Guide states that after the Field Work Practice program is implemented, Field Work Practice participants will be assessed to determine the learning achievements that have been carried out during the Field Work Practice implementation.

After implementing Field Work Practices, an assessment was carried out by schools and industry to evaluate student performance based on responses from four supervising teachers and 68 students. The average score from teachers is 21, with 88% in the good category, while from students it is 19.5, with 81% in the fair category. Teacher assessments were evenly divided between good and sufficient categories, while students reported 29% good, 32% adequate, and 4% poor. This shows differences in perception, where teachers give higher ratings than students. Students are required to make daily reports and final reports, and although there is no formal assessment from industry, they feel ready to work because of the practical experience gained during Field Work Practice. Field Work Practice is expected to increase students' work readiness (Jung, 2016). Through direct experience in the world of work, students get the opportunity to apply theories learned in class in real situations (Anjum, 2020), interact with professionals in their field, and understand the dynamics and challenges that exist in the work environment.

Interviews with supervising teachers revealed that students were required to make daily reports and activity reports during Field Work Practice. There is no final assessment from industry, but in schools, the final assessment is carried out in the form of a trial. This is in line with what was conveyed by students, where they stated that they had completed the daily report and final report. Students feel ready to work because they have gained knowledge and experience. However, students also expressed several obstacles in preparing reports. They find it difficult because they are not used to using computers. Apart from that, several students have not yet attended the final session, which is only a question and answer session regarding their activities during the Field Work Practice. The results of observations made by document study also showed that students' Field Work Practice reports did not have field work practice activity notes and field work practice observation sheets.

To overcome these obstacles, several solutions can be implemented. First, provide basic computer training for students before they start Field Work Practice. This training includes the use of word processing programs and efficient typing techniques. Second, develop a complete module and guide on preparing street vendor reports that includes the correct format and required content. Third, hold a final trial simulation as practice for students. The implementation of these solutions is expected to help students overcome difficulties in compiling their Field Work Practice reports, better prepare them for the final hearing, and ensure that all important aspects of their Field Work Practice activities are well documented.

CONCLUSION

It can be concluded that. All indicators of the Antecedents stage are considered sufficient. The preparation stage for field work practice (antecedents) consists of regular learning and provision before field work practice. The intent of this stage is in accordance with Minister of Education and Culture Regulation No. 50 of 2020 and the guidebook for implementing field work practice as an independent curriculum subject. The Transactions stage is considered good. There are 2 indicators for implementing field work practice (transactions), namely the work orientation period and skills competency. the field work practice results (outcomes) evaluation were declared good. At the Outcomes stage, there are 2 indicators, namely school assessment and industry assessment. Students demonstrate improvements in job readiness and understanding of the world of work.

To address the challenges faced during field work practice, several solutions can be implemented. first, additional machines and computers should be acquired through extra funding or sponsorships from related industries. second, schools need to prepare and distribute a comprehensive field work practice guide for students, covering implementation steps, objectives, tasks, and assessment criteria. third, field work practice socialization must be more structured and scheduled regularly to ensure all students have a clear understanding. Developing partnerships with industry to access facilities and secure equipment donations is also crucial. To address student discipline issues during field work practice, pre-field work practice education is essential, including an orientation program that emphasizes discipline, work ethics, and professionalism. Special training on time management, responsibility, and work ethics should also be provided. Routine monitoring through periodic visits by supervising teachers and weekly student reports can help track performance and discipline. Additionally, character development programs integrated into the school curriculum can foster responsibility and discipline from an early age. Lastly, to improve students' readiness, basic computer training should be provided before field work practice, focusing on word processing programs and typing skills. a complete module and guide for preparing field work practice reports should be developed, along with a final trial simulation to give students practice.

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