

Evaluation Of Industrial Work Practice Program (Prakerind) In Vocational School Of Technology Kaliangkrik Engineering

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Abstract

The research entitled Evaluation of the Effect of Industrial Work Practices Program (PRAKERIN) on Discipline and Achievement of Students of the Widja Teknik Kaliangkrik Vocational School, motivated by the development of increasingly rapid and uncontrolled science and technology, resulting in increasingly strong competitiveness. One key to increasing competitiveness is to improve the quality of education, because education plays an important role in preparing quality human resources. So that this makes schools need to produce a variety of competitive advantages from their education output, especially Vocational High Schools (SMK), because Vocational Schools (SMK) are one of the secondary education levels that prepare graduates who are ready to work, by holding compulsory travel programs are industrial work practices that provide opportunities for students to adapt to the atmosphere or climate of the actual work environment. However, the process of adapting to the work environment also has a diverse impact on students. Especially when they return to school because the hours of entry with the workshop are different so that many come late, not to mention the appearance of students is also far from the rules of the school, facing this thing Vocational High School (SMK) Kaliangkrik Engineering directs Industrial Work Practices (Prakerin) concentrated in "A" 04-43-02 Magelang owned by the Indonesian National Army (TNI). The population of this study were students of class XI of SMK Kaliangkrik Engineering which numbered 58 students. The implementation of Prakerind under the guidance of the TNI can improve students' discipline and character, so that when they are finished, students are conditioned on their appearance, neatness, discipline and character. The population of this study were students of class XI of SMK Kaliangkrik Engineering which numbered 58 students.

Keywords: *Prakerind, Benglab "A" 04-43-02 Magelang, Discipline, Character.*

Background

Education is the implementation of the objectives of the Indonesian Nation as stated in the Opening of the 1945 Republic of Indonesia Constitution which is Educating the Nation's Life, so that the Government strives to realize this goal so that Human Resources (HR) in Indonesia can compete in the international arena.

Education is one of the means to improve the quality of Human Resources (HR). The quality of education can be seen from the added value produced by educational institutions, both products and services or services that are able to compete in the Business World / Industrial World (DU / DI). In Law Number 20 of 2003 concerning the National Education System, it is stated:

Education is a conscious and planned effort to create a learning atmosphere, and a learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state .

Guided by these laws, educational institutions must be able to produce independent students according to their potential by creating a good education system to improve the quality of school education which is one of the education providers, so as to be able to realize the objectives of national education. Then it can be concluded that education is the spearhead of the nation's progress.

The education process in Indonesia is carried out in formal and non-formal containers. Related to the development efforts in Indonesia, it was programmed in one of the National Education Institutions, namely Vocational High Schools (SMK). This skill-based vocational education institution is tasked with preparing skilled, professional, and productive staff for vocational school graduates as a means to continuously develop their quality to become a national asset that can play a role in facing the global era. So that the government held a vocational secondary education program strengthening, through Character Education Strengthening (KDP) implemented by implementing Pancasila values in character education, especially covering religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, and curious, national spirit, love for the country, respect for achievement, comedy, peace of mind, love to read, care for the environment, social care, and responsibility.

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Vocational secondary education is basically employment that is the place of projection of graduates, meaning that in order to develop their tasks well and achieve goals effectively, vocational secondary education is designed and implemented and

evaluated in a link with the demands of employment so the results are truly suitable or match with the demands of employment needs.

Widya Kaliangkrik Technical Vocational School (SMK) is one of the Vocational Schools in Beseran Village, Kaliangkrik District, Magelang Regency with the Automotive Engineering Expertise Program and Light Vehicle Engineering expertise competency. Facing the demands of the Business / Industrial World (DU / DI) of the Kaliangkrik Vocational High School in addition to carrying out school learning activities which are generally shown in the form of values, but also provide students with skills in accordance with school competencies, but in addition to providing school skills which is used to shape the character of students mandated in strengthening vocational secondary education programs namely strengthening character education.

The problem that often arises when students have to carry out industrial work practices is the unavailability of large industries so that they cannot accommodate the number of students from Vocational Schools (SMK) throughout the Regency and City of Magelang, so students are placed in workshops spread across the district and the city of Magelang, where they are free with the existing workshop rules and the potential to get along with other schools is even greater. This will have an unfavorable impact on students when they return to school when the prakerind activities are completed, namely attitudes, behavior, speech, how to dress and even their appearance far from good character.

The implementation of Industrial Work Practices (PRAKERIND) is part of innovation in the Vocational Program where students carry out field work practices (internships) in companies or industries which are an integral part of the process of education and training in Vocational Schools. Dual System Education (PSG) / PRAKERIND inspired by two systems (dual based programs) carried out in Germany. Starting in force in Indonesia based on the Vocational curriculum in 1994, sharpened by the 1999 edition of the SMK curriculum and emphasized by the 2004 edition of the SMK curriculum.

The expectation of the implementation of PRAKERIND policy is to improve the quality of students in order to have adaptability in the school subsystem and work environment / industrial subsystems. The ability to adapt between the learning and school environment and the learning environment in the field will have an impact on increasing student learning motivation so that it influences student learning.

As a concrete manifestation of the implementation of Dual System Education (PSG) is the Industrial Work Practice (PRAKERIND). Prakerind is a learning activity that is followed by vocational students as a vehicle to strengthen learning outcomes while providing an opportunity to understand and explore the capabilities of these results in real work situations and situations.

Industrial Work Practice is a stage of professional preparation where a student who almost completes a study formally works in the field with the supervision of a competent administrator in a certain period of time, which aims to develop the ability to carry out responsibilities in his field.

The Widya Teknik Kaliangkrik Vocational High School (SMK) is a vocational technology and engineering group with a competency in Light Vehicle Engineering (TKR) expertise that also implements apprenticeship in accordance with government programs. The implementation of the prakerind of SMK Widya Teknik Kaliangkrik was held for 2 (two) months together in one place, namely in the "A" Benglap 04-43-02 Magelang.

Benglap "A" 04-43-02 is an automotive workshop managed by the Indonesian National Army (TNI), so that in addition to obtaining prakerind material on Light Vehicle Engineering (Automotive Engineering) namely automotive ignition material, automotive electricity, how to work braking, gasoline engines and diesel engines, students will also get military material that is semi-military. In implementing Industrial Work Practices (PRAKERIND) this is an opportunity for schools to provide additional material about Character Education, because before carrying out the prakerind activities in the "A" 04-43-02 Benglap students under the guidance of the Army of the Indonesian National Army (TNI) (AD) will be given additional material, namely the Line Unity (UN), Discipline, Leadership, Nationality Insights, Work Safety, mental and spiritual formation.

Students who carry out prakerind activities in Benglap "A" 04-43-02 which are managed by the TNI must carry out activities in accordance with the schedule in Benglap, so that how to dress, haircuts must be the same as the TNI, in carrying out practical work activities participants students are prohibited from fighting between prakerind students or outside parties, drinking, smoking, carrying sharp weapons, riding motorbikes without helmets, and wearing accessories (earrings, necklaces and bracelets) this is expected from the school so that when students are finished prakerind and returning to their school are neat without having to be tidied up again by the school.

This is the hope of the school that children have high discipline, activities that we carry out in a timely manner and carried out continuously, it will cause a habit. Habits in carrying out activities regularly and on time are usually called discipline in everyday life. Discipline is needed everywhere, because with discipline there will be a regular and orderly life. To understand more about discipline, the following will be explained the definition of discipline from several experts.

1. According to the Indonesian National Resilience Institute (Lemhanas) (1997: 12) discipline is compliance to respect and implement a system that requires people to submit to the decisions, orders or regulations that apply.
2. According to Maman Rachman (1999) in Tu'u (2004: 32) states discipline as an effort to control themselves and the mental attitude of individuals or communities in developing obedience and obedience to rules and order based on encouragement and awareness that arises from within his heart.
3. Gordon (1996: 3-4) distinguishes the word discipline by disciplining. Discipline is usually interpreted as behavior and order in accordance with the rules and regulations, or behavior obtained from training, such as discipline in class or discipline in a good basketball team. While the word discipline is defined as creating

an orderly and obedient state with training and supervision and punishing or imposing fines, correcting, punishing for the sake of habit.

Discipline behavior will not grow by itself, but needs self-awareness, practice, habits, and also the punishment. For students learning discipline will also not be created if students do not have self-awareness. Students will be disciplined in learning when students are aware of the importance of learning in their lives. Discipline planting needs to start as early as possible starting from within the family environment. Starting from the habit of waking up in the morning, eating, sleeping, and bathing, it must be done in a timely manner so that the child will get used to doing the activity continuously.

The character possessed by a person is basically formed through a fairly long learning process. Human character is not something that is born from birth. More than that, the character is a form or forging environment and also people who are around the environment.

Character is formed through the learning process in several places, such as at home, school, and in the neighborhood around the residence. The parties that play an important role in forming a person's character are family, teacher, and peers.

A person's character will usually be in line with his behavior. If someone always does good activities such as politeness in speaking, helping, or respecting others, then most likely the character of that person is also good, but if someone's behavior is bad such as reproach, lying, saying that is not good, then chances are the character's size is also bad.

Research Methodology

This study uses the method:

1. Population is a generalization area consisting of objects / subjects that have certain quantities and characteristics set by researchers to be studied and then conclusions drawn, in this case all students of Kaliangkrik Vocational High School Engineering and all employees in Benglab "A" 04-43-02.
2. Samples are a portion of the number and characteristics possessed by the population, or a small part of the members of the population taken according to certain procedures so that they can represent the population, in this case a sample class XI (eleven) will be carried out to carry out internship activities.

Collecting data from interviews, observations, and documentation of internship activities in the "A" Benglap 04-43-02 Magelang. This observation is done before students before leaving Prakerin and after internship.

Findings and Discussion

The Widya Teknik Kaliangkrik Vocational High School (SMK) is a vocational technology and engineering group with a competency in Light Vehicle Engineering (TKR) expertise that also implements apprenticeship in accordance with government programs. The implementation of the prakerind of SMK Widya Teknik Kaliangkrik was

held for 2 (two) months together in one place, namely in the "A" Benglap 04-43-02 Magelang. Benglap "A" 04-43-02 is an automotive workshop managed by the Indonesian National Army (TNI)

But sometimes in its implementation there are several obstacles that can be seen from the factors supporting the implementation of prakerind. The limited knowledge, experience and background of the field instructor resulted in the synchronization of guidance made to students. Students tend to be given jobs based on the experience and knowledge of the field instructor, not based on competency demands. Besides that, the less optimal guidance from the guidance teacher in the school also had an impact on the implementation of prakerind. With the limited time of guidance during prakerind resulting in students getting less direction.

Another factor that also influences the implementation of prakerind is the ability of the students themselves. Students who have less academic ability, usually have a lack of confidence when prakerind. Besides, it is work discipline, student attitudes and initiatives that are still low.

Other problems found include the implementation of the prakerind program not yet running systematically and effectively because the implementation time is not in accordance with the world / industry program, the absence of an evaluation of the prakerind program with the fact that the problem solving for apprenticeship has not been found has resulted in the same problem the following year. In addition, the evaluation or evaluation that has not been maximized during the internship has made it difficult to measure the quality of the implementation of prakerind. Student assessment is only cognitive and affective in nature rather than psychomotor.

Moreover, the program at the Widya Kaliangkrik Vocational High School (SMK) which collaborates between prakerind and character education really requires a very long time, even if seen from the specified time for internship activities only ranges from 2 (two) to 3 (three) months, whereas character education can not only be done in such a short time. Character education must be carried out continuously and there must be habituation.

The character education program collaborated with Industrial Work Practices (prakerind) in Benglap "A" 04-43-02 Magelang for Vocational High School Kaliangkrik Engineering indeed reinforces student character education where when students sit in class XI (eleven) is the peak of students looking to be themselves, so that during class XI (eleven) there were many delinquencies they did. The hope of schools with the existence of prakerind activities in benglap which is managed by the TNI will be easy to handle discipline in students.

Until now, Magelang's apprenticeship in Benglap "A" 04-43-02 has become a mainstay of the Kaliangkrik Vocational High School, where students initially feel heavy because they will be educated semi-military but after 2 weeks they will feel educated become their daily habits. Even the Kaliangkrik Vocational School of Widya Engineering has always been a UN pilot school in Kaliangkrik Subdistrict and was once

the best Ceremony of Forces at the 70th RI Anniversary Ceremony in Kaliangkrik District.

Conclusion

Character building and discipline requires habituation that cannot be carried out in just 2 (two) or 3 (months), but by carrying out Prakerind in Benglap "A" 04-43-02 Magelang, an automotive workshop owned by the Army National Indonesia (TNI) at least students get additional disciplinary material, so that when students are finished from the internship activities the attitudes and behavior of students are more directed.

Especially in line activities when the Flag Ceremony activities at school students can already be independent without any guidance from the teacher, this is a habit done in Benglap which then becomes a habit when they return to school. This also had a good impact on their classmates who finally followed what their seniors did.

References

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