
Evaluation of the Implementation of Field Work Practices Using the CIPP Model

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ABSTRACT: Based on initial observations carried out at I, the results showed that as many as 70% of students did not understand the Field Work Practice procedures, where the Field Work Practice activity schedule was not immediately socialized at the beginning of the semester. Job on training program (PKL) are an important part of the process in implementing education at vocational schools. The aim of the PKL is to increase the competency of vocational school students in accordance with the needs of the industrial world. This research aims to evaluate the implementation of PKL to determine the suitability of implementing the PKL with the CIPP (Context, Input, Process, Product) model. Researchers used qualitative methods, data was obtained from interview data with relevant respondents at SMKN 1 Rejotangan and SMKN 2 Tulungagung and also through literature study and documentation that supports this research. Evaluation of the Context of the On job training program for Vocational School Students Competency in Office Automation and Management Skills, the relevance of the PKL Program to the school curriculum and the needs and opportunities as a Program follow-up from street vendors has been carried out well. Evaluation of Inputs which includes the readiness of students. Evaluation of the process which includes student participation, utilization of time for implementing PKL. Evaluation of the implementation which includes increasing student competency after carrying out PKL and the impact of this PKL activity on the student's job placement after graduating from school has been achieved with Good.

Keywords: CIPP Evaluation, PKL Program, OTKP Skills Competency



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INTRODUCTION

Education always undergoes changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include

various components involved in it, both the implementers of education in the field (teacher competence and the quality of educators), the quality of education, curriculum tools, educational facilities and infrastructure including changes in more innovative learning methods and strategies. Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious strength, self-control and personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Wibowo, 2016).

Field Work Practice (PKL) is learning for students of SMK / MAK, SMALB, and LKP which is carried out through work practices in the world of work for a certain period of time in accordance with the curriculum and the needs of the world of work (PKL Guidelines, 2020) (Widoyoko, n.d.). This learning method is a way of learning through experience to acquire attitudes, knowledge, and skills that occur in the world of work that are relevant to the competencies chosen by students (Sulistiyowati, 2014; Wirawan, 2018). Field Work Practice involves expert practitioners to strengthen education with student guidance methods during Field Work Practice. Field Work Practice provides opportunities for students to apply in a direct way related to the knowledge learned in their school. Therefore, the implementation of this Field Work Practice program is sought to be carried out as effectively as possible by SMK so that the implementation of Field Work Practice can be fulfilled, namely realizing graduates who are suitable according to the demands of industrial areas, the business world and the world of work.

This evaluation research takes as reference the results of research by Aferil and Waskito (2019) showing that: (1) in the context aspect there are two indicators, namely: the purpose/objectives of Field Work Practice activities, and the environment of PKL activities. Based on each indicator in the context aspect, an overall average result of 4.35 was obtained with a high score of Respondents (TPR) of 90.4%, therefore the context aspect of the Field Work Practice activity was carried out as very good; (2) Field Work Practice activities in the input aspect are contained in 5 indicators, namely: student resources, supervising teacher resources, instructor resources, supporting infrastructure, instructions and guidance from educational units and the world of work, with an average score of 4.1 with TPR of 86.5%, can run in the good category; (3) process aspects are contained in three indicators, namely: readiness, implementation and monitoring of field work practice activities. The process variable in the Field Work Practice activity has an average result of 4.26 with a TPR of 88.4%, therefore it can run in the good category, and (4) the Field Work Practice program product has an average result of 4.2 in terms of respondents' achievement. (TPR) worth 88.7%, therefore the product aspect of Field Work Practice activities can be carried out in the good category. Another research by Sri Wahuni and Dewi (2018) found that every aspect of the SMKN Fieldwork Practical activity evaluation in the city of Padang, namely the context aspect in the group was sufficient, the input aspect in the group was good, the process aspect in the group was good, the product aspect in the group was good, and the outcome aspects in the group are good.

Field Work Practice at SMKN 1 Rejotangan has not been implemented so far away. This can be seen from the evaluation report last made in 2021. So there are several obstacles obtained by the PKL Working Group of SMKN 1 Rejotangan. These obstacles include the number of working worlds relevant to the Competence of Office Automation and Governance Expertise, still only 20% of the total 20 world of work that have implemented the MoU, only 4 world of work link and match with learning. In addition, there are also obstacles in the implementation of Field Work Practices which should be carried out for 6 full months, schools only carry out 3 months in each semester so that student experience in the world of work is lacking.

Conditions are different, with the problems in SMKN 2 Tulungagung that have been conveyed by the Field Work Practice Working Group that have arisen, among others: (1) PKL program evaluation is only carried out when there will be an accreditation review (2) as many as 70% of students do not understand the Field Work Practice procedures, where the schedule of Field Work Practice activities is not immediately socialized at the beginning of the semester, (2) as many as 75% of students who carry out Field Work Practice lack confidence to carry out activities at the Field Work Practice location, where students are still asked to do basic work for a long time; (3) the work culture applied by students is still not optimal, so it needs continuous character building; (4) 60% of students have less sense of responsibility for the work they have been given, and (5) 70% of students who carry out Field Work Practice still feel a lack of guidance from teachers at school (Peraturan Direktur Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, nomor: 06/ D.D5/ KK/ 2018 tentang Spektrum Keahlian Sekolah Menengah Kejuruan, 2018; Peraturan Menteri Tenaga Kerja Nomor 36 tahun 2016 tentang Penyelenggaraan Pemagangan di Dalam Negeri, 2016).

In order to provide answers to these conditions, an evaluation of the implementation of the Field Work Practice program is needed. Evaluation of the implementation of Field Work Practices on Office Automation and Governance Expertise Competency aims to obtain an overview of the level of success or failure in program implementation. The results of the evaluation can be used as a source of information to determine the follow-up of the activities being carried out. In this study, in order to evaluate the Field Work Practice program, the evaluation pattern used by researchers is the CIPP model. Evaluation of this CIPP Model, including Context, Input, Process and Product where the research is expected to be able to provide maximum results by designing the context of the implementation of Field Work Practices that link and match between schools and the world of work, provide maximum input with the achievement of the number of relevant working worlds of more than 80%, carry out the process well with a maximum implementation time of 6 full months and be able to produce products from the implementation of Practice Field Work that can be continued and make a good contribution to the school in the future.

METHOD

Researchers use qualitative methods (Sugiyono, 2019). According to Sugiyono (2019), qualitative methods are research conducted directly in the field to obtain data in the form of actions or words. Then describe symptoms, facts, and events in the field through descriptions, graphs, or patterns related to what will be studied (Ratnaya et al., 2022; Rukajat, 2018). This qualitative approach uses a type of evaluation research, which is an approach designed to determine the end of a policy plan, namely understanding the end result of a policy to determine past policy recommendations and ultimately to determine the next policy (Sriwahyuni & I, 2018; Stufflebeam & McKee, n.d.). Data collection techniques used in this study are Deputy Principal for Curriculum, Deputy Principal for Public Relations, Head of Office Automation and Management Skills Competency, Head of the PKL Working Group, PKL Supervisor from the school PKL Supervisor from the world Work, observations and documentation studies. The results of data analysis in qualitative research are carried out to produce correct information in accordance with the facts and get conformity with what the researcher intended to provide answers to the formulation of the problem by using types of information / data analysis such as data collection, data reduction, data presentation and conclusions.

RESULTS AND DISCUSSION

Evaluation of the context of the program/activity Field Work Practice

1) Know the objectives in the PKL program

The implementers of Field Work Practice activities in schools know the purpose of this PKL activity. This activity was prepared by the school development team at the beginning of the new school year who formulated activities that would be included in the RKAS. This PKL activity program is based on Technical Guidelines for Field Work Practices from the Directorate of PSMK. This PKL activity is intended to carry out Link and match programs with the world of work (Mulyana, 2021; *Peraturan Menteri Perindustrian Nomor 03/M-IND/PER/1/2017 tentang Pedoman Pembinaan dan Pengembangan Sekolah Menengah Kejuruan Berbasis Kompetensi yang Link and match dengan Industri*, 2017).

In line with Nurharisma (2020) that Field Work Practice is part of a learning program that must be carried out by students in the world of work which aims to improve the quality of SMK graduates as reliable, competent and professional human resources. Establishing a cooperative relationship between SMK and the world of work needs to be fostered on an ongoing basis because it is very necessary in the implementation of learning at the vocational level in an effort to produce competent graduates in accordance with their fields and the guidance of the world of work (Karyono, n.d.; Majid & Sudira, 2017).

The same statement was conveyed by Husein (2019) that the concept of link and match changes school-based learning into dual-based learning, where learning in vocational schools is carried out in two places, namely at school and in the world of work. Learning in schools is in the form of basic vocational theory and practice, while in the world of work learning is obtained through the principle of learning by doing, which is in the form of productive skills.

2) The relevance of the PKL program to the school curriculum

Field Work Practice Activities (PKL) is a mandatory program that must be taken by vocational high school students. This activity is sought to help students to implement the learning gains found in educational units and as a means for students to get work that is done directly by working in accordance with the environment in the world of work (Juri et al., 2021). The importance of the purpose of implementing this street vendor requires a joint effort from the school and the world of work to compile the PKL program properly. The PKL program is in accordance with the school curriculum, learning carried out in schools is directed to support the smooth implementation of street vendors so that student activities at street vendors can be carried out properly. In terms of the preparation of the PKL Program, it involves the world of work as a school partner, so that the contribution of the world of work through Link and match efforts can really be realized.

Suwarni (2015) also explained that so far the various jobs in the world of work have been relevant to the competencies in schools. To be relevant, equalize (synchronize) the curriculum / subjects, teach practices that are often done in the world of work. Then involve instructors / teachers, heads of agencies, the world of work, foremen of the world of work, curriculum and staff in the preparation of programs and conduct joint training.

Evaluation of Inputs for the implementation of Field Work Practice programs/activities

1) Student readiness in PKL program

In Field Work Practice (PKL) activities, students must be fully prepared to carry out this program. Readiness is determined by the student's personality and mastery of the student's knowledge and competence before implementing PKL (Iriani, 2015; Jon et al., 2020). With this good preparation, students in carrying out PKL activities can run smoothly and gain valuable experience. Students must understand that this PKL activity is an effort to gain experience in learning related to new competencies that have not been obtained in school and about the direct work culture in the world of work (Husesin, 2019).

Yuliana (2021) also explained that debriefing participants was carried out on students who would carry out street vendors. The program is intended to provide an understanding of learning activities that must be carried out in Spouse Institutions / the world of work. PKL briefing materials for students include: 1) Characteristics of work culture in industry / industrial cultural character values; 2) Work rules in the world of work; 3) Journal preparation; 4) Creation of portfolio documents, and 5) Assessment of street vendors.

2) Readiness of Teachers, Supervisors and Instructors of the World of Work

The readiness of guidance teachers and instructors in the world of work is very necessary in PKL activities. The Supervisor Teacher must know about the world of work or the Office where the Field Work Practice is located and must be ready to provide guidance and direction to the guidance students during the implementation of the Field Work Practice later. Similar to the world of work instructors, the world of work instructors must also understand the conditions of students participating in street vendors. Students cannot be fully given responsibilities such as employees or employees who already exist in the world of work where street vendors are. The ability to organize and understand the characteristics of PKL participants is needed so that PKL students can get an optimal learning experience while participating in PKL activities.

This PKL activity provides opportunities for guidance teachers to interact with students and the world of work almost every year. However, it is necessary to debrief and coordinate all guidance teachers so that they are better prepared and the pattern of guidance is carried out according to instructions and brings goodness to students. In line with this, in Pradana's research (2021) stated that in preparing PKL guidance teachers, a debriefing was carried out first. This is so that the supervisor understands what needs to be prepared starting from administration, visit schedules for teachers, and the implementation of monitoring that has been organized. Guidance teachers also receive training at partner industries or training centers.

Evaluation of the Process of Implementing Programs / Field Work Practice Activities

1) Student participation

The role of students in the implementation of Field Work Practices (PKL) is very important, student activeness in carrying out work or activities during PKL is very necessary to improve their competence. Activities during this PKL are expected to be in accordance with the competence of their expertise, as the purpose of this PKL activity is intended to provide opportunities for students to practice the skills they have directly in the world of work. In addition to technical skills, students will train soft skills by doing other activities according to the work culture in the industry, such as Concise, Neat, Clean, Caring and Diligent.

Nurhasan (2018) also explained that personal self-awareness from students is needed, how students can set a good example to other students and workers at street vendors. Thus, the

implementation of Field Work Practices (PKL) in the Business / Industrial World which aims to equip students to master standardized productive skills competencies, internalize attitudes, values and culture of the business world oriented to quality standards, economic values, critical, productive and competitive will be obtained by these students, departing from the active participation that has been done.

2) Time Utilization

Field Work Practice (PKL) is an effort to provide students with direct experience of activities in the world of work. Direct practice in this Office is carried out by following the rules in the Office. The time programmed is expected to meet the needs of students to practice their competencies and add new knowledge according to existing conditions in the Service. Thus, the use of this time is very important for students to pay attention to when they have implemented street vendors.

Karjono (2012) suggests that technically, within a certain period of time (4 months to 1 year) SMK students are sent to the world of work to work in certain types of professions in accordance with their field of study. With this model, students will be more familiar with the world of work, so that later, when they graduate, it will be easier to adapt to the world of work armed with professional skills that have been obtained from the world of work.

3) The intensity of the implementation of teacher guidance and the world of work

During the process of implementing Field Work Practices (PKL), guidance is carried out by accompanying teachers, educational units and instructors in the world of work. The purpose of this guidance program is to know the problems that may exist when students carry out Field Work Practices (PKL). It is hoped that every problem that arises from students who carry out this PKL can be resolved immediately. Guidance is carried out on a scheduled basis once a month, when there are special conditions, it can be done several times according to the conditions of students during Field Work Practice (PKL). In addition to guidance from school teachers, students also get guidance from world of work instructors as industry mentors. This workplace instructor can directly monitor and pay attention to the condition of students every day during PKL, so that students can immediately consult related to things that need to be known or solve problems that are being faced directly and quickly.

Hari, H., & Basri, S. (2020) also explained that monitoring in SMK is carried out after the industrial work practice period lasts for 1 month or 1 and a half months. Things that are monitored by the supervisor from SMK are the suitability of the field of work with student competence by looking at journal books or asking students directly to see activities in the field whether they experience problems or not, get any facilities, and whether their working hours are in accordance with the provisions. As for Harjono (2012), that monitoring activities aim to see student learning progress, both in terms of attitudes and skills.

4) Students' ability to solve problems

In the implementation of Field Work Practice (PKL) activities, there must be problems that can be an obstacle for students in implementing PKL. The problem can arise from the students themselves or from the world of work as a place for students to carry out their PKL. To achieve success in implementing street vendors, any problems that arise must be immediately handled properly and resolved immediately.

Sambudi (2020) stated that between school guidance teachers and students in communicating and the responsibility as a school guidance teacher with awareness is the main thing because the supervisor has the main task to carry out monitoring activities for students during the implementation of street vendors (Hari & Basri, 2020; Haryani & Sunarto, 2021).

Product Evaluation of the implementation of Field Work Practice programs/activities

1) Improvement in mastery of student competencies

The implementation of Field Work Practices (PKL) is sought to be able to provide better changes in the students participating in PKL. An understanding of the Work Culture of the world of work, direct application related to competencies that have been learned and efforts to obtain new knowledge and technology from the place of the street vendor. Thus, the target of achieving improvement in mastery of competencies is highly expected by schools for students participating in street vendors. Students must be understood to be serious in carrying out Field Work Practice (PKL) activities, not just carrying out activities as a condition in completing their learning process at SMK.

Hermawan (2021) who stated that as a graduation requirement that students must get, of course, by meeting the Minimum Criteria, there is a need for seriousness in implementing street vendors (Hermawan et al., 2021). Because it is not just the value that students get on this PKL opportunity, but more than that it is other skills and knowledge from the place of street vendors in the world of work. Anugerah (2017) stated that related to Field Work Practice (PKL), PKL certificates function as proof that students have done Field Work practice and show that students already have experience in the world of work.

2) Knowing the benefits obtained by students in PKL activities.

Field Work Practice (PKL) is expected to train student communication and cooperation more professionally. The intended form of communication is not only oral communication but also written. In addition, it is expected to increase students' insights and skills, by carrying out direct practice in the world of work in order to feel and observe activities in the world of work. The benefits of Field Work Practice (PKL) for vocational students, among others, become an exercise for vocational students to see what and how the world of work, both related to work culture and the skills needed, so that they can adapt according to their competencies better.

Mustika (2017) suggests that PKL carried out by SMK students in industry, students are expected to gain knowledge and skills, both in working and behaving in accordance with the demands of the business world / industrial world (DU / DI). This is reinforced by research conducted by Mariah and Sugandi (2010) which states that soft skills can be honed and improved along with the learning experience. This improvement can be carried out in three ways, namely (1) soft skills development through affective learning, (2) soft skills development through extracurricular and student activities, and (3) development of soft skills through fieldwork practice.

CONCLUSION

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The implementation of PKL is to provide real experience to students about Work Culture in the world of work, as well as to add new competencies for students related to technology that do not yet exist in school. This PKL program is to strengthen the School's link and match with the world of work. This activity involves teams from BKK, Tatib Schools, Curriculum and Productive Teachers as Supervisors later. In this briefing, it was also conveyed about the condition of the Office, especially those that will be occupied by PKL by supervisors who have verified the Service, so that students will have an overview of the condition of the Service and good readiness to participate in PKL activities. The readiness of guidance teachers and instructors in the world of work in implementing street vendors by already understanding what things need to be done in the guidance process during street vendors. Students do light work at the beginning of the week of PKL activities to immediately be able to adapt to official conditions. Then students who have shown their competence, together with the Instructor of the world of work do official work. When faced with a problem, students try to overcome and consult with the world of work instructor and contact the supervisor directly to solve the problem that arises so that it is resolved properly. Increasing student competence after implementing PKL can be achieved properly according to the predetermined KKM. Student competence is seen from the daily report journal that has been made by each supervisor. Students will be asked to present the results of the report made to check their understanding. Students who have graduated from PKL will be given a PKL certificate. Work culture is a good character displayed by students after completing PKL. Student discipline is getting better, enthusiasm for learning is also increasing. Students after completing learning are asked to return to their PKL place, even though the PKL activity has ended. In the implementation of labor recruitment, many PKL partner offices contact to ask students to return to their offices to become employees.

Suggestion

The implementation of PKL is to provide real experience to students about Work Culture in the world of work, as well as to add new competencies for students related to technology that do not yet exist in school (Daryanto, 2014; Depdikbud, 2018; Feriyanto, 2019). This PKL program is to strengthen the School's link and match with the world of work. This activity involves teams from BKK, Tatib Schools, Curriculum and Productive Teachers as Supervisors later. In this briefing, it was also conveyed about the condition of the Office, especially those that will be occupied by PKL by supervisors who have verified the Service, so that students will have an overview of the condition of the Service and good readiness to participate in PKL activities. The readiness of guidance teachers and instructors in the world of work in implementing street vendors by already understanding what things need to be done in the guidance process during street vendors. Students do light work at the beginning of the week of PKL activities to immediately be able to adapt to official conditions (Asmarayani & Rahmayanti, 2020; Bukit, 2014; Ridwan, 2020). Then students who have shown their competence, together with the Instructor of the world of work do official work. When faced with a problem, students try to overcome and consult with the world of work instructor and contact the supervisor directly to solve the problem that arises so that it is resolved properly. Increasing student competence after implementing PKL can be achieved properly according to the predetermined KKM. Student competence is seen from the daily report journal that has been made by each supervisor. Students will be asked to present the results of the report made to check their understanding. Students who have graduated from PKL will be given a PKL certificate (Aferil, 2019; Anugerah et al., 2017; Arikunto, 2018). Work culture is a good character displayed by students after completing PKL. Student discipline is getting better, enthusiasm for

learning is also increasing. Students after completing learning are asked to return to their PKL place, even though the PKL activity has ended. In the implementation of labor recruitment, many PKL partner offices contact to ask students to return to their offices to become employees (Andronikus & K., 2021).

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