Field Work Practice Management  
(Case study at SMK Negeri 1 Amurang)

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Abstract: This study aims to determine how the management of practice in SMK Negeri 1 Amurang. This research is a descriptive study, with the research respondents being principals, vice principals, teacher administration. The data collection method used by the researcher is using interviews and research using an interview and documentation approach. Data that has been obtained from interviews with informants. To know the organization, implementation, planning, and evaluation. From the research results obtained indicate that the management of the implementation of the Field Work Practice (PKL) at SMK Negeri 1 Amurang if viewed from the organization can running well indicated by the existence of the organizational structure of street vendors and the division of tasks board, the implementation went well. Most of the students stated that they were good in terms of planning. Based on the conclusions of the study, it is recommended that the learning process in schools can be fulfilled properly so that in the implementation of Field Work Practices (PKL) students can apply the knowledge gained at school by going directly into the world of DU/DI work.

Keywords: Practice, Work, Field, DU/DI.

INTRODUCTION
The era of globalization of education is the main element that can build and develop creativity to compete today. Therefore, to form creative people, of course with various learning methods, learning management both in theory and practice, an educator or teacher must have pedagogic competence, personality competence, social competence and professional competence. Suwandi, FYI: 2020)

Vocational High School (SMK) Referring to the contents of the National Education System Law No. 20 of 2003 article 3 regarding the goals of national education and an explanation of article 15 which states that vocational education is secondary education that prepares students especially to work in certain fields. So vocational education is an institution that carries out the learning process of certain skills along with competency-based evaluation, which is able to prepare students to become technician-level workforce. Vocational High School (SMK) currently using 2013 Curriculum as well as the KTSP curriculum, with various majors students who want to study at SMK have many choices of majors according to the interests and abilities of students. In an effort to produce human resources or SMK graduates in accordance with the needs and demands of the business world and the industrial world which continues to grow rapidly from time to time, the application of the curriculum as a learning reference in SMK has been designed based on links and matches with industry in order to anticipate developments in the era of globalization, digital technology and the industrial era 4.0. For this reason, the ministry of education through the directorate of vocational training has designed a curriculum with a...
comparison of theoretical and practical learning with a percentage of 70:30 where practical learning activities are 70% and theory 30%.

In addition, street vendors are one of the academic activities that must be followed by all students in certain study programs. Field work practice aims to make students have competencies that are in accordance with the expectations and demands of the Business World/Industrial World, the success of implementing dual system education in the PKL program also depends on the world of work or the industrial world as a partner institution as a place for student job training, therefore The need for Education Management in the planning process for field work practices involving the management system is carried out through PKL program planning activities as regulated by the Minister of Education and Culture including: mapping student competencies, at this stage of course it is highly expected that the school's readiness in implementing the PKL program, The PKL Planning Management includes 1. student competency mapping activities where at this stage it will be checked whether students who want to carry out street vendors have met the requirements or have passed the requirements before implementing street vendors, 2. Location determination is an important part in planning because with the appropriate street vendors location with student competence will determine the success of the implementation of street vendors for students, 3. The period of implementation of street vendors has been regulated according to the technical guidelines set by the ministry of education.

RESEARCH METHODS

The research approach used in this study is a qualitative approach (qualitative research). Bogdan and Taylor (Moleong, 2007: 4) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the background of the individual holistically (whole). The type of research used in this research is case study research.

Basically research with the type of case study aims to find out about something in depth. So in this study, researchers will use the case study method to reveal about the management of field work practices and the factors behind the obstacles in implementing field work practices, by understanding and interpreting the views and events of the research subjects in order to explore the concept of self-planning, monitoring and evaluation of field work practices.

The elaboration of the definition referred to can be concluded that the Case Study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the level of an individual, a group of people, an institution, or an organization to gain in-depth knowledge about the event. Usually, the selected events, hereinafter referred to as cases, are real-life events, which are currently ongoing, not something that has passed. According to Lincoln and Guba (Dedy Mulyana, 2004: 201) the use of case studies as a qualitative research method has several advantages, namely:

a. Case studies can present views of the subject under study.

b. Case studies provide comprehensive descriptions that are similar to what readers experience in everyday life.

c. Case studies are an effective means of demonstrating the relationship between researchers and respondents.

d. Case studies can provide the in-depth description needed for assessment or transferability.

A. Data collection technique

When viewed from the data collection technique, it can be done by interview (interview), observation (observation), documents, and literature.

1. Interview

Interviews are used as a data collection technique if the researcher wants to do studies preliminary for that to find problems that must be investigated, and also if researchers want to
know things from respondents who are more in-depth and the number of respondents is small. This data collection technique is based on reports about yourself or self-report, or at least on personal knowledge or belief (Sugiyono, 2015: 188). This interview can be conducted in a structured manner, and can be conducted face-to-face or by telephone. The interview technique used by researchers in the field is to use an unstructured interview technique because of several constraints on the informant. The selection of this unstructured interview technique was to avoid the inconvenience of informants.

2. Observation

Observations can be classified into direct observations (participants) and not participating. Observations are divided into two, namely open observations and closed observations. Observations can also use structured and unstructured techniques.

H. Data analysis according to Patton (Moleong, 2000: 103) is a process of arranging data sequences, organizing them into a pattern, categorization, and basic description units. According to Bogdan and Biklen (Moleong, 2007: 248) data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and decide what to tell others.

The data analysis technique used in this study refers to the concept of Milles & Huberman (1992: 20) which is an interactive model that classifies data analysis in three steps, namely:

1. Data reduction (Data Reduction)

Data reduction is a process of sorting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Thus the reduced data provides a clear picture and makes it easier for the author to carry out further data collection and look for it when needed. The term data reduction in qualitative research can be equated with the term data management (starting from editing, coding) in qualitative research.

2. Presentation of Data Display Data)

This data is structured in such a way as to provide the possibility of drawing conclusions and taking action. The form commonly used in the previous qualitative data is in the form of narrative text.

3. Drawing conclusions (Verification)

The next step is the process of analyzing qualitative data based on the conclusions of the findings and conducting verification. After the data is collected, the writer analyzes the data using the method. In this study, the meaning of the data collected will be revealed. From the data, conclusions that are tentative, vague, rigid and dubious will be obtained, so these conclusions need to be verified. Verification is done by looking back at the data reduction and data display so that the conclusions drawn do not deviate.

DISCUSSION

Based on the results of research on the management of work practices field at SMK Negeri 1 Amurang includes the components in field work practice, namely planning, organizing, implementation and evaluation.

Discussion about components so that it is more systematic then customized with plot which is used to describe the results of the study as follows:

1. The process of planning Field Work Practices (PKL) at SMK Negeri 1 Amurang

Planning for Field Work Practices at SMK Negeri 1 Amurang starting from the initial stage to the final stage by carrying out the stages starting from, the first stage carried out pre-meeting related to preparation for the implementation of Field Work Practices, evaluation of Field Work Practices, besides discussing who was involved during Field Work Practice (PKL) activities, estimate the time needed by looking at the school's academic calendar, and re-analyzing the
results of the evaluation of the implementation of prakerin activities in the previous year. The researcher's findings are in accordance with the opinion of Purie (2009). Meetings are meetings or. A collection in an organization, company, government agency in both formal and informal situations to discuss, negotiate and decide on a problem based on the results of mutual agreement. The management of field work practices is part of management management. The planning process at SMK Negeri 1 Amurang starts from analyzing the needs of students at SMK Negeri 1 Amurang. The objectives of the field work practice must be in line with the vision, the mission and goals of the school that actually lead to educational goals. In achieving these goals, it is necessary to create programs that lead to the achievement of goals. The results of the research above show that the field work practice program through analysis and evaluation of previous collaborations with DU/DI can be continued or not. Cooperation Flow The implementation flow of school cooperation with the business and industrial world (DUDI) is carried out by holding a school MoU with DUDI instance couple.

Based on the results of interviews with researchers, it is known that the use of facilities for field work practices at SMK Negeri 1 Amurang uses facilities outside of school such as hotels, etc. This is because the facilities at State Vocational Schools 1 Amurang is still inadequate. This is in line with the opinion (Hiorine (2013) Scheduling is also defined as a plan for setting the work sequence and planning resources, both time and facilities for each action that must be completed. Therefore planning a schedule is one of the important activities carried out in planning the management of Field Work Practices (PKL) to facilitate its performance. After the schedule is made and agreed upon, the next step is to collect data on the class XI students of all skill programs. Based on the research findings regarding the internship schedule, it is in line with the opinion of Hiorine (2013). Scheduling is also defined as a plan for setting the work order and planning resources, both time and facilities for each action that must be completed.

Learning programs that are specifically programmed to be held in the community include, among others, Field Work Practices (PKL) with written agreements/agreements in the form of a Cooperation MoU with DU/DI, field work practice programs. Wena's opinion (1996:28) reveals that basically the stages of implementing industrial work practices in planning industrial work practices involve several DU/DI. This prakerin planning includes; (1) the purpose of industrial work practices; (2) industrial work practice methods; (3) data collection of students participating in industrial work practices; (4) socialization of industrial work practices to parents and teachers; Country 1 Amurang explained that there was an analysis of student needs, types of services, and facilities, but the budgeting at SMK Negeri 1 Amurang had not gone well. The findings of the related research that parents have not been involved in the Implementation of Field Work Practices (PKL) at SMK Negeri 1 Amurang are in line with Wena's opinion (1996:28) which reveals that one of the basic stages of the Field Work Practice socialization must be done in order to provide understanding for teachers and parents guardians of students on Field Work Practice activities carried out by the school.

2. Organizing Field Work Practices (PKL) at SMK Negeri 1 Amurang

Process organizing in management practice workfield at SMK Negeri 1 Amurang starting from distribution Duty according to their abilities. Based on results interview researchers, the division of tasks in State Vocational Schools 1 Amurang done before planning because the division of tasks between will be reference from distribution task so that make it easy counselor in running their duties in the organization of field work practices and provide service to the target. This is in line with (Hasibuan, 2001: 23) obtaining personal satisfaction in terms of carrying out certain tasks in certain environmental conditions in order to achieve certain goals or objectives. This division of tasks is adjusted to the capabilities that exist in SMK Negeri 1 Amurang and is indicated by the existence of an organizational structure and task division board. In addition, Vincent Didiek (2013:62) argues that organizing is an activity related to the preparation and distribution of organizational structures.
Division of tasks. This is in accordance with the organizing principle, namely working according to their respective duties and places so that there is no overlap of authority within this organization, the preparation of administrative apparatus is carried out before the Field Work Practice (PKL) activities are carried out. Terry (2005) said that organizing is the process of grouping activities to achieve goals and assigning each group to a manager, who has the power, who needs to supervise group members. Besides that, the preparation of administrative equipment is carried out to determine students who will become participants in the Field Work Practice (PKL) based on the requirements set by the school through the field work practice implementing committee (PKL).

Coordination process between the Field Work Practice Implementation committee and stakeholders walk. This is well demonstrated by the involvement of personnel school with their respective authorities will help the functioning of the practice organization work field. Exposure on shows that the organizing process includes 1) division of tasks; 2) work socialization and practical programs work field; 3) the involvement of other school personnel, this is due to there is a division of tasks that is indicated by the structure organization and division of tasks board as well as a good presence.

Based on the results of the interview, giving priority to the field of work for students in class XII, while field work practice services are prioritized for students in class X and XI. This is in accordance with the field work practice program at SMK Negeri 1 Amurang which does have a priority in it, which can be shown by the presence of class XII students, while students in class X and XI only receive classical guidance. In addition, in carrying out field work practice activities, counselors provide information services for class XII students which include information on personal, social, study and work fields. Meanwhile, class XI students receive placement services that include placements in class, study groups, extra-curricular activities and study programs. Student class X gets an orientation service that includes an understanding of the school environment. The service material provided for each grade level is in accordance with the program that has been created. According to the results of interviews and the results of the questionnaire, it can be concluded that the implementation of field work practices at SMK Negeri 1 Amurang has been going well.

3. Implementation of Field Work Practices (PKL) at SMK Negeri 1 Amurang

Field Work Practice (PKL) at SMK Negeri 1 Amurang refers to the 2013 curriculum and KTSP. The Field Work Practice Program (PKL) can be achieved if there is cooperation between the world of education, especially vocational schools and the world of work. SMK Negeri 1 Amurang school cooperates with many agencies spread across the Amurang area and surrounding areas. Cooperation is carried out with various businesses and industries, both in the field of education, trading companies, government agencies and private companies that have collaborated with schools with consideration and selection of negotiations and specifications for DU/DI which can then be a place for implementing street vendors for participants according to their competence. which he has. on the ability to react voluntarily and positively carry out work to achieve goals (Terry, 1979: 311). Then the training was carried out at the school. SAfter the debriefing has been carried out by the school, it immediately prepares for the departure of students to the internship place.

The departure process adapts to industrial demand, so schools in gradually departing students from this Field Work Practice (PKL) use school facilities, private facilities, and facilities provided by the DU/DI. Students who are dispatched are always accompanied by an accompanying teacher and when they are at the PKL the assistant teacher is tasked with handing over temporary responsibility to the supervisor from DU/DI during the internship. After the students are dispatched, the prakerin team arranges a monitoring schedule for students who do internships and determines the accompanying teachers who carry out monitoring. Stage 1 in the 4th semester of class XI and Phase 2 in the 5th semester of class XII. To fulfill 6 months of street vendors at DUDI, it is carried out with a 3-3 pattern (3 months at DUDI, 3 months at school, 3
months at DUDI again). And when street vendors are students they are required to fill out a street vendor activity journal and make a street vendor report in a format that has been determined by the school. The form of assessment is based on the student's ability to do the given task, attendance, discipline, behavior, quality of work, and aspects of skills. The PKL where you live fills out the agenda book that has been brought from school.

4. Supervision of Field Work Practices (PKL) at SMK Negeri 1 Amurang

Supervision of field work practices (PKL) is supervised directly by supervising teachers who are in accordance with the schedule agreed upon between students and DUDIKA. According to the Big Indonesian Dictionary (2008, p. 657) it is stated that management is the process, method, act of managing; a process that provides oversight on all matters involved in the implementation and achievement of objectives. This supervision aims as controlling in the implementation of the Field Work Practice. The supervision system implemented by SMK Negeri 1 Amurang is carried out after the students are at the DUDIKA location. After that, monitoring arranges a schedule for picking up prakerin students and determines the teacher in charge of picking them up to the industrial location. The findings agree with Wena's opinion (1996: 228) revealed that basically the stages of implementing industrial work practices are things that must be considered in this supervision including, work safety control, guidance and monitoring from the school, assessment of learning outcomes and skills, certification, and evaluation. Field Work Practice (SMK Negeri 1 Amurang) as a supervisory function in the implementation of Field Work Practices.

5. Evaluator of Field Work Practices (PKL) at SMK Negeri 1 Amurang

Evaluation of the overall effectiveness assessment of a program in achieving the goals of Senduk (2005) Evaluation activities at SMK Negeri 1 Amurang are carried out internally (inside) and externally (outside). This is in line with Viktory's opinion (2020: 101) that the success of a program can be seen from what is planned and what is done. Furthermore, the findings of the monitoring results are information that is processed so that whether the Field Work Practice program carried out obtains appropriate results, the internal evaluation stage is carried out by the PKL coordinator and the school principal, while external evaluation activities are carried out by the education office. The things that are assessed are performance, work programs, facilities used in field work practicum activities, whether their implementation is in accordance with the program that has been made in the form of the explanation above. The findings of the implementation and achievement of objectives. This supervision aims as controlling in the implementation of the Field Work Practice. The supervision system implemented by SMK Negeri 1 Amurang is carried out after the students are at the DUDIKA location. After that, monitoring arranges a schedule for picking up prakerin students and determines the teacher in charge of picking them up to the industrial location. The findings agree with Wena's opinion (1996: 228) revealed that basically the stages of implementing industrial work practices are things that must be considered in this supervision including, work safety control, guidance and monitoring from the school, assessment of learning outcomes and skills, certification, and evaluation. Field Work Practice (SMK Negeri 1 Amurang) as a supervisory function in the implementation of Field Work Practices.
and development. The process of evaluating field work practices at SMK Negeri 1 Amurang went quite well. The facilities used in the field work practice activities whether their implementation is in accordance with the program that has been made in the form of the explanation above shows that the supervision process consists of 1) assessment of work results; 2) taking corrective action and development. The process of evaluating field work practices at SMK Negeri 1 Amurang went quite well.

CONCLUSION

After conducting research on Field Work Practice Management (PKL) in improving the work discipline of SMK Negeri 1 Amurang students, which is contained in the previous chapters, it can be concluded that the implementation of the Field Work Practice (PKL) program at SMK Negeri 1 Amurang in general has pretty good. Where is the evaluation of the Field Work Practice (PKL) program at SMK Negeri 1 Amurang with the following results:

1. Planning for Field Work Practices (PKL) at SMK Negeri 1 Amurang

Planning, namely Based on the results of interviews with researchers, it is known that the initial stages in planning Field Work Practices (PKL) on the basis of MoU with DU/DI. The use of facilities for practical field work activities at SMK Negeri 1 Amurang uses a facility outside of school, a company that must be owned by students in their respective majors. The learning process in schools has been fulfilled properly so that in implementing the Field Work Practice (PKL) students can apply the knowledge gained at school by going directly into the world of work.

2. Organizing Field Work Practices (PKL) at SMK Negeri 1 Amurang

The process of organizing in the management of work practicesFieldwork at SMK Negeri 1 Amurang starts from the division of tasks according to their abilities. the organizing process includes 1) division of tasks; 2) work socialization and field work practice programs; 3) Involving other school personnel, this is due to the division of tasks which is indicated by the existence of an organizational structure and task division board as well as coordination between counselors and other personnel. The organization of field work practices includes the socialization of the field work practice program (PKL); supply and release of street vendors; determination of mentors and implementation of street vendors.

3. Implementation of Field Work Practices (PKL) at SMK Negeri 1 Amurang

Implementation of Field Work Practices (PKL). But on evaluation processes related to monitoring activities, where the implementation of monitoring activities that should have been carried out three times during the implementation of the Field Work Practice (PKL) program was not carried out properly. The implementation of field work practice activities provides information services for class XII students which includes information on personal, social, study and work fields. Meanwhile, class XI students receive placement services which include placements in class, study groups, extra-curricular activities and study programs. The implementation of field work practice is carried out for 6 months and is divided into two stages. Stage 1 in the 4th semester of class XI and Phase 2 in the 5th semester of class XII. To fulfill 6 months of street vendors at DUDI, it is carried out with a 3-3 pattern (3 months at DUDI, 3 months at school, 3 months at DUDI again). And when street vendors students are required to fill out a journal.

4. Supervision of Field Work Practices (PKL) at SMK Negeri 1 Amurang

Supervision as a stage of Field Work Practice management, schools with DUDIKA are one unit in implementing educational programs. The function of supervision in the implementation of the Field Work Practice (PKL) is to assess the expected implementation of the student's work while carrying out the Field Work Practice. The supervisory function is carried out by monitoring teachers who are accompanied by the principal and deputy principal, the supervisory function determines the quality of services or results well or not.
5. Evaluator of Field Work Practices (PKL) at SMK Negeri 1 Amurang
The product evaluation component of the implementation of the Field Work Practice (PKL) program at SMK Negeri 1 Amurang has gone well and is in line with expectations. Where students show changes after going through the implementation of Field Work Practices (PKL). In this case, students who have followed the Field Work Practice (PKL) process have been shown to master the material and skills that develop from real learning so that they can affect the improvement of performance quality in applying in the real world after they graduate from school.

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