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RESEARCH ARTICLE

ANALYSIS OF WORK PREPARATION AND IMPLEMENTATION OF FIELDWORK PRACTICES IN VOCATIONAL HIGH SCHOOLS

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ABSTRACT

The purpose of this study is to find out the implementation of fieldwork practices that have been achieved. The method used is qualitative. The research was conducted at SMK Muhammadiyah 2 Ajibarang, with participants being students of SMK Muhammadiyah 2 Ajibarang Department of Mechanical Engineering class XI and XII. Data collection was carried out using semi-structured interview techniques. The process of data analysis uses descriptive. The results of the study identified the challenges faced by respondents, among others, students' understanding of work readiness, limited facilities and infrastructure for implementing fieldwork practices. The results of further research as a reference in improvement and study materials to be able to improve learning activities by SMK Muhammadiyah 2 Ajibarang. Next, the role of student job readiness to face global competition in the world of work is the role of strengthening a sense of responsibility, discipline, skills, good communication, establishing interpersonal relationships, self-view, and health and safety. Finally, the strategy applied by the principal in building reputation at SMK Muhammadiyah 2 Ajibarang is in accordance with the vision and mission of the school (Business Entrepreneurship, Continuing Education to Higher Education, Work / Work) while continuing to develop networks, improve school facilities and infrastructure, build effective communication, and improve graduate tracing programs.

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INTRODUCTION

Vocational High School (SMK) as a school that has the aim of preparing students to enter the field of employment means, SMK must have a skill program to be relevant to the Business World and the Industrial World (DU / DI). But to adjust to DU / DI is very difficult, one of which is because the gap that occurs between industry increases, one of the efforts made by schools and industry is to implement Field Work Practices (PKL) in companies. The implementation of PKL is expected to produce students who have competencies in accordance with the standards needed by the industry in collaboration with schools (Mahmudah and Santosa, 2021). Vocational high school is a level of formal education that provides special skills in preparing graduates to be ready for work. Based on Government Regulation Number 29 of 1990 concerning secondary education, the purpose of secondary education article 3 paragraph, namely vocational secondary education, prioritizes preparing students to enter the workforce and developing professional attitudes. Law Number 20 of 2003 concerning the National Education System Article 15 also explains that the purpose (SMK) is secondary education that prepares students primarily to work in certain fields. These excellent graduates are obtained from ordinary student input, then spurred on their development in school by providing instrumental input in the educational process, the results can optimize the development of these abilities. The educational process is said to be superior if it produces excellent graduates despite the input of students only.

The initial survey conducted on November 18, 2020, by conducting interviews with grade 11 students majoring in Mechanical Engineering at SMK Muhammadiyah 2 Ajibarang, Banyumas Regency, showed that 1 out of 19 Public and Private Vocational Schools in Banyumas Regency only SMK Muhammadiyah 2 Ajibarang carried out PKL that was different from other SMK in general and outstanding academic achievements at the local level, as well as at the regional level in the past year. It is hoped that with this research, information can be available to be a comparison and study of student work readiness and the implementation of PKL at SMK Muhammadiyah 2 Ajibarang particular and other schools in general.

RESEARCH METHODS

This research uses a qualitative research approach, which only focuses on the scope of Muhammadiyah 2 Ajibarang Vocational High School (SMK). Qualitative case studies examine phenomena in real-life contexts. Data collected on or about an individual, group, or event. The objectives of the case study are to: analyze students' work readiness and analyze the implementation of Field Work Practice (PKL) at SMK Muhammadiyah 2 Ajibarang. The knowledge from the study is then used to be applied to other cases and contexts. Qualitative case study methods often involve several in-depth interviews over a period of time with each case. The interview explores the unique aspects of the case in great detail, more than the usual interview process with a phenomenological approach (Mahmudah, 2021) (Ellet, 2007). The technique used to collect data in this study was interviews.

The interview was conducted to explore information about industrial classes, student job readiness and the implementation of street vendors at SMK Muhammadiyah 2 Ajibarang. This interview was conducted to representatives of 9 students and students of grade 11 Mechanical Engineering and representatives of grade 12 students of Mechanical Engineering, principals of the Public Relations section, vice principals of the curriculum section, 1 person from each expertise program in the industrial class as many as 11 students, both who have implemented PKL or have not implemented PKL. The frequency of interviews conducted by researchers is 13-20 times

RESULTS AND DISCUSSION

Implementation of Field Work Practices for Vocational High School Students: In general, a person's work readiness to be able to enter the world of work involves three factors, namely: (1) physiological factors that concern age maturity, physical condition, and body organs, (2) experience factors that concern the experience of studying or working in industries that concern knowledge and skills factors (Yulianti & Khafid, 2015) *hard skills*), and (3) psychological factors, namely mental, emotional, and social states that concern *soft skills* abilities. This is reflected in the following interview excerpt:

"The readiness of a worker's ability (student) to be able to apply for a job. For example, having the ability to operate CNC machines (operators) so that this applicant has really mastered the skills of setting zero, installing chisels, operating operation command buttons and also communication skills, and working with teams" (Amar Maulana).

The understanding possessed by most students that job readiness is the ability to master certain competencies needs to be changed so that the role of teachers and educators is very important in providing understanding and practicing it in the daily learning process. This understanding and challenge can then be used for the process of changing the mindset of students in the future. The same thing was also conveyed by respondents who expressed that job readiness includes attitude competencies and expertise competencies as stated in the interview excerpts as follows:

"(Work Readiness) Readiness of oneself individually, mentally and preparation of competence of expertise: examples of being able to operate machines well. if the mental attitude is an example of discipline, honesty, communication, responsibility, patience" (Fajar Subekti).

Work readiness is the work ability of each individual that includes aspects of knowledge, skills, and work attitudes that are in accordance with standards. Here are students' answers related to the question of why job readiness is important to students. Work readiness is important because (1) it is a requirement for work; (2) be a provision for work; (3) to ensure that students are fully prepared for work; (4) because if you are already in the industry you don't know what will be a problem; (5) Work readiness is very important to be able to work, in the world of work later workers will be arranged so that we must be able to master the ability to be able to adapt to work conditions; (6) because work must be very diligent and disciplined; and (7) so that later in work no longer confused in operating machines. (Sutedjo & Mangkunegara, 2018)

Here are some direct quotes from respondents' answers related to the importance of job readiness for students:

"Work readiness is very important to be able to work, in the world of work later workers will be arranged so that we must be able to master the ability to be able to adapt to work conditions" (Khamim Fauzi).

The importance of job readiness in the eyes of students because it means the following:

"Yes, because without work readiness (SMK alumni) cannot work, therefore work readiness must be trained as early as possible" (Abdul Rojab).

The above excerpts give an idea of how respondents who are vocational students understand the importance of job readiness. Respondents also identified what aspects are important in job preparation such as discipline, communication, responsibility, and mastery of technical skills in accordance with their expertise competencies. Respondents' views regarding the second aspect, namely the types of efforts that can be done by schools to improve job readiness, include: (1) guiding students; (2) Teach techniques for operating machines; (3) improve the quality of street vendor implementation; (4) improve job readiness through extra-curricular activities; (5) provide industry-standard practical learning facilities; and (6) assist students in finding job openings. In addition, respondents also raised the importance of implementing discipline, responsibility, independent learning and also work culture in the industry as an effort to improve job readiness. Here are some direct quotes from respondents' answers regarding school efforts in job readiness for students:

"School efforts in preparing work readiness are quite good, for example with the Field Work Practice (PKL), providing normative, adaptive, and productive learning materials that are good as provisions" (Maftuh Abdul Aziz).

One respondent proposed that students' job readiness increase by organizing relevant extra-curricular activities. Here is an excerpt: *"School efforts (in improving job readiness) have been good, both offline in practice, (I propose) the existence of supporting extracurricular activities" (Dwi IfnuImansyah).*

In addition, to improve the work readiness of school students, they also need to strive for improving facilities, *"(SMK's efforts to improve job readiness) are very good, the reason is because the school has provided good facilities including practical equipment" (Indra Prasetya).* Although the efforts made by the school have been considered sufficient to equip students to improve work readiness, there are still obstacles that occur due to the Covid-19 pandemic which results in the learning process being carried out less optimally. Here is one excerpt of an interview with a student:

"School efforts have been maximized, but the constraints of the pandemic so that in equipping practices are still lacking because everything is carried out online, therefore the portion of practice needs to be increased" (Alip Mujab Muzadi).

The job readiness of students is in line with the vision, mission, and learning goals that prioritize mastery of skills and attitudes to all students and vocational students. As for the results of interviews on measures of job readiness according to students, almost all respondents stated that mastery of skills in the field of work (machining department) for example: (1) operating a lathe; (2) operate the milling machine; (3) operate the grinding machine; (4) (Mahmudah et al., 2022) *Computer Numeric Control (CNC) milling*; (5) operate CNC lathe machines; (6) mastering drawing with *Computer Aided Design (CAD)* programs; (6) mastering the skill of reading measuring instruments to an accuracy of 0.001 mm.

Here are some direct quotes from respondents' answers regarding the size (parameter) of job readiness for students:

"The abilities of students are related to operating skills in the mechanical engineering department (lathe, milling machine, crochet machine and cnc machine), adapting, speaking" (Khamim Fauzi).

Apart from the ability to master competencies related to the skills of operating machines, the competence of mechanical engineering expertise also has a good mental attitude, which must be proven in

real practice or daily actions. This is in accordance with the following interview excerpts:

"The abilities of students are related to expertise and also have a disciplined, honest, hard work, and communicative mental attitude" (Dwi Ifnurlmasyah).

Vocational graduates needed in the world of work are those who have skills and also a series of work attitudes embedded in every prospective workforce including: communication skills, socializing, working in teams, humanist performance, mental resilience, discipline, responsibility, friendliness, having a high sense of empathy and others. The interview results show that most SMK graduates need job readiness to develop themselves and their careers in the workplace. As stated in the interview as follows:

"Because nowadays job competition is very tight so we must have good job readiness to be able to face the competition" (Abdul Rojab). From the results of interviews with all respondents said that job readiness for vocational students is important and needed for various reasons and opinions that can be done by students in school or in industry. This is a challenge that must be done and followed up by schools to be able to prepare students to be absorbed in the industry. SMK is substantially one of the vocational education institutions organized to prepare prospective middle-class workers to enter the world of work and develop professional attitudes Vocational education is an effort to develop social employment, maintenance, acceleration and improvement of the quality of certain workers in order to increase community productivity. (Mariah & Sugandi, 2013)

In accordance with the curriculum applicable to vocational high schools, SMK graduates are expected to be graduates who are ready to work. To realize the program, students are required to follow and implement PKL where by the way students must carry out education and training during a certain period in the world of work. Education and training in the world of work aims to equip competent productive abilities of students, m. Fostering an attitude of work value in students which includes entrepreneurial spirit, high work ethic, productive, and competitive. The results of interviews with students regarding the role of PKL implementation on student work readiness have two opinions, (1) the implementation of street vendors in the industry does not equip students with work readiness due to the Ccovid-19 pandemic, the length of implementation time which is only two months later is carried out alternately due to limited work conditions in the field lack of orders from customers, (2) in general the role of street vendors is very helpful for children's work readiness, Because in its implementation, children are trained and equipped with experiences related to technical skills and non-technical skills. This is in accordance with the results of the following interview:

"It is very equipping the reason with street vendors providing real work experience in the industry, being trained in discipline, independent socializing with new people" (Alip Mujab Muzadi)

There are several aspects that need to be improved by schools in the implementation of street vendors, although there are also external aspects. Internal aspects, for example: (1) student discipline factors are still low in participating in activities so they need more monitoring from school, (2) students do not get enough practical portions because many students practice in groups with only one learning machine media, (3) placement of better PKL places that are in accordance with industry standards, this is because there are still many children who carry out street vendors many workshops that are not industry standards, (4) The allocation of allocation for the implementation of street vendors not two months can be increased to 4 four months to 6 six months., This is in accordance with the results of the interview as follows:

"What must be improved in the implementation of street vendors is in terms of the presence and performance of workshops (there

are workshops) where there are often no jobs so that many students are unemployed" (Fajar Subekti).

And also the following interview excerpts stating and complaining about the implementation of street vendors:

"Placed in a good workshop, the school is found (independent attitude is lacking)" (Seffa Afrizan Dewantara)

CONCLUSION

Based on the results of data analysis and discussion of student work readiness and the implementation of Field Work Practices (PKL) at Muhammadiyah 2 Ajibarang Vocational High School (SMK) (case study of student work readiness and PKL implementation), it can be concluded as follows: (1) Understanding job readiness according to students mostly mastering expertise competencies, mastering the operation of machines, discipline, honesty, and responsibility. This needs to be improved again considering that skills related to mastery of emotions, experience, and social maturity of children are an integral part of overall job readiness. (2) Obstacles in implementing industrial culture in vocational schools are: (a) SMK has not implemented work culture optimally because there are still gaps between educator personnel with each other, (b) work programs and evaluations are still weak so that there are still many good programs but weak in implementation. (3) Learning components that can support the implementation of PKL are: (a) teachers are required to have a competency certificate and become an independent assessor, (b) competency-based learning model, (c) students are equipped with *soft skills* through Kaizen student material, (d) validated *skill passports* are a guide to achieve competence and at the same time become evidence of competency achievement. (4) PKL components that can support student job readiness are: (a) students must have *basic skills* as stated in the *skill passport*, (b) students choose the location of the practice place that already has an MOU MoU with the school, (c) students make observations at the practice, determine the choice of work focus / competency cluster and get approval from the industry, (d) SMK assigns students to carry out *prakerin* according to the results of their approval from industry, (e) competency tests are carried out through real work, (f) industry supervisors as *external assessors* test students, and (g) competencies that have been mastered by students are recorded in *the skill passport*.

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