

# Evaluation Of The Implementation Of The Alfamidi Industry Work Practices Program For Alfamidi Class Students Of Smk Negeri 1 Malang

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## Abstract

Evaluation of the Implementation of the Industrial Work Practice Program (Prakerin) for Alfamidi Class Students at SMK Negeri 1 Malang is a comprehensive program evaluation of Reaction to assess student satisfaction, Learning to assess students' mastery of knowledge of the material, Behavior, industrial colleagues' assessment of student attitudes, and the final results of student achievements. on student competencies determined by industry and schools. Evaluation from various aspects provides an assessment that represents each important element in a program. This research uses descriptive quantitative methods, the data obtained is data that describes actual phenomena in the field. The data in this research were obtained from the results of distributing questionnaires to 63 student respondents, and 35 industrial supervisors for each shop, as well as 2 teacher supervisors. Data from these aspects obtained on average is classified as very good. Although in this study there were also 12% of the sample classified as good. This happens because there are still students who have not mastered the competencies and ways of working very well or students who are not satisfied with the existing program. The data obtained was analyzed using a 4 Likert Scale. This research uses an evaluation model *Kirkpatrick*. Based on 4 aspects in the Evaluation model *Kirkpatrick* which has been tested on Alfamidi Class students in the Alfamidi Industrial Work Practice Program (Prakerin) and almost all of them are classified as very good.

**Keywords:** Internship; Reaction; Learning; Behavior; Results

## 1. Introduction

In order to produce human resources that are relevant to the needs of the directorate, the Industrial Work Practice (Prakerin) of SMK Negeri 1 Malang carries out prakerin for class 12 students in the second semester for approximately 5 months. In general, the aim of implementing this internship is to increase the efficiency of the education and training process for quality workers and professional as well as providing work experience to students participating in internships. To support improving the quality and competitiveness of Human Resources (HR), in this case students in Indonesian schools, through the revitalization of vocational schools, several companies also support the program by aligning the curriculum. One of them is PT. Midi Utama Indonesia, Tbk (abbreviated as Alfamidi). Alfamidi has provided a special program, namely *Alfamidi Class*, to prepare vocational school graduates to have competencies that suit company needs in the retail sector. This program is part of Alfamidi's ongoing social responsibility in retail education.

This program is also equipped with a retail laboratory facility called 'Teaching Factory' which is a grant from the company to schools. Apart from that, the activities carried out by revitalizing the school curriculum and DUDIKA are guest teachers, where this activity is routinely carried out on a schedule determined by Alfamidi and the school. Alfamidi came

directly to the school to teach material related to competency for working in a shop. Apart from that, there are also supervision activities carried out by Alfamidi to measure the performance and supervision of teachers in schools. All facilities and activities carried out are inseparable from the aim of improving student competence according to the student's major. The competencies developed are customer service, how to handle goods arriving at the shop, how to arrange products in the shop, how to print and make shop administration as well as material-based knowledge such as company profiles, product knowledge and shop crew rules and duties. Teaching begins with the preparation stage of collecting the material to be presented, then a PPT is created if there is not much material and presented in video form if the material also contains practical visuals.

Evaluation of the industrial work practice program is carried out to see the level of conformity between the program design and the results of its implementation. In the sense of being the basis for forming advanced programs that must be implemented in order to achieve student competency or for the implementation of the Industrial Work Practice (Prakerin) program. The evaluation is carried out by analyzing the Industrial Work Practice (Prakerin) results obtained by students as well as the scores from supervisors and the industrial world based on the assessment results from the Industrial Work Practice (Prakerin) place.

Based on Alfamidi's annual report in 2022, the number of male students taking part in Alfamidi Class was 752 with a percentage of 36.31%, then female students taking part in Alfamidi Class were 1,319 with a percentage of 63.7%. The number of students working at Alfamidi is 110 male students, while for female students there are 154 students with a percentage of 58.3%. If calculated based on the average, 12.7% of students who take part in the Alfamidi Class work at Alfamidi. Of course, with that percentage figure, absorption still has not reached a high figure. If we look again at the 2023 annual report, the number of male students taking part in the Alfamidi Class is 741 students with a percentage of 34.5%, then the number of female students taking part in the Alfamidi Class is 1,404 students with a percentage of 65.5%. The number of students working at Alfamidi is 76 male students with a percentage of 29%, while for female students there are 186 students with a percentage of 71%. If calculated on average, 12.3% of students who take AlfaMidi classes work at AlfaMidi. This figure decreased from the previous year. Of course, this is a worry and concern that needs to be reviewed in terms of the students, their performance, as well as the environment or parties involved in the internship program.

## 2. Method

This research is of an evaluative type using the Kirkpatrick model. This study uses a quantitative approach. The data used in this research are numbers or numeric. This research was carried out at SMKN 1 Malang and the Alfamidi shop. The population of this study was all class

**Table 1. Population**

This research sample uses an approach sample total. Sample total according to Sugiyono

No.	Class	N
1.	XII Retail 1	24
2.	XII Retail 2	22
3.	12 APHP	17
<b>Total</b>		<b>63</b>

(2019:134), is a sampling technique where all members of the population are used as samples, where in this study the samples used were class 63 students. In this research, a measuring tool or research instrument was used, namely a questionnaire and documentation. This research used a closed questionnaire. According to Winarno (2019:99) closed questionnaire is a questionnaire where the answers are provided so that respondents just have to choose. In this research there are four aspects of the research instrument used to collect research data, the first aspect (student reactions), the second aspect (learning) in the form of test questions, the third aspect (assessment of student behavior), then the fourth aspect (results) uses practical values. from the results of assessments and exams at school after carrying out student internships at the Alfamidi shop. In this research, data collection used a questionnaire with Likert scale measurements in preparing the questionnaire tick In the column for each item there are four alternative answer choices. The data collection method for each aspect can be seen in the following table:

**Table 2. Data Collection Methods**

No	Level	Description	Data Collection Method
1.	<b>Reaction</b>	Measuring the level of student satisfaction with program implementation prakerin followed.	Questionnaire, Questionnaire, with Scale measurements <i>Likert</i> .
2..	<b>Learning</b>	Measuring the learning knowledge experienced by students.	Documentation, Test Scores
3	<b>Behavior</b>	Measuring the implementation of the results of the internship	Questionnaire, Questionnaire, with Scale measurements <i>Likert</i> .
4.	<b>Results (results)</b>	Measuring the individual's overall Prakerin success	Documentation, data on students' internship results.

**Table 3. Reaction Instrument Grid**

Variable	Aspect	Indicator	Amount
<b>Model Kirkpatrick</b>	<b>Prakerin Reaction (reaction)</b>	Role Clarity	4
		Academic/Technical Ability	4
		Level Thinking Skills Height	3
		Professional Skills	4
		Motivation	7
		<b>Total</b>	<b>22</b>

**Table 4. Reaction Questionnaire (Reactions)**

Indicator	Statement
<b>P1 Role Clarity</b>	I feel confident using my skills effectively when working during internship.
<b>P2</b>	I know what is expected of me if I use my current skills work during internship.
<b>P3</b>	I know the steps of the process use of skills that I mastered while working during internship.
<b>P4</b>	I know my responsibilities and position when working during internship.
<b>P5 Academic/Technical Ability</b>	I am able to communicate verbally, in writing, and through internal technology implementation of internship.
<b>P6</b>	I am able to work as a team to collaborate in completing work.
<b>P7</b>	I am able to work with people from various origins.
<b>P8</b>	I am able to use technology to help complete my work at any time internship.

	Indicator	Statement
P9	<b>Higher Order Thinking Skills</b>	I was able to identify the problem occurs while working during internship.
P10		I have an alternative solution when facing problems while working during internship.
P11		I have new ideas and share creative ideas while working during internship.
P12	<b>Professional Skills</b>	<i>I am able to work under pressure and accept responsibility for a job.</i>
P13		<i>I am able to complete assignments on time during the internship.</i>
P14		<i>I am able to complete tasks without supervision.</i>
P15		<i>I am able to make the right decisions at work.</i>
P16	<b>Motivation</b>	<i>I was given recognition for the success of the work I did during the implementation internship.</i>
P17		<i>I get support from colleagues regarding the tasks and work that I do.</i>
P18		<i>I feel happy with the responsibilities or work given according to my skills which I master.</i>
P19		<i>I am happy to be given the opportunity to learn and developing in the internship area.</i>
P20		<i>I am happy with the company policy towards internship students.</i>
P21		<i>I am enthusiastic about working because of the environment good work</i>
P22		<i>I am enthusiastic about working because if it becomes The salary offered to employees is good and meets my expectations.</i>

**Table 5. Scores for Alternative Responses to Reaction Aspects (Reaction)**

Alternative Answers	Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (KS)	2
Disagree (TS)	1

**Table 6. Behavioral Questionnaire (*Behaviour*)**

Variable	Aspect	Indicator
Model Kirkpatrick	Behavior (Behaviour)	Prakerin
		Communication
		Adaptability
		Attitude and Work Ethics
		Intellectual Skills
		Time Management
		Presence
		Conflict Handling
		Initiative
Teamwork		

**Table 7. Scores for Alternative Answers to Behavioral Aspects (*Behaviour*)**

Alternative Answers	Score
Very Satisfied (SP)	4
Do (P)	3
Dissatisfied (KP)	2
Dissatisfied (TP)	1

After the researcher has compiled the evaluation instrument grid, he has to prepare statements instrument using a Likert sample. The questionnaire has been distributed and filled in by all research targets or sample then the questionnaire answers are tested. The first test is a validity test to measure whether something is valid or not questionnaire. The higher the validity of a measuring instrument used, the more perfectly the measurement achieves the target. The formula used to calculate validity in this research is a relationship *product moment*.

The calculation of the coefficient of this relationship uses the simple Pearson coefficient formula, namely:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum AND)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum AND^2 - (\sum AND)^2]}}$$

Information :

$r_{xy}$  = simple coefficient of score (x) with total score (y)

$x$  = *question item score*

$and$  = *total question score*

$xy$  = *number of times the score item (x) is multiplied by the score item (y)*

The results of the instrument validity test at SMK NEGERI 1 Malang at the level of student reactions were obtained in the following table:

**Table 8. Reaction Aspect Validity Test Results (*Reactions*)**

<b>No.</b>	<b>rcount</b>	<b>rtable</b>	<b>Information</b>
Statement 1	0.508	0.244	Valid
Statement 2	0.479	0.244	Valid
Statement 3	0.576	0.244	Valid
Statement 4	0.455	0.244	Valid
Statement 5	0.422	0.244	Valid
Statement 6	0.395	0.244	Valid
Statement 7	0.468	0.244	Valid
Statement 8	0.457	0.244	Valid
Statement 9	0.446	0.244	Valid
Statement 10	0.496	0.244	Valid
Statement 11	0.522	0.244	Valid
Statement 12	0.521	0.244	Valid
Statement 13	0.679	0.244	Valid
Statement 14	0.579	0.244	Valid
Statement 15	0.697	0.244	Valid
Statement 16	0.426	0.244	Valid
Statement 17	0.536	0.244	Valid
Statement 18	0.597	0.244	Valid
Statement 19	0.542	0.244	Valid
Statement 20	0.498	0.244	Valid
Statement 21	0.415	0.244	Valid
Statement 22	0.175	0.244	Invalid

The results of the instrument validity test at SMK NEGERI 1 Malang at the student behavior level were obtained in the following table:

<b>No.</b>	<b>rcount</b>	<b>Rtable</b>	<b>Information</b>
Statement 1	0.382	0.244	Valid
Statement 2	0.540	0.244	Valid
Statement 3	0.745	0.244	Valid
Statement 4	0.754	0.244	Valid
Statement 5	0.579	0.244	Valid
Statement 6	0.676	0.244	Valid
Statement 7	0.746	0.244	Valid
Statement 8	0.790	0.244	Valid
Statement 9	0.746	0.244	Valid
Statement 10	0.562	0.244	Valid

From the calculation results above, 10 statements in the reactions aspect were declared valid. From the 10 valid statements above, the highest value was obtained at (0.790) in statement number 8 and the lowest value was (0.382) in statement number 1.

Reliability testing is a test to measure the degree of consistency obtained when implementing a test to measure what you want to measure (Sukardi, 2012).

$$r_{11} = \frac{\sum (X_i - \bar{X})^2}{\sum X_i^2 - \frac{(\sum X_i)^2}{k}}$$

Keterangan :

- $r_{11}$  = reliabilitas instrument
- $k$  = banyaknya butir pertanyaan
- 1 = bilangan konstan
- $\sum (X_i - \bar{X})^2$  = jumlah varian butir
- $\sum \frac{X_i^2}{k}$  = varian total

Research results with use the formula above interpreted with levels situation coefficient correlation height as follows:

**Table 3.11. Interpretation of correlation coefficient (r)**

Interval Coefficient	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low

**Tabel 3.12. Uji Reliabilitas Siswa Prakerin (level *reactions*)**

Reliability Statistics	
Cronbach's Alpha	N of items
0.860	21

**Tabel 3.13. Uji Reliabilitas Pembimbing Prakerin (level *behavior*)**

Reliability Statistics	
Cronbach's Alpha	N of items
0.854	10

Instrument reliability test results at student reaction level and level behavior SMKN 1 Malang teachers are shown as follows:

### Data analysis technique

The data analysis technique is used by calculating the value of the respondent and each aspect addressed, followed by tabulating the value that has been determined on average with a percentage using the formula:

$$Dp = \frac{n}{N} \times 100\%$$

Information :

Dp =Descriptive Percentage

n = Earned Score

N = Maximum score for the question item

To determine the level of assessment criteria carried out, the scores obtained in the form of (%) using descriptive percentage analysis are compared with the criteria table.

**Table 3.14. Assessment criteria**

No	Score (%)	Category
1	76 - 100	Very good
2	51 - 75	Good
3	26 - 50	Pretty good
4	0 - 25	Not good

**(Source: Kartini & Putra, 2020)**

### 3. Results and Discussion

#### 3.1 Result

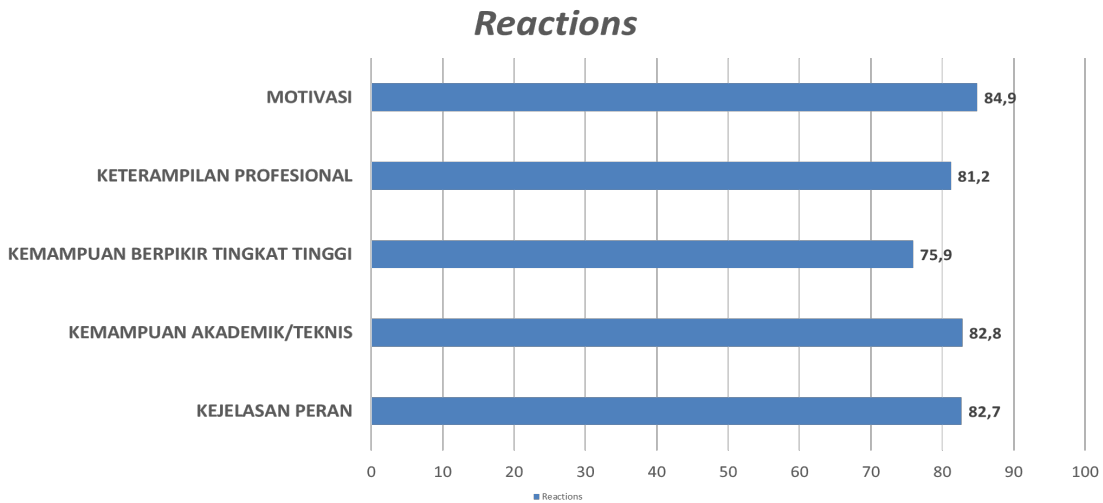


Figure 1. Calculation Results of Reactions Aspect Indicators

The average calculation results for each indicator can be seen in the image above. For the calculation results, the overall average indicator reached 81.5%. This means that the five indicators achieve a very good average.

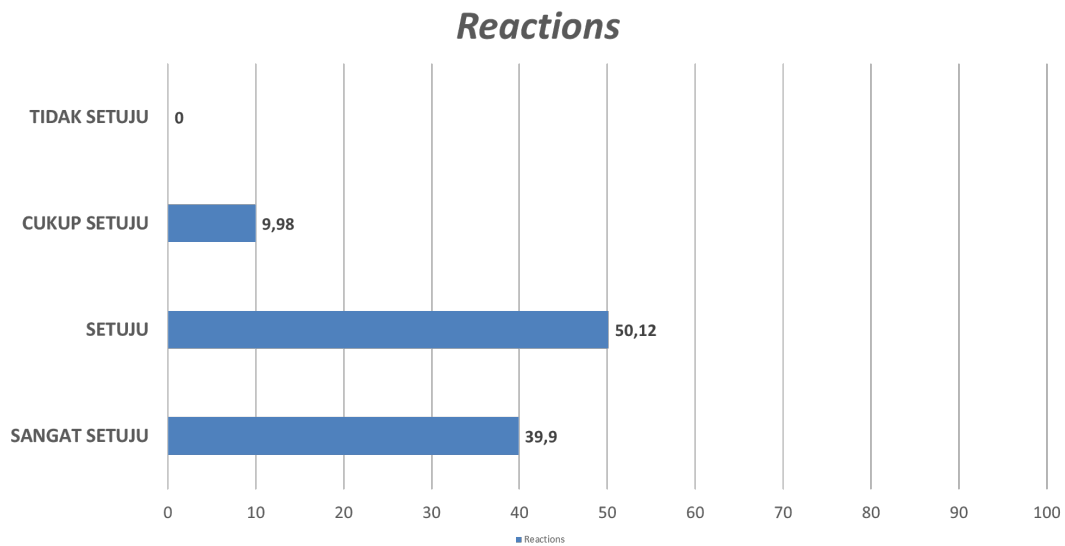


Figure 2. Calculation results of the Reactions Aspect Scale

The results of the average calculation for each scale showed that the highest answer was agree, reaching 50.12%, then the answer strongly agree reached 39.9%, then the answer quite agree was 9.98% and the answer disagree was 0%.

Learning Aspect Results Table

The highest score	<b>94</b>
Lowest Value	<b>64</b>
Rate-rate	<b><u>80.3</u></b>
Above average	<b>29</b>
Below average	<b>34</b>
Complete	<b>43</b>
Not Completed	<b>20</b>

The highest score was 94 with the lowest score being 64. Then the overall average was 80.3. From the calculation results, there are 29 students whose competency test scores are above average, then there are 34 students whose scores are below average. However, students who...

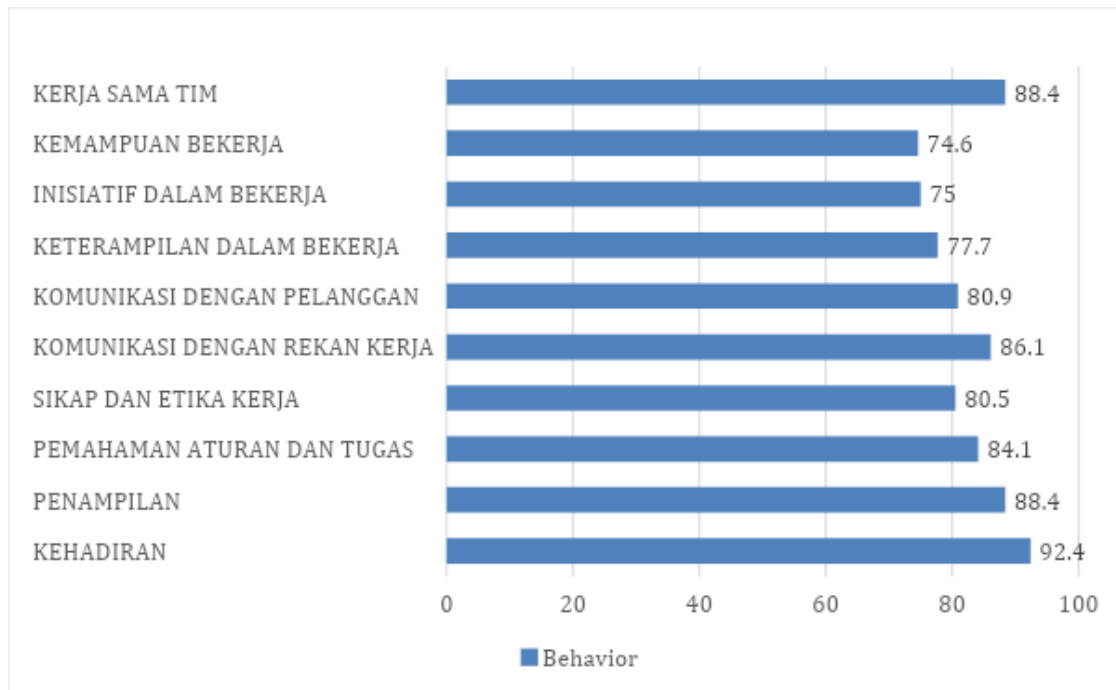


Figure 3. Behavioral Aspect Calculation Results

completed with a score above 75.00, the KKM limit, namely 43 students and those who have not completed or scored below the KKM, namely 20 students.

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Internship Final Score	63	77	86,2	79,8	3,772

The average calculation results for each indicator can be seen in the image above. For the calculation results, the overall average of the indicators reached 82.8%. This means that the ten indicators achieve a very good average.

<b>No.</b>	<b>Practical Competency</b>
1.	Applying soft skills needed in the world of work (PKL places)
2.	Implement norms/rules, SOPs and K3LH that is in the world of work (place street vendors)
3.	Applying technical competencies that have been learned at school and/or newly learned in the world of work (PKL places)
4.	Understanding the business flow of the world of work where street vendors work and entrepreneurial insight
5.	PKL Final Report
	PRACTICE VALUE

The following are the results of calculating the result aspect

The results of the calculations above are the scores of internship program students where the school has set a KKM score of 75, which means that in the data above the students have passed the minimum completion score of (75.00) which is the same number as the completion score. The data was taken from 63 students who took part in the AlfaMidi internship program for SMKN 1 Malang students with an average score of 79.8 which can be concluded as belonging to the very good category in terms of students' competence and attitudes during the implementation of the SMKN 1 Malang internship program. In the table, you can see the maximum score of (86.2), which is a very good category, so that the internship program that is implemented gets satisfactory results. In the description above, the researcher concludes that the SMKN 1 Malang industrial work practice program at the Alfamidi store has had a positive impact on student development from the aspects that have been researched, efforts to improve the quality of SMKN 1 Malang graduates both from school and with programs implemented directly in industry. Increasing student experience is said to have succeeded in having a positive impact on students and this program also achieved satisfactory results.

### 3.2 Discussion

Evaluation is the study of collecting, analyzing and presenting useful information from the object being evaluated, then evaluating it, and making decisions about the evaluation object based on the evaluation results. Partnership evaluation is very necessary to determine the results of the partnership activities carried out. By looking at this presentation, the essence of evaluation is to share information that can be considered as an aspect of decision making (Alfi, R: 2021). Hadi (2021:3) describes evaluation as the process of collecting information about objects, evaluating objects, and making comparisons with guidelines, standards and indicators. Evaluation is a method of reporting the concept of implementation of data collection with provisions to add explanation of a practical method for providing an assessment of an object by collecting, analyzing, presenting information comparing it with standard guidelines (Alfi, R: 2021). Kirkpatrick's theory, which was initiated by Donald Kirkpatrick, introduced his evaluation model for the first time in 1975. This model is recognized as having advantages because it is comprehensive, simple, and can be applied in various training situations or programs in a relatively short period. Comprehensive in the sense that this evaluation model is able to cover all sides of a program is said to be simple because this model has a simple and easy to understand logical flow as well as clear and uncomplicated categorization.

Based on the results of the internship students' evaluation of the reaction aspect, the average results for all indicators were 81.5%, which was categorized as very good. The student learning aspect was obtained from the competency test scores of 43 students who completed it. Aspects of student behavior were assessed by colleagues and internship industry supervisors with results of 82.8% from all aspects which were categorized as very good. Then the result aspect is an assessment of the application of soft skills needed in the world of work (Practerin Place), the application of norms/rules, SOPs and K3LH that exist in the world of work (Parkerin place), Application of technical competencies that have been studied at school and/or have just been learned at the world of work (Place of Prakerin), understanding the business flow of the world of work of the place of Prakerin and insight into entrepreneurship then finally the final assessment of the Prakerin report. The maximum score obtained is 86.2 and the minimum is 77. So there are no students with results below the predetermined completion limit or KKM.

The results of this research are relevant to previous research entitled Evaluation of the implementation of practical field work at SMKN 1 Blitar using the Kirkpatrick evaluation model which shows positive results with the average student who has carried out practical field work (PKL) answering in the affirmative on the reaction aspect (*reaction*), learning aspect test results (*learning*) gets an increased average result. Behavioral aspects (*behaviour*) showed good results with the average respondent answering in the affirmative, meaning that the teacher's assessment of student behavior after implementing the Field Work Practice (PKL) program received positive learning results. The result level of the field work practice program (PKL) of SMK Negeri 1 Blitar with an average score of (88.09) which can be concluded is included in the very good category.

#### 4. Conclusion

Alfa Class students at SMKN 1 Malang who took part in the industrial work practice (prakerin) program at the Alfamidi shop showed their satisfaction with the prakerin program as shown by the students' answers at the reaction level. The majority answered in the affirmative which can be interpreted as meaning that the level of student satisfaction with the success of industrial work practice (prakerin) was included in good category.

Alfa Class students at SMKN 1 Malang who took part in the industrial work practice (prakerin) program at the Alfamidi shop answered the competency test results well. Proven by more than 50% of students completing or passing the KKM limit in the competency test scores tested. This measures students' knowledge of the material being taught and what is obtained after internship is well understood by students.

Alfa Class students at SMKN 1 Malang who took part in the industrial work practice (prakerin) program at the Alfamidi shop received good assessments by their industrial supervisors or co-workers during the internship. This is proven by the number of industrial supervisors or students' colleagues who answered that they were satisfied with the attitude shown by students during the internship. This means that an assessment of the student's level of behavior gets positive learning outcomes. Alfa Class of SMKN 1 Malang who took part in the industrial work practice program (prakerin) at the Alfamidi shop received a good assessment by the industrial supervisor or the student's colleagues during the prakerin.

Alfa Class students at SMKN 1 Malang who took part in the industrial work practice (prakerin) program at the Alfamidi shop with an average result score of (79.8) which can be concluded is included in the very good category in terms of the students' competence and attitude during the prakerin. The minimum score is (70.2), the maximum score is (86.2) and the average is 79.8, which is a very good category, so that the industrial work practice (industry) program that is implemented provides satisfactory results.

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