



## Response Style in the Evaluation of Industrial Work Practice Programs in Integrated Islamic Vocational School

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### **Abstract**

This study aims to evaluate the industrial work practice program at the Integrated Islamic Vocational School through the Context, Input, Process, Product, and Outcome approaches. This research is a quantitative description. The method in this study using a questionnaire. The research sample was one principal, two deputy heads of industrial relations, one deputy head of curriculum, four teachers who supervised the industrial practice program, and 133 students. The results of the study show the suitability or relevance of the dimensions: 1) Context consists of the goals, competencies, and work ethic of students as well as links and matches; 2) Input consists of planning, provisioning, curriculum, students, human resources, infrastructure, and financing; 3) Process, consisting of mapping, implementation, monitoring, effectiveness; 4) Product consists of a competency test and certification; 5) Outcome consisted of student absorption and change in attitude skills. The results of the research can contribute to evaluating the overall industrial work practice program from various dimensions so that it can increase the competency absorption of Integrated Islamic Vocational Schools in the business and industrial world.

**Keywords:** *CIPPO; Industrial Practice Program; Integrated Islamic Vocational School*

### **Introduction**

Useful industrial work practices provide valuable practical experiences to broaden the knowledge of students (Angus & Doherty, 2015; Iskandar et al., 2018). A high work attitude can also be had in the implementation of industrial work practices as well as motivation in improving the work ethic of students as graduates of Vocational High School (Irwan Aferi, 2019; Yetti et al., 2021). Motivation and the creation of work culture in schools will help students have the readiness to enter the world of industry or the world of work (Adams et al., 2017; Sari et al., 2020).

In the era of transformation of the current 4.0 industrial revolution system there are five impact clusters, namely: on the field 1) Economy: growth, employment and the nature of work, 2) Business: consumer expectations, better data products, collaborative innovation, and new operations research, 3) National-Global Relations: governance; Country, Region, and city; national security, 4) Public; inequality and middle class, community, 5) Individual; identity, ethical morality; human connections, public and

private management (Ardi, 2019; Nugraha, 2019). These five things are the foundation that must be built firmly in anticipation of the impact of the transformation of the industrial revolution era 4.0. In facing economic, social, and cultural openness among countries globally, especially in the implementation of the ASEAN Economic Community (AEC) which took effect at the end of 2015 (Louie et al., 2016; Setiawan & Iasha, 2020b), Indonesia is faced with increasingly fierce competition, including in the provision of workers who will fill the need for labor in the fields of industry, trade, tourism and other jobs in MEA member countries (Ferguson, 2014). If Indonesia does not prepare to provide a skilled, intermediate, to the professional workforce, starting from improving access and quality of secondary education, certainly, Indonesia will only become a shelter for skilled workers, intermediate to professional from MEA member countries (Rohman & Ningsih, 2018; Setiawan, 2015).

Facts based on data published by the Central Statistics Agency in August 2016 show that the employment structure in Indonesia had based on graduates. The workforce that comes from junior high school graduates and below is 60.24%, while the workforce originating from secondary education graduates was 27.12%, and workers who come from college graduates by 12.24% (Sampun Adam, Nastiti Rahayu, n.d.; Setiawan & Iasha, 2020a). Through Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational High Schools, the world of education, especially SMK had helped because it will create synergy between related agencies and institutions by their respective duties and functions to raise the quality of SMK. Public interest in pursuing vocational education is inseparable from the level of absorption of SMK graduates in the business world and the industrial world (Andriani et al., 2020; Setiawan et al., 2020).

One of the government's policies on the implementation of vocational high schools or SMK in Indonesia is link and match (Bellová et al., 2018). Operationally, this link and match policy is expected to be able to change the supply-driven approach to become demand-driven, by involving the business world and industry to participate in the totality of planning, implementation, and evaluation of vocational education synergies between schools and DU / DI will determine the outcome of industrial work practice programs (Muh. Nasir Malik dan Hasanah, n.d.).

According to Garnett, one of the industrial work practice programs is the use of the world of work or the business world as a place of learning that offers added value to educational institutions. Through developing interests in terms of partnerships and intellectual capital (Yusri Kamin et al., 2014). The results of industrial work practice can be viewed from the mental psychological perspective (Dwi Rahdiyanta, 2019). The stages of industrial work practice activities will affect the objectives of industrial work practice (Marek et al., 2015). To determine the level of achievement of the results of the industrial work practice program, evaluation is needed (Dwi Anugerah1, Daryati2, 2017). The mental readiness of students will affect the results of industrial work practices (Skriner et al., 2017).

According to Prosser, vocational education will be more effective if it can change individuals according to attention, nature, and level of intelligence at the highest possible level, it means that after conducting education and training the trainees improve their skills (Ardi, 2019). Prosser is known for his principles in vocational education, including: (1) Vocational education will be efficient if the environment in which students are trained is a replica of the environment in which they will work later. (2) Effective vocational education can only be provided where the training tasks are carried out in the same manner, tools, and machines as those prescribed in the workplace. (3) Vocational education will be effective if it trains a person in the habits of thinking and working as required in the job itself. (4) Vocational education will be effective if the training experience to formwork habits and correct thinking habits is repeated so that it fits what is needed in later work. (5) The process of developing habits that are effective in students will be achieved if the training is given in real work (value-laden experience). (6) A reliable source for knowing the content of training in a particular occupation is from the experience of these occupational experts (Iriani & Soeharto, 2015).

The competition for vocational school graduates for employment is getting tighter because of the increase in the number of graduates who are not proportional to the growth in employment according to their expertise (Almomen et al., 2016). Integrated Islamic Vocational High School is a vocational high school that puts forward the concept of educational research that combines the knowledge of quality and quantity into one unit in learning so that it is expected that quality students will be born both academically and mentally and spiritually (Widiawati et al., 2018). The Indonesian Integrated Islamic School Network as the empowering center for integrated Islamic schools continues to strive to develop these schools into schools that have high-quality standards with the uniqueness of Integrated Islamic Schools (Dwi Anugerah1 , Daryati2, 2017).

(Atkinson, 2015) states that work-based learning and the inclusion of the world of work into student learning in the education system and on-the-job training traditional vocational training have been through apprenticeships. Has a strong focus on 'on-the-job training, but also through training in 'work-oriented institutions' (Groothuijsen et al., 2019). The vocational education system must be able to respond quickly to technological changes according to the needs of the industrial world by continuing to evaluate and modify curriculum and partnership programs with the industrial world (Yusri Kamin et al., 2014).

Based on this, it is necessary to evaluate the program to find out the obstacles in the implementation of program. Evaluation or assessment means the act of determining the value of something (Brown & Abdulnabi, 2017; Hargreaves et al., 2013). In a broad sense, evaluation is a process of planning, obtaining, and providing information that is indispensable for making decision alternatives. One of the evaluation functions is as a measure of success, intended to determine the extent to which a program has been successfully implemented (Hilton & Libretto, 2017; Iriani & Soeharto, 2015; Yurdakul et al., 2020). Thus, based on the above explanation, this study aims to evaluate the implementation of industrial work practice programs in integrated Islamic vocational high schools with context, input, process, product, and outcome approaches.

### **Industrial Work Practice Programs**

Industrial work practice is a program pursued by class XI SMK students. In terms of preparation, implementation and evaluation must be mature and effective so that the implementation of industrial work practices for class XI SMK students is right on target. Obstacles are often encountered by students in industrial work practices so that at present students experience difficulties, both in preparation, implementation, and evaluation (Fierro & Christie, 2017; Pramana et al., 2020) the debriefing period before industrial work practice is very important to be planned and directed to obtain the expected program results.

Industrial work practice is part of a dual system education which is an innovation in vocational education where students do apprenticeships in industries that are relevant to their expertise program for a certain period. Dual system education research is a system that is effective enough to educate and prepare someone to deepen and master complex skills that are impossible or never done in school (Fraser & Arcuri, 2013). (Ega Putriatama, Syaad Patmanthara, 2016) Dual System Education facilitates students to be better prepared to enter the world of work.

According to (Saam, Dastian susila & Natuna, n.d.) the application of Industrial Work Practices in SMK since the 1993/1994 academic year is part of the implementation of the link and match concept. The imposition of Industrial Work Practices was at the same time to answer the intense criticism at that time which assessed that SMK graduates were not ready to enter the world of work because of lack of practice. The quality of workforce needed is a workforce that has the expertise and skills that are in line with technological developments and market changes. This means that the quality of the workforce produced must be in sync with the needs of the business world and industry (Arisandi, 2012) preparation of ready-to-work manpower needs to be considered in their preparation.

Through appreciation in industrial work practice programs, students will gain valuable experience that will have a positive effect which in turn will help increase competence according to their field of expertise (Arisandi, 2012). (Rudi Fatchurrochman, n.d.) creativity and self-concept as well as the resistance of students in completing the industrial work practice program will be greatly developed. Work-based learning and the inclusion of the world of work into student learning in the education system and on-the-job training traditional vocational training has been through apprenticeships. Has a strong focus on 'on-the-job training, but also through 'work-oriented institutional training. (Atkinson, 2015) Based on the above understanding, the implementation of industrial work practice programs is not much different from the concept of work-based learning, namely learning that focuses on on-the-job training.

(Raharjo, 2013) the job training is part of the curriculum that links the gap between theory and practice as well as between classroom education and real-life in the industry which shows a valuable learning experience and increases the importance of educational programs and personal and social appearance. (Heny Triwahyuni, 2016) creating a good synergy relationship will reduce the gap that occurs. (Dillman, 2012) Argued that there are 3 aspects of job readiness, including aspects of knowledge mastered, mastery of attitudes, and work skills mastered by vocational students. (Yunizar & Effendi, 2019) are three things that determine the success of industrial work practice programs that must be properly prepared.

(Iktiari & Purnami, 2019) Industrial work practice is a form of education and vocational skills training that is systematic and synchronous between educational programs in schools and skills management programs obtained through direct work activities in the world of work, aimed at achieving a certain level of professional expertise. The main objective of Industrial Work Practices is to optimize learning outcomes that can be created and prepared through good planning, preparation, and provision (Iktiari & Purnami, 2019). According to (Yunizar & Effendi, 2019) states that industrial work practices are the right means of training because students are required to carry out work practices under real conditions in the industrial environment. (Pratiwi et al., 2017) Industrial work practice program as a bridge that will lead vocational high school students to be ready to enter the world of work. According to (Iriani & Soeharto, 2015) states that the performance of students in carrying out industrial work practices can be seen from several aspects including work quality, accuracy, initiative, capability, and good communication. However, the performance of students in the industrial world still lacks supervision from teachers and industrial assistants where they are apprenticed. Thus, students only do if asked and even the tasks given are not by the competencies of students. (Pratiwi et al., 2017) Monitoring and guidance during industrial work practice can build creativity, self-concept, and resistance to students in following industrial work practice programs.

The relevance of education can be indicated by the profile of the job (type and place of work), the relevance of the job to the educational background, the benefits of the subjects contained in the curriculum with the work obtained. (Ningsih, 2015) the importance of establishing school collaboration with DU / DI so that industrial work practice programs are in line with the school curriculum and industrial needs.

### **Cippo Model**

Stufflebean and Shinkfield, 1985 are experts who propose a decision-oriented evaluation approach structured to help administrators make decisions. He formulated evaluation as "a process of describing, obtaining, and providing useful information for assessing alternative decisions" (Tifa, 2016). (Saam, Dastian susila & Natuna, n.d.) this research includes evaluation of context, input, process, and product that is often used by educational evaluators because this research is objective and effective in their perspective.

The work guide for serving managers and administrators faces four kinds of educational decisions, dividing evaluation into four types, namely: 1) *Contact evaluation to serve planning decision*. This evaluation context helps plan decisions, determine the needs the program will achieve, and formulate program objectives. 2) *Input evaluation, structuring decision*. This evaluation helps organize decisions, determine available resources, what alternatives are taken, what are the plans and strategies to achieve needs. What is the working procedure to achieve it? 3) *Process evaluation, to serve to implement the decision*. Process evaluation to help implement decisions to what extent the plan has been implemented, what should be revised, once the question is answered procedures can be monitored, controlled, and improved. 4) *Product evaluation, to serve recycling decision*. Product evaluation to help with subsequent decisions. What results have been achieved, what was done after the program started? 5) *Outcome*, program results in the short term (which is often measured in terms of relevance or opportunity) to the long term (which is often measured in terms of benefits). Outcome evaluation to describe and assess the outcome and link it to the educational goals that have been set.

CIPP evaluation (context, input, process, product) was developed by Daniel Stufflebeam as a guide in evaluating industrial work practice programs. The researcher chose the CIPP evaluation study, because "The CIPP evaluation study is more comprehensive when compared to other evaluation studies because the object of evaluation is not only the result alone but also includes context, input, process, and results" (Iriani & Soeharto, 2015; Oktarina, 2016; Tifa, 2016). (Oktarina, 2016) so that this research can analyze as a whole to produce the right recommendations.

The concept of evaluation of CIPP Research is the process of describing, obtaining, reporting, and applying information and assessing information about several objects and their feasibility to guide decisions, responsibilities, effective ways, and to increase understanding of the symptoms that occur (Chouinard, 2013). (Build-, 2017) Stufflebeam's view of the important purpose of the evaluation is not to prove, but also to improve a program. Evaluation is a process of describing, obtaining, and providing useful information for assessing alternatives to decision making (Andi Faisal Naharudin, 2018). Targeted and systematic in determining the acquisition of information for making a decision.

(Tifa, 2016) Describes parts or components of the CIPP method as follows: 1) *Context Evaluation*, producing information on needs that have been prioritized so that goals can be formulated. Evaluation of this context is a depiction of relevant environmental conditions by analyzing the situation. The problem with the implementation of industrial work practices in this evaluation is that there are obstacles that result in the program's lack of achievement of what is expected. 2) *Input Evaluation*, provides information about the input, strengths, and weaknesses, strategies, and designs to realize objectives. This evaluation is used to obtain information about industrial work practice programs in the form of characteristics, students involved in its implementation, strategies used, and information on facilities and infrastructure. supporters of the smooth running of the program. 3) *Process Evaluation*, intended to measure the relevance of industrial work practice program activities to the needs of students, and measure the extent to which the program is implemented, as well as the obstacles that occur during implementation. 4) *Evaluation Product*, accommodate information to ensure the condition whether the goal can be achieved, if the procedures implemented do not achieve the goal it should be stopped, modified or continued in the current form, or improved for future sustainability (Irwan Aferi, 2019) provide final decision information on the sustainability of a program.

While the weaknesses of the CIPP Research Evaluation include 1) Too much importance on where the process should be rather than the reality on the ground. 2) Too topdown with managerial nature in its approach. 3) Tend to focus on rational management rather than acknowledging the complexity of empirical realities. 4) Application in the field of learning in the classroom has a less high level of implementation (Tifa, 2016).

## Method

The research approach used the CIPPO evaluation model developed by Stufflebeam. This research is descriptive quantitative in evaluating the implementation of industrial work practice programs at Integrated Islamic Vocational Schools, conducted to determine the relevance according to Context, Input, Process, Product, and Outcome. This study measures the extent to which the appropriateness of industrial work practice programs is in line with the expectations of schools and the industrial world. Looking at research data with predetermined research criteria to obtain information that will be used as material for further consideration, recommendations, and policymaking for the advancement of industrial work practice programs at Integrated Islamic Vocational Schools.

The research location of the Integrated Islamic Vocational School Fitrah Hanniah Bekasi. The data collection method was carried out by giving a questionnaire, with a sample of 73 students from three majors and class XII with a total of 60 students from three majors, namely TSM, TPMI, and Accounting with a total of 133 students who have participated in the industrial work practice program, four teachers who supervise industrial work practice programs, two deputy head of industrial relations, one deputy head of curriculum and one principal.

## Result

This research was conducted to identify the suitability of the industrial work practice program by referring to the CIPPO model seen from five dimensions, namely the dimensions of Context, Input, Product Process, and Outcome. Based on the data that has been obtained, an analysis of the data is carried out so that it can answer the existing problems. The details of the data processing are based on 5 dimensions, namely:

1. Evaluation of context obtained the results of research on the objectives of industrial work practices program, student competence, work ethic, and link and match. Data from the response of the school and DU / DI:

Table 1. Statistical analysis of the response of the school and DU / DI  
Standard Deviation

No.	Respondents	Analyze the context dimension							
		Highest Score	Lowest Score	Mi	Sdi	Mean	Median	SD	Total Score
1.	IA Principal	70	14	42	9,3	4,071	4	0,27	57
2.	IA Teachers	70	14	42	9,3	61,75	59,5	4,86	59-69
3.	IA deputy head of industrial relations	70	14	42	9,3	54,5	54,5	6,36	50-59
4.	IA deputy head of curriculum	70	14	42	9,3	4,5	4,5	0,52	63

Note: Mi: The ideal mean; Sdi: Ideal standard deviation; Max: maximum value; Min: minimum value; SD:

Table 2. Response categories of school and DU / DI

Value Interval	Category
$X \geq 51,3$	Very Relevant / Very Good
$42 = < X < 51,3$	Relevant / Good
$32,7 = < X < 42$	Relevant Enough / Good Enough
$23,4 = < X < 32,7$	Irrelevant / Not Good
$X < 14,1$	Very Irrelevant / Very Not Good

X: respondent score

The total score indicated by the response from one principal is 57 in the interval  $57 > = 51.3$  in the very relevant or very good category. The responses of the four teachers showed the total score was in the range 59 - 69 which was in the very relevant or very good category. Furthermore, the total score of the responses of the two deputy heads of industrial relations was in the range 50 - 59 in the very relevant or very good category. Next, the response from one deputy head of curriculum showed a total score of 63 in the very relevant or very good category (Azwar, 2018).

Thus, based on the results of this explanation, it is known that the context dimension of the school and DU / DI response is in the very relevant or very good category. This shows that the context component with its indicators is very good in reviewing internship activities, Besides, the apprenticeship program through good planning and by adjusting the needs of students at the Integrated Islamic Vocational School. Student response data to the context evaluation were obtained:

Table 3. Statistical analysis of student responses on context dimensions

Respondents	Results of statistical analysis							
	Mean	Median	Modus	SD	Mi	Sdi	Highest Score	Lowest Score
133 students	58,293	57	52	7,183	42	9,3	70	14

Note: SD: Standard Deviation; Mi: The ideal mean; Sdi: Ideal standard deviation; Max: Maximum value; Min: Minimum value

Table 4. Student response categories in context dimensions

Value Interval	Category	Freq. (f)	Freq. Relative (%)
$X \geq 51,3$	Very Relevant / Very Good	116	87%
$42 = < X < 51,3$	Relevant / Good	15	11%
$32,7 = < X < 42$	Relevant Enough / Good Enough	2	2%
$23,4 = < X < 32,7$	Irrelevant / Not Good	-	-
$X < 14,1$	Very Irrelevant / Very Not Good	-	-

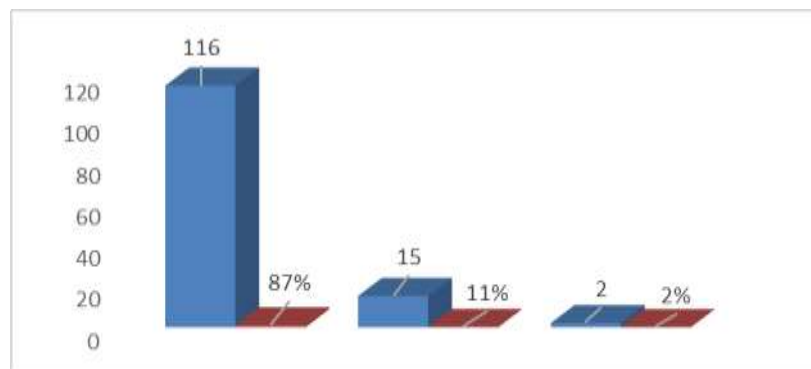


Fig.1 Student response graph in context dimension

The frequency value of 116 or 87% indicates that the responses from students are in the very relevant or very good category, while the frequency value is 15 or 11% in the relevant or good category, and the frequency values 2 or 2% are in the category of sufficiently relevant or good enough. The diagram shows that as many as 116 of the 133 student responses or 87% are in the category which states that the context dimension is very relevant or very good. This can indicate that students' responses to the context dimension through statement items can directly represent the conditions perceived by students. Based on

this explanation, it can be concluded that the student response to the components of the context dimension with the indicators is very good for reviewing internship activities.

2. Evaluation of Input obtained the results of research on the components of planning, provisioning, curriculum, engineering, facilities and infrastructure, students, and financing. Data from the response of the school and DU / DI:

3.

Table 5. Statistical analysis of the response of the school and DU / DI

No.	Respondents	Analyze the input dimension							
		Highest Score	Lowest Score	Mi	Sdi	Mean	Median	SD	Total Score
1.	IA Principal	100	20	60	13,3	4	4	0,32	80
2.	IA Teachers	100	20	60	13,3	82,75	71,5	7,59	75-93
3.	IA deputy head of industrial relations	100	20	60	13,3	71	71	4,24	68-74
4.	IA deputy head of curriculum	100	20	60	13,3	4,2	4	0	84

Note: M: The ideal mean; Sdi: Ideal standard deviation; Max: maximum value; Min: minimum value: SD: Standard Deviation.

Table 6. Categories of school and DU / DI responses

Value Interval	Category
$X \geq 73,3$	Very Relevant / Very Good
$60 = < X < 73,3$	Relevant / Good
$46,7 = < X < 60$	Relevant Enough / Good Enough
$33,4 = < X < 46,7$	Irrelevant / Not Good
$X < 20,1$	Very Irrelevant / Very Not Good

The total score indicated by the response of one principal is 80 in the interval  $80 \geq 73.3$  in the very relevant or very good category. The responses of the four teachers showed that the total score was in the range of 75 - 93 which was in the very relevant or very good category. Furthermore, the total score of the responses of the two deputy heads of industrial relations was in the range of 68 - 74 in the very relevant or very good category. Next, the response from one deputy head of curriculum showed a total score of 84 in the very relevant or very good category.

Thus it can be concluded that the input dimension of the school and DU / DI response is in the very relevant or very good category. This shows that the input component with its indicators is very good in reviewing the internship activities at the Integrated Islamic Vocational School. Data on the results of students' responses to the input dimensions:

Table 7. Statistical analysis of student responses on input dimensions

Respondents	Results of statistical analysis							
	Mean	Median	Modus	SD	Mi	Sdi	Highest Score	Lowest Score
133 students	80,48	80	75	11,18	60	13,3	100	20

Note: SD: Standard Deviation; Mi: The ideal mean; Sdi: Ideal standard deviation; Max: Maximum value; Min: Minimum value.



Table 8. Categories of student responses on input dimensions

Value Interval	Category	Freq. (f)	Freq. Relative (%)
$X \geq 73,3$	Very Relevant / Very Good	100	75%
$60 = < X < 73,3$	Relevant / Good	30	23%
$46,7 = < X < 60$	Relevant Enough / Good Enough	3	2%
$33,4 = < X < 46,7$	Irrelevant / Not Good	-	-
$X < 20,1$	Very Irrelevant / Very Not Good	-	-

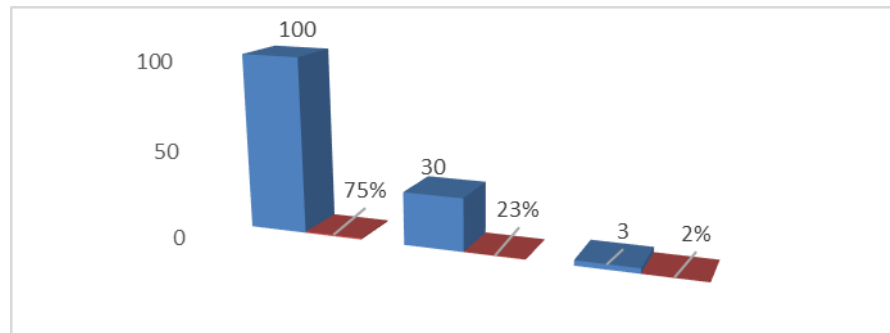


Fig. 2 Student response graph in the input dimension

The frequency value of 100 or 75% indicates that the response from students is in the very relevant or very good category, while the frequency value of 30 or 23% is in the relevant or good category, and the frequency value of 3 or 2% is in the category of quite relevant or good enough. Student responses through the diagram illustrate that as many as 100 of the 133 student responses or 75% are in the category which states that the input dimension is very relevant or very good. This can indicate that students' responses to the input dimension through statement items can directly represent the conditions perceived by students. Based on this explanation, it can be concluded that the student response to the input dimension component with the indicators is very good for reviewing internship activities.

- Evaluation of the dimensions of the process obtained the results of the implementation component research, monitoring, effectiveness, school contributions, and mapping. Response data from the school and DU / DI in the process dimension:

Table 9. Statistical analysis of the response of the school and DU / DI

No.	Respondents	Analyze the process dimension							
		Highest Score	Lowest Score	Mi	Sdi	Mean	Median	SD	Total Score
1.	IA Principal	50	10	30	6,6	4,1	4	0,32	81
2.	IA Teachers	50	10	30	6,6	53,75	53	5,90	48-61
3.	IA deputy head of industrial relations	50	10	30	6,6	37	37	0	74
4.	IA deputy head of curriculum	50	10	30	6,6	3,6	3,6	1,17	36

Note Mi: Mean ideal; Sdi: Ideal standard deviation; Max: maximum value; Min: minimum value; SD: standard deviation.

Table 10. Response categories of schools and DU / DI

Value Interval	Category
$X \geq 36,6$	Very Relevant / Very Good
$30 = < X < 36,6$	Relevant / Good
$23,4 = < X < 30$	Relevant Enough / Good Enough
$16,8 = < X < 23,4$	Irrelevant / Not Good
$X < 10,2$	Very Irrelevant / Very Not Good

The total score shown by the response of one principal is 81 in the interval  $81 > = 36.3$  in the very relevant or very good category. The responses of four teachers showed that the total score was in the range of 48 - 61 in the very relevant or very good category. Furthermore, the total score of the responses of the two deputy heads of industrial relations was in the range of 74 being in the very relevant or very good category. Next, the response from one deputy head of curriculum showed a total score of 36 in the relevant or good category. Thus it can be concluded that the process dimension of the school and DU / DI response is in the very relevant or very good category. This shows that the process component with its indicators is very good in reviewing the internship activities at the Integrated Islamic Vocational School. Student Response Data on Process Dimensions:

Table 11. Statistical analysis of student responses on process dimensions

Respondents	Results of statistical analysis							
	Mean	Median	Modus	SD	Mi	Sdi	Highest Score	Lowest Score
133 students	36,61	36	35	6,63	30	6,6	50	10

Note: SD: Standard Deviation; Mi: The ideal mean; Sdi: Ideal standard deviation; Max: Maximum value; Min: Minimum value

Table 12. Student response categories in-process dimensions

Value Interval	Category	Freq. (f)	Freq. Relative (%)
$X \geq 36,6$	Very Relevant / Very Good	63	47%
$30 = < X < 36,6$	Relevant / Good	55	41%
$23,4 = < X < 30$	Relevant Enough / Good Enough	10	8%
$16,8 = < X < 23,4$	Irrelevant / Not Good	5	4%
$X < 10,2$	Very Irrelevant / Very Not Good	-	-

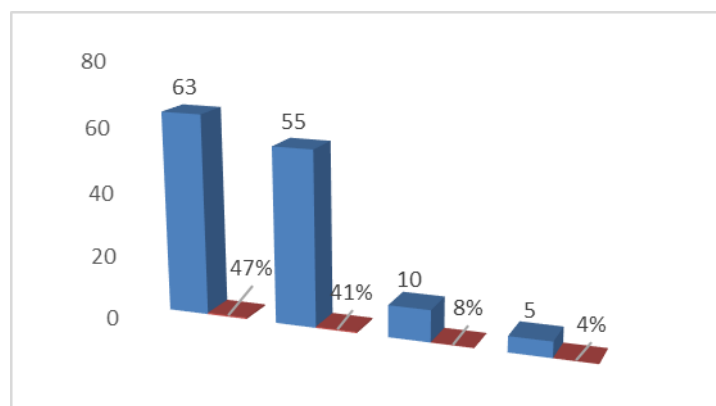


Fig. 3 student response diagram on process dimensions

The frequency value of 63 or 47% indicates that the responses from students are in the very relevant or very good category, while the frequency value of 55 or 41% is in the relevant or good category, and the frequency value of 10 or 8% is in the sufficiently relevant or good enough category, and the frequency value of 5 or about 4% is in the irrelevant or not good category. The illustration of the diagram illustrates that 63 out of 133 student responses or 47% are in the category which states that the process dimension is very relevant or very good. This can indicate that students' responses to the process dimension through statement items can directly represent the conditions that students feel.

5. Evaluation of Product, the results of the research on the components of the competency test results, and the DU / DI certification results are obtained. Response Data of Schools and DU / DI:

Table 13. Statistical analysis of the response of the school and DU / DI

No.	Respondents	Analyze the product dimension							
		Highest Score	Lowest Score	Mi	Sdi	Mean	Median	SD	Total Score
1.	IA Principal	20	4	12	2,6	4	4	0	16
2.	IA Teachers	20	4	12	2,6	15,75	16	2,06	13-18
3.	IA deputy head of industrial relations	20	4	12	2,6	14,5	14,5	0,71	14-15
4.	IA deputy head of curriculum	20	4	12	2,6	4	4	0	16

Note: Mi: Mean ideal; Sdi: Ideal standard deviation; Max: maximum value; Min: minimum value; SD: standard deviation.

Table 14. Response categories of school and DU / DI

Value Interval	Category
$X \geq 14,6$	Very Relevant / Very Good
$12 = < X < 14,6$	Relevant / Good
$9,4 = < X < 12$	Relevant Enough / Good Enough
$6,8 = < X < 9,4$	Irrelevant / Not Good
$X < 4,2$	Very Irrelevant / Very Not Good

The total score shown by the response of one principal is 16 in the interval  $16 \geq 14.6$  in the very relevant or very good category. The responses of the four teachers showed that the total score was in the range of 13 - 18 in the very relevant or very good category. Furthermore, the total scores of the responses of the two deputy heads of industrial relations were in the range of 14-15 in the very relevant or very good categories. Next, the response from one deputy head of curriculum showed a total score of 16 in the relevant or good category. It can be concluded that the product dimension of the school and DU / DI response is in the very relevant or very good category (Azwar, 2018). This shows that the product component with its indicators is very good in reviewing the internship activities at the Integrated Islamic Vocational School. Student response data on product dimensions:

Table 15. Statistical analysis of student responses on product dimensions

Respondents	Results of statistical analysis							
	Mean	Median	Modus	SD	Mi	Sdi	Highest Score	Lowest Score
133 students	17,33	18	20	2,64	12	2,6	20	4

Note: SD: Standard Deviation; Mi: The ideal mean; Sdi: Ideal standard deviation; Max: Maximum value; Min: Minimum value.

Table 16 Student response categories in product dimensions

Value Interval	Category	Freq. (f)	Freq. Relative (%)
$X \geq 14,6$	Very Relevant / Very Good	113	85%
$12 = < X < 14,6$	Relevant / Good	18	14%
$9,4 = < X < 12$	Relevant Enough / Good Enough	1	1%
$6,8 = < X < 9,4$	Irrelevant / Not Good	1	1%
$X < 4,2$	Very Irrelevant / Very Not Good	-	-

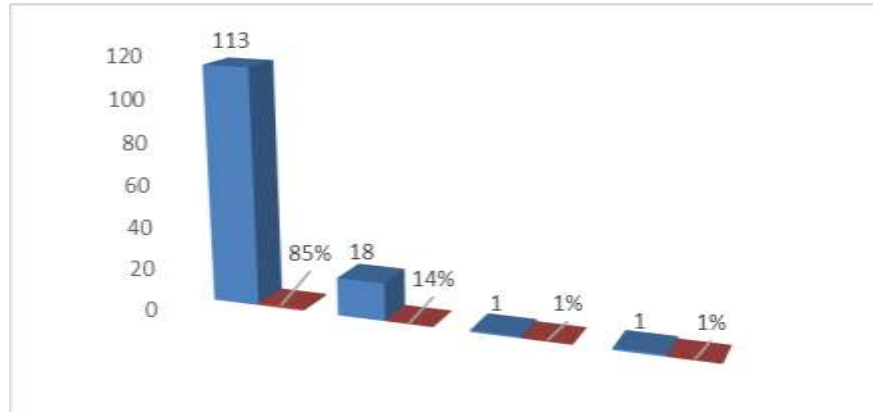


Fig. 4 Student response diagram on product dimensions

The frequency value 113 or 85% indicates that the student response is in the very relevant or very good category, while the frequency value is 18 or 14% in the relevant or good category, the frequency value of 1 or 1% is in the category of sufficiently relevant or good enough, and the frequency value of 1 or about 1% is in the irrelevant or not good category. Figure 4 is an illustration of the diagram illustrating that 113 out of 133 student responses or 85% are in the category which states that the product dimensions are very relevant or very good. This can indicate that students' responses to the product dimension through statement items can directly represent the conditions felt by students.

- Evaluation of Outcome obtained the results of research on the components of the impact of absorption in DU / DI and changes in attitude skills. Response Data of Schools and DU / DI:

Table 17. Statistical analysis of the response of the school and DU / DI

No.	Respondents	Analyze the outcome dimension							Total Score
		Highest Score	Lowest Score	Mi	Sdi	Mean	Median	SD	
1.	IA Principal	35	7	21	4,6	4	4	0	28
2.	IA Teachers	35	7	21	4,6	28,25	28	3,77	24-33
3.	IA deputy head of industrial relations	35	7	21	4,6	22,5	22,5	0,71	21-24
4.	IA deputy head of curriculum	35	7	21	4,6	4,28	4	0,49	30

Note: Mi: Mean ideal; Sdi: Ideal standard deviation; Max: maximum value; Min: minimum value; SD: standard deviation.

Table 18. Response categories of school and DU / DI

Value Interval	Category
$X \geq 25,6$	Very Relevant / Very Good
$21 = < X < 25,6$	Relevant / Good
$16,4 = < X < 21$	Relevant Enough / Good Enough
$11,8 = < X < 16,4$	Irrelevant / Not Good
$X < 7,2$	Very Irrelevant / Very Not Good

The total score indicated by the response from one principal is 28 in the interval  $28 > = 25.6$  in the very relevant or very good category. The responses of the four teachers showed that the total score was in the range of 24 - 33 in the very relevant or very good category. Furthermore, the total score of the responses of the two deputy heads of industrial relations was in the range 21-24 which was in the very relevant or very good category. Next, the response from one deputy head of curriculum showed a total score of 30 in the relevant or good category.

It can be concluded that the outcome dimension of the school and DU / DI response is in the very relevant or very good category. This shows that the outcome component with the indicators is very good in reviewing the internship activities at the Integrated Islamic Vocational School. Student Response Data on Outcome Dimensions:

Table 19. Statistical analysis of student responses on outcome dimensions

Respondents	Results of statistical analysis							
	Mean	Median	Modus	SD	Mi	Sdi	Highest Score	Lowest Score
133 students	29,65	30	35	4,17	21	4,6	35	7

Note: SD: Standard Deviation; Mi: The ideal mean; Sdi: Ideal standard deviation; Max: Maximum value; Min: Minimum value.

Table 20. Student response categories on outcome dimensions

Value Interval	Category	Freq. (f)	Freq. Relative (%)
$X \geq 25,6$	Very Relevant / Very Good	111	83%
$21 = < X < 25,6$	Relevant / Good	18	14%
$16,4 = < X < 21$	Relevant Enough / Good Enough	4	3%
$11,8 = < X < 16,4$	Irrelevant / Not Good	-	-
$X < 7,2$	Very Irrelevant / Very Not Good	-	-

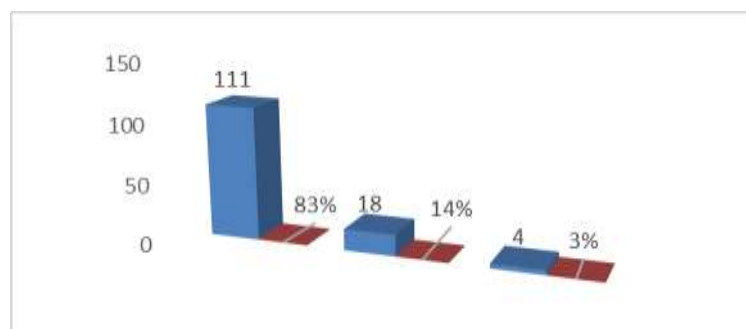


Fig. 5 Student response diagram on outcome dimensions

The frequency value of 111 or 83% indicates that the student response is in the very relevant or very good category, while the frequency value was 18 or 14% in the relevant or good category, and the frequency value of 4 or 3% was in the sufficiently relevant or good enough category. The illustration in Figure 4.5 shows that 111 out of 133 student responses or 83% are in the category which states that the outcome dimension is very relevant or very good. This can indicate that students' responses to the outcome dimension through statement items can directly represent the conditions felt by students.

## **Conclusion**

General conclusions from the results of the questionnaire circulated the implementation of the industrial work practice program in integrated Islamic SMK is good. In some items, in terms of the results of field observations, there is still a need for improvement and quality improvement in the system being implemented to lead to an increase in the quality of the implementation of industrial work practice programs. The industrial practice program is an educational activity, learning and training carried out by educational institutions and DU / DI pairs towards students to improve the quality of graduates of Integrated Islamic Vocational Schools according to their vocational competencies as provisions in entering the world of work.

For the implementation of industrial work practice programs to run optimally and provide additional experience for students, the institution should prepare its students to have basic skills that are useful and make it easier for DU / DI to provide guidance and enrichment of knowledge when students carry out industrial work practice programs. Mapping DU / DI that is by the character of students and periodic and continuous monitoring affects the success of students in the industrial work practice program that they participate in. So that students gain experience to enter the real world of work with competency knowledge, skills, and work ethic attitudes that have been well developed.

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