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Evaluation Of Vocational School Students' Field Work Practices (Case Study Of Depok City In 2025)

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Abstract

Evaluation of the implementation of industrial work practice is important to measure the extent of the success of this program. This program is considered to have relevance to unemployment in Depok City through work readiness. This evaluation was conducted using the CIPP method and descriptive statistics through index calculations. Based on a survey of 369 vocational high school students in Depok City in 2025, the results showed that the implementation of the industrial internship went well as indicated by the output dimensions of the industrial internship program such as increased knowledge with an index (73.0), skills (71.3), insight into the world of work (73.2) and satisfaction of vocational high school students participating in industrial internship (75.4). However, this index value is still far below the expectations of vocational high school students participating in industrial internship which are measured to be very high (81.9 - 84.3). There is a gap (difference) between the high motivation or hope of participating in industrial internship and the output achievements of this program. The process of implementing industrial internship (process dimension) is also assessed at a good level with an index between (68.3 - 88.3). Furthermore, the important thing is that the input dimension is still assessed at a sufficient criteria index, especially the suitability of school teaching materials to jobs in industry (58.2) and the quality of vocational school facilities and infrastructure (60.3).

Keywords: *Industrial internship, CIPP Method, Unemployment.*

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INTRODUCTION

Based on BPS data, 2025, the total population of Depok City is 2,145,400 people in 2023 and increases to 2,163,165 people in 2024. The percentage of the working age

population also shows an upward trend. This percentage increased from 76.74 percent in 2023 to 77.04 percent in 2024 or calculated at 1,033,237 people in 2023 and increased to 1,048,091 people in 2024. However, in 2024, the number of unemployed was recorded at 65,742 people or 6.27 percent consisting of 43,129 men and 22,613 women. From this proportion, based on BPS data (2025), it turns out that the percentage of open unemployment is more dominant in the population group with a vocational high school/equivalent educational background, namely 11.62 percent, the junior high school/equivalent education group is 4.39 percent, high school/equivalent education is 4.67 percent and the minimum is 5.39 percent.

Why do vocational high school graduates contribute the highest level of open unemployment in Depok City? Unemployment in Depok City remains a serious problem, especially among vocational high school (SMK) graduates. Conceptually, vocational high schools are designed to produce work-ready graduates (Firdaus & Anriani, 2022) . However, in reality, the largest number of unemployed is among the vocational high school (SMK) group. Initial conditions indicate a mismatch between the competencies possessed by vocational high school graduates and the needs of the business and industrial world (DUDI), (Nasichah et al., 2024) . In urban areas like Depok, intense job competition and ever-growing skill demands increase the risk of unemployment for vocational high school graduates who lack adequate work readiness.

Job readiness is closely related to how the internship or industrial work experience process is implemented (Lestari & Siswanto, 2015) . Unplanned implementation of industrial internship, less relevant to expertise competencies, and minimal evaluation of industrial internship can have an impact on the low job readiness of graduates . As a result, SMK graduates have difficulty adapting to the real work environment and need more time to be absorbed into the job market. Therefore, unemployment among SMK graduates in Depok is not only understood as an employment problem, but also as an indicator of the need for quality improvement and continuous evaluation of educational programs in SMK.

Development strategies should not focus solely on increasing the number of schools or increasing the length of student learning, but rather equipping students with cognitive skills (real intelligence/expertise), not just diplomas or school participation rates. Therefore, major structural changes are needed in school institutions to focus on the quality of learning outcomes, not just attendance or diplomas (Hanushek & Woessmann, 2008) .

The internship program exists to reduce the gap between the skills required by industry and the learning practices in schools (Firdaus & Anriani, 2022) . Although this Internship program has been running for quite some time, evaluation is necessary because the implementation of Internship in some cases shows a gap between the vocational high school curriculum and the needs of the workplace. Internship evaluation is also important to ensure its contribution to student work readiness, namely the ability to enter the workforce after graduation. Continuous

evaluation of Internship is very important to be carried out so that obstacles to this program can be identified and provided solutions, (Malik & Hasanah, 2015) . Empirical studies state that an effective Internship program can be a factor in reducing unemployment rates after graduation through a high work readiness mentality, (Lestari & Siswanto, 2015) .

Internship evaluations help provide feedback for developing better vocational education policies, particularly in areas with high unemployment rates among vocational school graduates. With comprehensive evaluations, schools can collaborate more closely with industry to improve students' job readiness and close the skills gap, which is one of the causes of unemployment. This aligns with the principle of educational program evaluation as a tool for continuous quality improvement.

LITERATURE REVIEW

Unemployment is the working age population (15 years and above) who are not working , looking for work , preparing a business , feel it is impossible to get a job (desperate) , or already have a job but have not started working at the time the survey was conducted (BPS, 2025).

Unemployment is a structural problem frequently faced by graduates of vocational secondary education, including vocational high school (SMK) graduates. Several studies have shown that vocational high school graduates actually have a relatively higher unemployment rate than graduates of general education, even though vocational high schools are conceptually designed to prepare a ready-to-use workforce. This phenomenon is caused by the mismatch between graduate competencies and job market needs and the weak linkages between educational institutions and the business and industrial world (DUDI) (Suryadarma & Suryahadi, 2010) .

In fact, seen from the theory *of human capital* , vocational education is considered to provide benefits because the skills are directly usable. This means that students are taught skills that companies really need, making them more productive from the start. Companies have an incentive to place vocational graduates in positions that match their skills. Vocational schools offer internships, and students build networks with employers, making it easier to secure permanent employment contracts (Levels et al., 2014) .

From a labor economics perspective, unemployment among young graduates is often linked to the school *-to- work transition* . International research shows that graduates who lack work experience during their education tend to experience longer job wait times and a higher risk of unemployment (Quintini & Manfredi, 2009) . Therefore, vocational education systems are required to provide real-world work experience as part of the learning process to reduce friction in the labor market.

Vocational education can be derived from the theory of the transition system (*The Concept of Transition System*), where students, or individuals, transition from

education to the workforce with a foundation of experience and competencies. Students must possess competencies in the form of knowledge and skills, earned degrees (qualifications), and technical and *soft skills* acquired during school. Furthermore, students will finding a path (transition) to employment through job search methods, the use of career guidance services, and how the recruitment process works. Students will be faced with the success of obtaining employment after graduation or being unemployed for a certain period of time until they find employment (Raffe, 2008) .

To prepare competencies according to industry needs, vocational high schools are provided with industrial work experience programs. Based on the Minister of Education and Culture Regulation Number 50 of 2020 concerning Field Work Practice (PKL) for students, PKL is learning for Vocational High School (SMK)/Vocational Islamic Senior High School (MAK) students carried out through work practice in the workplace for a certain period according to the curriculum and work needs. The aim is to provide real work experience, foster a professional attitude, and improve competencies according to the field of expertise. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2022).

Industrial work experience programs (PKL) are seen as a crucial tool for reducing graduate unemployment, particularly in vocational education. They provide students with the opportunity to develop technical skills, work ethic, and an understanding of industrial culture. Empirical studies have shown that participation in internship programs positively impacts job readiness and employment opportunities after graduation (Pianda et al., 2024) , (Lestari & Siswanto, 2015) .

However, the effectiveness of internship programs depends heavily on the quality of their implementation. Research in vocational education shows that internships that are unstructured, irrelevant to competency, and with minimal supervision tend not to have a significant impact on graduates' employment (Billett, 2011) . This emphasizes that internships are not simply student placements in industry, but must be designed as a learning process integrated with the school curriculum.

Thus, unemployment among vocational school graduates cannot be separated from the quality of the internship programs they offer. The literature confirms that systematically planned, implemented, and evaluated internships can strengthen job readiness and reduce the risk of unemployment among vocational school graduates. Therefore, strengthening and continuously evaluating internship programs is a crucial strategy in education and employment policy to address unemployment among vocational school graduates.

RESEARCH METHODOLOGY

This research is an exploratory study using a quantitative analysis approach with descriptive statistical methods. Descriptive statistics aim to systematically describe or explain data in certain measurements such as frequency, average, or index.

The evaluation of industrial work practice was conducted using the CIPP model (Context, Input, Process, and Product/Output) developed by Stufflebeam to dissect the internship program from four main dimensions, Stufflebeam and Zhang (2017). The instrument was developed from the Field Work Practice Guide as a subject in the implementation of the independent curriculum. The first CIPP dimension is Context (Context) which assesses the extent to which students have motivation or expectations for the industrial internship program. This dimension is measured by job expectations in accordance with the vocational high school major and can practice knowledge in the industrial internship location. The Input dimension is to evaluate the readiness of resources, internship curriculum, socialization and career guidance as well as school infrastructure in supporting industrial internship. The process dimension is to review the implementation of industrial internship activities in the industry as measured by work, guidance, supervision, and attendance of vocational high school students. The product or output measures the achievement of the internship program's outcomes, namely increased knowledge, competency, or skills, satisfaction with the internship program, and company assessments. The instrument is measured on a Likert scale of 1-4.

The research sample was taken using a *non-probability purposive sampling technique*. The sample was 369 Depok Vocational High School students taken from public and private vocational schools. The data analysis technique used descriptive statistics in index measurements where the index was calculated from (X-Xmin) / (Xmax - Xmin) multiplied by 100. X is the average value of each indicator. Xmin is 1 and Xmax is 4. The interpretation of the Index value is <40 (less), 40 - 65 (sufficient), 66 - 85 (good) and >85 (very good), (Sauro and Lewis, 2025) . Furthermore, inferential analysis used a t-test comparing index values based on gender and school origin.

RESEARCH RESULT

Table 1. Respondent Demographics

	Frequency	Percentage
Man	199	53.9
Woman	170	46.1
State Vocational School	314	85.1
Private Vocational School	55	14.9

Source: Data Processing

Overall, 369 students participated in the survey, comprising 199 males (53.9 percent) and 170 females (46.1 percent). Private vocational school students accounted for the largest number, 314 (85.1 percent), and 55 (14.9 percent) from public vocational schools.

Table 2. Industrial Internship Evaluation Index

Dimensions	Indicator	Index	Criteria
Context	Hope to be able to practice the knowledge learned at school at the internship location	84.3	Tall
	Expectations of work done at the company/office where the internship is carried out are in accordance with the major at school	81.9	Tall
Input	Suitability of the material taught at school according to the work at the internship site	58.2	Enough
	The quality of complete school facilities and infrastructure supports the improvement of student competencies/skills.	60.3	Enough
	The role of socialization/provisioning provided by teachers to students before internships	72.5	Good
	Career guidance or career consultation conducted by schools/teachers to students	68.2	Good
Process	The work done at the company/office where I did my internship/practicum is in accordance with my school major.	73.4	Good
	Level of difficulty in completing work at the internship/practicum location	68.3	Good
	Number of jobs done at the internship/practicum location	82.7	Good
	Job guidance or direction provided by company/office supervision	87.8	Very good
	Guidance or supervision carried out by teachers / schools	82.7	Good
	Presence at the company/office during internship/work experience	88.3	Very good
Output	Knowledge gained after completing internship	73.0	Good
	After completing an internship, your knowledge and insight into the world of work will increase.	73.2	Good
	The abilities or skills I acquired after my internship	71.3	Good

Assessment provided by company supervision	72.4	Good
Overall satisfaction of vocational school students with the implementation of internship.	75.3	Good

Source: Data Processing

The context dimension describes the expectations and suitability of the internship objectives with the students' needs before the internship. The results of Table 2 show that the indicator of *expectations of being able to practice school knowledge in the internship location* obtained an index of 84.3 (high), and *expectations of work according to majors in vocational high schools* with an index of 81.9 (high). These findings indicate that conceptually, internships have been viewed positively by students as a means of connecting theory in school with real work practices in the industrial world. Internship activities as a bridge between school education and the world of work have been understood and expected to be achieved by vocational high school students. However, these high expectations also pose a challenge for schools and industries to ensure that the implementation of internships is truly aligned with students' majors and competencies. If not met, there will be a gap between expectations and realization.

The input dimension relates to the readiness of resources before the internship is implemented. The results show that *the suitability of the material taught in school with the work at the internship site* obtained an index of 58.2 (sufficient) and *the quality of school facilities and infrastructure* was 60.3 (sufficient) . Vocational high school students assessed that there is still a fairly large gap between the material taught in school and the needs of work in the world of work. Regarding facilities and infrastructure, it was also seen at a sufficient level, indicating that there are still limitations in school readiness, both in terms of curriculum and supporting facilities, to fully prepare students to face the demands of the industrial world. However, the indicator of *socialization /provisioning by teachers* was assessed at an index level of 72.5 or good criteria, as well as process support. *Career guidance and counseling* was also rated good, with a score of 68.2. These results indicate that teachers' role in preparing students mentally and understanding is quite effective. Therefore, weaknesses in the input dimension are more focused on materials and facilities , rather than on teachers' mentoring role.

The process dimension reflects the implementation of internship in the field . Most indicators are in the good to very good criteria . The suitability of the work with the measured major is 73.4 which is in the good criteria, the level of difficulty of the work with a score of 68.3 (good) and the amount of work assigned to vocational high school students with a score of 82.7 (good). This indicates that students are sufficiently involved in relevant and challenging work activities proportionally. The indicator with the highest value is the guidance of *company supervisors* at 87.8 (very good), *student attendance during internship* (88.3 very good criteria).

The output dimension shows the results obtained after the internship is completed . The indicators for increased knowledge are: 73 (good), increased insight into the world of work 73.2 (good), and increased skills 71.3 (good). These results indicate that internship has a positive impact on student competency. Indicators of satisfaction with company supervisor supervision or guidance with a score of 72.4 (good) and *student satisfaction with the implementation of internship* with a score of 75.3 (good). These results indicate that in general, students consider the internship experience as a useful activity and relevant to their needs. This confirms that internship has provided results in accordance with the objectives, although its optimization still needs to be improved.

Table 3. Comparative Analysis of Indexes by Gender

Variables	gender	Index	Index Difference	p Value
Context	Man	83,417	0.672	0.688
	Woman	82,745		
Input	Man	66,667	4,069	0.050
	Woman	62,598		
Process	Man	80,436	-0.270	0.828
	Woman	80,706		
Output	Man	75,008	4,302	0.026
	Woman	70,706		

Source: Data Processing

The t-test was used to determine whether there was a significant difference in the average index between two independent groups, namely male and female students, in each evaluation dimension (context, input, process, and output). The decision on significance was based on a p-value <0.05. The context and process dimensions showed that the assessments of male and female vocational school students were relatively the same or not much different with the test results of p-value >0.05. Conversely, the input and output dimensions showed a significant difference. These results indicate there was no significant difference in the assessment of the context, input and process dimensions between male and female students, but in the output dimension, male students gave a higher index.

Table 4. Comparative Analysis of Indexes Based on School Origin

Variables	Which school are you from	Index	Index Difference	p Value
Context	Private Vocational School	82,962	-0.978	0.676

	State Vocational School	83,939		
Input	Private Vocational School	66,534	11,685	0,000
	State Vocational School	54,848		
Process	Private Vocational School	80,744	1,235	0.480
	State Vocational School	79,509		
Output	Private Vocational School	72,760	-1,785	0.511
	State Vocational School	74,545		

Source: Data Processing

In the comparison test of the average index based on school origin, it is known that the context, process, and output dimension indices are relatively the same between private and public vocational schools, however, in the input dimension, there is a significant difference where public vocational school students assess with an index of 54.848 lower than vocational school students at 66.534. These results indicate that the gap between public and private vocational schools is relatively not much different except in the input dimension where public vocational school students assess the index slightly lower.

DISCUSSION

Vocational high school students in Depok City have high expectations for the industrial internship program. Industrial internship is perceived as the main bridge between school and the world of work. Vocational high school students are guided from the beginning that their main goal is to be ready for work after graduation.

Therefore, industrial internship is considered a crucial moment to practice knowledge and skills that have only been theoretically acquired in school (Billett, 2011) . The high index of students' expectations for being able to practice knowledge and obtain jobs related to their majors indicates that students view industrial

internship as a bridge to bridge the gap between vocational high school education and industry needs.

Job market conditions and the high unemployment rate among vocational school graduates contribute to student expectations. Students recognize that job competition is increasingly fierce and that work experience is a crucial requirement for recruitment. Internships are perceived as a means of gaining initial work experience, building competencies, and increasing competitiveness after graduation. This awareness encourages students to place high hopes that internships will provide tangible added value to their future careers (Lent et al., 1994) .

School narratives and socialization, as well as vocational education policies, also influence student expectations. Schools, teachers, and curricula consistently convey that internships are superior programs designed to align student competencies with the needs of the business and industrial world (DUDI). This message shapes students' belief that internships should be relevant to their majors, provide real-world work experience, and be professionally mentored by industry representatives (Zuniarti & Siswanto, 2013) .

From a psychological developmental perspective, students are in a transitional phase toward the world of work (Raffe, 2008) . During this phase, students have a strong need to prove their abilities, gain recognition, and establish a professional identity. Internships are seen as an opportunity to test their abilities, gain the trust of industry supervisors, and experience the role of a real worker. This naturally increases students' expectations regarding the quality and benefits of the internship program.

Thus, students' high expectations for internships reflect their expectations of job readiness, labor market demands, institutional school messages, and the students' own developmental needs. These high expectations are a positive asset, but they also require schools and industry to ensure that internships truly align with students' goals and needs (Raffe, 2008) .

A score in the relatively "sufficient" input dimension can be explained as reflecting that initial preparation for the internship program is present, but not yet optimal. First, there is a gap between the learning materials in schools and the demands of work in industry (Husnaini et al., 2021) . The curriculum and materials taught in schools often do not fully keep up with the latest developments in technology, work procedures, and industry culture. As a result, students feel that the initial knowledge and skills they receive are not fully relevant when entering the internship. This condition reduces the assessment of the suitability of the materials as a key component of the input dimension (Putri et al., 2023) .

Second, the limited facilities and infrastructure supporting internships in schools. This was also expressed by the Directorate of Vocational High Schools, Directorate General of Vocational Education, Ministry of Education and Culture, 2020. Although the government has set standards for facilities and infrastructure in vocational schools, the reality is that many schools do not meet these standards. Practical facilities in schools are generally limited, both in terms of quantity,

completeness, and the sophistication of equipment. This results in students not getting the experience of simulated work that approximates real-world conditions in the industry before the internship begins. The unpreparedness of these facilities directly impacts students' perceptions that program input is inadequate.

Third, internship preparation is more administrative than technical. Although outreach and briefing sessions are conducted by teachers, the focus often focuses more on rules, regulations, and internship reports, rather than strengthening technical competencies and soft skills. As a result, students feel that the initial preparation is insufficient to prepare them for the real challenges of the internship.

Fourth, career guidance is not yet intensive and sustainable. Career guidance and consulting services are generally general and not fully tailored to students' interests, majors, and individual characteristics. This situation prevents students from obtaining a clear picture of job types, competency requirements, and industry expectations before their internship, resulting in suboptimal initial preparedness.

Thus, the input dimension score that is in the "sufficient" category indicates that the basic components of internship readiness are available, but there is still a need to align the curriculum with industry, improve the quality of infrastructure, strengthen technical provision, and provide more personalized career guidance so that the internship program input can increase to the "good" or "very good" category.

The relatively "good" score of the process dimension indicates that the implementation of Industrial internship in the field is running effectively and according to its objectives. First, the active involvement of the business and industrial world (DUDI) in guiding students during the internship. Industrial supervisors provide work directions, practical examples, and direct supervision of the tasks carried out by students. This intensive and contextual guidance enables students to understand the workflow, quality standards, and work culture of the industry, so that the internship process is considered to be running well. This guidance significantly influences the success of the internship (Zuniarti & Siswanto, 2013) .

Work assignments are relatively appropriate for students' majors. The assessment results show that the work carried out by students is generally relevant to the expertise competencies in school and has a proportional level of difficulty. This alignment allows students to be actively involved in work activities, not just administrative work, so that the learning experience during the internship is meaningful (Putri et al., 2023) . Student discipline and attendance are high during the internship. High attendance rates indicate that students are able to follow the rules and work rhythms in the industry. This work discipline supports the smooth learning process at the internship site and creates positive interactions between students and industrial mentors (Zuniarti & Siswanto, 2013) . Supervisory support from the school continues to run smoothly. Although the mentor's primary role is in the industry, the supervising teacher from the school continues to monitor, communicate, and conduct regular evaluations. The school's presence in the internship process helps ensure that the internship activities remain aligned with learning objectives and student needs

(Santi et al., 2023) . Thus, a relatively good process dimension score reflects that the internship implementation mechanism, from assignments, guidance, supervision, to vocational high school student discipline, has been running functionally and effectively. This finding confirms that process quality is a key factor in optimizing internship outcomes, even when initial readiness (input) is not yet fully optimal.

The output dimension score that is in the relatively "good" category indicates that the Industrial internship program is able to produce a positive impact on students. The strong role of the business world and the industrial world (DUDI) during the implementation of the internship. Direct guidance from industrial supervisors, clear division of tasks, and student involvement in real work allow students to learn intensively through direct experience (*learning by doing*). The role of supervision in the internship process and the appropriate division of tasks and work can encourage better internship results, (McHugh, 2017).

This contextual learning process has been proven effective in improving students' knowledge and skills, resulting in a positive program outcome (Musa et al., 2025). Adaptability, communication and teamwork skills, and motivation are important factors for internship participants (Musa et al., 2025). These factors encourage students to learn independently, ask questions, and develop discipline and responsibility. This adaptation process contributes significantly to the achievement of the internship's final results.

Output dimensions such as increased knowledge and skills, supervisor satisfaction, and student satisfaction are considered positive because students gain hands-on experience during internships, compared to initial preparedness. As long as students experience tangible benefits and gain work experience, they tend to evaluate internship outcomes positively. Implementing internships can improve various important student competencies, particularly innovation, communication, problem-solving, value creation, and a sense of responsibility, which are crucial for developing student work readiness (Pianda et al., 2024).

Thus, the relatively good output dimension score indicates that the main strength of internships lies in direct work experience in industry. The success of internships is not only seen in terms of knowledge and skills but also in the satisfaction of internship participants (Pianda et al., 2024). This confirms that although input aspects need to be improved, effective internship implementation can produce good learning outcomes and job readiness for students. This finding also reinforces the importance of close collaboration between schools and industry to maintain the quality of output while improving the quality of program input (Billet, 2011). International empirical studies indicate that an effective internship process encourages students to find employment more quickly (Jacson, 2023).

CONCLUSION

Based on the results of data analysis, it can be seen that the output of internship in Depok City in 2025 is in a good assessment where SMK students assess that there

is an increase in knowledge, skills, insight into the world of work and satisfaction in internship. This result can be seen from the support of company supervisors who provide guidance during internship through work assignments during internship. However, when compared to the context dimension where SMK students have high expectations or motivation towards the implementation of internship, there is a fairly high gap (difference). The internship activities perceived by SMK students for self-actualization of the implementation of direct learning in the industry but in terms of measurable output are good but still far from the context (expectations). This finding indicates that conceptually and objectively, internship has been aligned with the characteristics of SMK education which emphasizes the relationship between school and the world of work (link and match) but the process of experience received during internship is still far from the expectations of SMK students. This requires the role of the Depok City Government to encourage industries/companies in the Depok City area to be involved in providing internship places for SMK students by providing qualified supervisors.

In the input dimension, the analysis results show varying quality. Several indicators, such as the suitability of school materials to the work at the internship location and the availability of school facilities and infrastructure, are still in the adequate category, indicating limitations in students' initial readiness before entering the workforce and variations in the suitability of materials and infrastructure between vocational schools. This demonstrates the importance of the Depok City government's role in accelerating the standardization of infrastructure, aligning internship locations with vocational school majors, and improving the competency of vocational school teachers. Furthermore, the process of socialization or provision of internships and career guidance requires an emphasis on the conditions of the workplace and industrial work culture.

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