

Effectiveness of Management Industry Employment Practice Competency for Office Adminsitration Skill in Smk Nurul Amaliyah Tanjung Morawa

Asniah¹, Belfrik Manullang², Siman²

¹SMK Nurul Amaliyah Tanjung Morawa Teachers, Indonesia

²Lecturer of Medan State University Indonesia

ABSTRACT

The purpose of this research is to know the effectiveness of the management industrial practice competency for office administration skill based on planning, implementation and evaluation in SMK Nurul Amaliyah Tanjung Morawa. This research uses descriptive qualitative approach. Subjects in this study were principals, teachers, and students involved in the implementation of the Adiwiyata program. Instruments used in this study are interviews, observation and documentation. In planning Industry Employment Practice (Prakerin), school will analyze the Prakerin needs starting from the cost, facilities and activities to be performed at the Dudi location. The school coordinates with Industrial Employment Practices. Socialization and debriefing is a planning that includes the procedure of Prakerin implementation and Prakerin report writing. Prakerin implementation begins with the search / submission of Prakerin location. Submission of Prakerin location in accordance with DUDI map that has been made. Prakerin implementation begins with the search / submission of Prakerin location. Submission of prakerin location in accordance with DUDI map that has been made. They make MOU with the company. Teacher supervisors do the monitoring every 2 times a week. In the implementation stage, Prakerin students must fill in Prakerin journals. Implementation of prakerin inludes to pick up Prakerin participants with a letter pick-up. After completion of Prakerin, student must write report of result of Prakerin by fulfill the condition and condition of reporting which is in Prakerin book. In the evaluation phase of industrial work practice, the competency of office administration skill at SMK Nurul Amaliyah Tanjung Morawa includes analysis of final report of Prakerin, the accumulative value of monitoring process in Prakerin implementation. Evaluation of work practices of industrial competence of office administration skill in SMK Nurul Amaliyah Tanjung Morawa include attendance assessment, progress assessment in work, decision assessment, responsibility assessment, initiative assessment, cooperation assessment, loyalty assessment, attitude assessment, honesty assessment, and job performance appraisal. Overall Management of Industrial Work Practice Competency Administration Office Skills In SMK Nurul Amaliyah Tanjung Morawa has been effectively done with the terms and conditions applicable.

Keywords: Effectiveness, Management of Industrial Work Practices, Office Administration.

I. INTRODUCTION

Globalization era brings a new phenomenon of competition in cooperation between industries. The products of each industry will fill and benefit the countries. Facing the competition is required skills

and skills that are aligned with technological developments. The most decisive thing comes from the human resources that master science and technology and skills that are directly involved in the production process. One human resource comes from a vocational high school graduate (SMK). Vocational

High School is a school that prepares human resources who are ready to enter the world of work and make it as a productive workforce. SMK graduates are graduates who are ready to use in the business and industry. Therefore, SMK plays an important role and become one of the institutions that accommodate productive human resources. SMK will equip the graduates practically, this is related to one of the vision of SMK that is creating creative human resources and have skills in it.

Vocational High School (SMK) is a type of formal education under government policy. The paradigm of vocational education is very different from general education. Vocational education places greater emphasis on education in accordance with employment in which graduate users and vocational education provision will be a measure of the success of vocational education. The success of education will be seen from the number of graduates absorption in the world of work in accordance with their field. Creating citizens into a skilled workforce one of them is Vocational High School.

Referring to the objectives of vocational secondary education, schools should seek to develop the potential of graduates. Potential graduates can be developed with the supporting components associated with learning. These components can be infrastructure, curriculum, cost, educator, and place of practice or industrial world. Competence of students' skills can be maximized, then the implementation of learning is not only done in schools but needs to be done in the industrial world. Education and training need to be a mutually beneficial partnership. Education will provide a solid foundation of science and a positive attitude to the implementation of a fast and appropriate training program. While training is an implementation of the foundations of applied science. Active training programs participate actively in the industry workplace.

According to [1]Oemar Hamalik that Industry Employment Practices (Prakerin) included in training or school training. In the beginning, the training can improve the knowledge and skills of the training participants, another expectation is the attitude of the training participants become mature, mature to face changes that occur within the organization. Education and training is an integral part of a system, namely human resource development system. In the human resource development system there is a sub system of planning, procurement, placement, and development of manpower, through the development of manpower carried out various activities that refer to efforts so that all human resources can be useful for the organization as much as possible Suryosubroto^[2]

There are several things that can not made Prakerin run smoothly. Among the questions that arise are: (1) Difficult to channel students at one time simultaneously, so that there are some students who start earlier than other students. It can even happen while some students have finished Prakerin, other students still have to wait for the opportunity; (2) Sometimes it is difficult to get a Prakerin place that really matches the students skills at school, so that students are placed in units that are in need of their labor, regardless of the nature of their work; (3) Lack of continuous partnership. That is, the school does not work very closely with the company partners, so sometimes schools have to find new companies for their students or students looking for new places of their own Nunung Nurhaida^[3]

Another problem arises that the management of Prakerin management is still less effective, it is proved by the research conducted by [4]Sukarnati that: (a) Planning activities include searching student Prakerin, preparing Prakerin administration and format, guidance, and evaluation. In planning activities have not held a meeting that impact on the preparation of student competencies required by the industry; (b) Implementation of prakerin is an activity

that has nothing to do with learning activities at school; (c) Evaluation of prakerin learning outcomes conducted by instructors who have not been known about their educational capacity; (c) The absence of reporting of monitoring and evaluation results of the implementation of Prakerin, as well as efforts to develop the implementation of Prakerin better.

Industrial work practices undertaken in Vocational High School (SMK) is very important to hone the ability of students in the face of competition in the business world and industry, in this activity the students will be more aware of the process of someone's work in the practice. With prakerin activities, students will further develop the skills and talents that have been owned. After completing this prakerin program, other benefits in the implementation of prakerin will greatly help students to strengthen the learning outcomes obtained in schools and can equip students with real work experience in accordance with the program of expertise that has been selected.

From the observation of some of the problems above, it is found that in the planning of the students have not been carefully prepared in accordance with the expertise of the students in the school to conduct industrial work practices in the business world and industrial world. In the implementation, learners who are related to the Prakerin are still lacking direction from the instructor in carrying out the work given in the business world and the industrial world so that learners feel difficulty in carrying out Prakerin activities. In the evaluation process, the program has not done so well

From some of the above explanations, both from the importance of industrial engineering management, as well as in SMK Nurul Amaliyah Tanjung Morawa consisting of 2 (two) skill study programs, there are concrete problems faced by students of Department of Administration Department, both Prakerin managers and students as Prakerin participants as described

previously. In an effort to improve student competence and hone student skills and improve the quality of good schools. The reason researchers chose SMK Nurul Amaliyah Tanjung Morawa because the school is classified as a favorite school, became one of the community's preferred schools today and also very attractive to learners because of many extracurricular activities that exist in school.

Based on the Research Question, the goal to be achieved in this research is to know the management of industrial work practices program. The details of the purpose of this study are to obtain a description of: (1) Planning of industrial work practices program on the competence of office administration expertise at SMK Nurul Amaliyah Tanjung Morawa, (2) Actuating program of industrial work program on competency of administration skill office in SMK Nurul Amaliyah Tanjung Morawa, (3) Evaluation (Evaluating) industrial work program on the competence of office administration expertise in SMK Nurul Amaliyah Tanjung Morawa.

Effectiveness emphasizes the results achieved, while the efficiency is more on how to achieve the results achieved by comparing the input and output Siagaan^[5]. According Sondang in ^[6]Othenek , effectiveness is the utilization of resources, facilities and infrastructure in a certain amount consciously set before to produce a number of goods for services activities it runs. Effectiveness shows success in terms of whether or not the objectives have been achieved. If the result of the activity gets closer to the target, it means the higher the effectiveness.

^[7]Atmosoeprapto states Effectiveness is doing the right thing, while efficiency is doing things right, or effectiveness is the extent to which we achieve goals and efficiency is how we mix all resources carefully. Based on the above description can be concluded that the effectiveness is a state that indicates the extent to which the plan can be achieved. The more plans that can be achieved, the more effective the activity, so

the word effectiveness can also be interpreted as the level of success that can be achieved from a certain way or business in accordance with the objectives to be achieved. Learning media can be said to be effective when it meets the criteria, such as able to give effect, change or can bring result

According to^[8] Wardiman states that: "Industrial Work Practice is a form of organization of education and training of vocational skills that systematically integrate and synchronize education programs in schools and skills acquisition programs obtained through direct work in the world of work directed to achieve a certain level of professional expertise".

^[9]Depdiknas states that Prakerin is part of the learning program that must be done by every learner in the world of work. ^[10]Oemar Hamalik argues that the Field Experience Practice (PPL) is an exercise program held in the field or outside the classroom in a series of learning activities as an integral part of the skills program.

^[11]Wardiman Djojonegoro states that: "Prakerin is one form of vocational education and training, supported by factors that become the main component. These components are: a) partner institutions, b) joint education and training programs, consisting of competency standards, education and training standards, certification and penal system, institutional.

The practice facility is an equipment used for the learning process. The educational facilities proposed by ^[12]Hartati Sukirman et al states that: "Education facilities are all the facilities needed in teaching and learning process both movable and immovable in order to achieve educational goals run smoothly, regularly, effectively and efficiently.

According to ^[13]Sondang P. Siagian, a plan is said to be good if it meets the following characteristics: (1) the plan should facilitate the achievement of

predetermined goals. (2) second, the planner truly understands the nature of the goal to be achieved, (3) the fulfillment of the technical skills requirements, (4) the plan must be accompanied by a careful detail (5) the plan's linkage to implementation, (6) simplicity, (7), flexibility, (8) plans to place risk-taking, (9) pragmatic plans, and (10), plans for future forecasting instruments.

^[14]Suharsimi Arikunto said that: "Evaluation of the program is an attempt to determine the level of implementation of a policy carefully by knowing the effectiveness of each component".

Vocational education is an education designed to develop the skills, abilities, skills, attitudes, work habits, and appreciation that workers need to enter work and make progress in meaningful and productive work Adhikary in Putu^[15]

^[16]Smith in (Putu, 2012)argues that vocational education aims to improve educational and skills achievement for community members, for their personal fulfillment, including for work, for greater participation in civil society and for the broader benefit of the whole community. From that opinion that the purpose of vocational education to prepare learners to be able to apply their skills in community institutions. Therefore, vocational education is not only useful for them but is necessary for the wider community.

According to Depdikbud, the purpose of SMK program of administrative office administration as part of secondary education aims to prepare graduates: a) entering employment and can develop professional attitude in the scope of business skills and management, b) able to choose a career, capable of competence and able to develop themselves in the scope of expertise business and management, c) being a middle-level workforce to fill the needs of business and industry today and in the future within the scope of business and management skills, d) to be

productive, adaptive, and creative citizens Rizqa Awwala^[17]

II. METHODS AND MATERIAL

The approach used in this research is descriptive qualitative approach. Qualitative research according to ^[18]Sugiyono states that "Qualitative research is a method of research based on post positivism philosophy, is used to examine the natural object conditions in which the researcher is a key instrument, the sampling of data sources is done purposively, triangulation, data analysis is inductive / qualitative. This study aims to describe the effectiveness of Prakerin management competence of administrative skill of SMK Nurul Amaliyah Tanjung Morawa

This research was conducted at Vocational High School SMK Nurul Amaliyah Tanjung Morawa, which is located at Jl. Sei Merah Village Dagang Kerawan, Tanjung Morawa, Deli Serdang Regency. The time research plan is from the start of this research with data collection in the field October to December 2017.

Data collection techniques used in this study are interview observation, and documentation. Instruments used by researchers in collecting data to make the worker easier and the results better, in a more accurate, complete and systematic so that more easily processed Suharsimi Arikunto^[19]. This instrument is a tool for researchers in collecting data so that the quality of the instrument will determine the quality of data collected.

Sugiyono techniques to solve data triangulation is defined as existing data techniques from various data techniques and data sources that already exist. According Sugiyono there are three kinds of triangulation are:

a) Triangulation of sources

To test the credibility of the data is done by checking the data that has been obtained through several sources. For example, to test the credibility of data about student behavior, the collection and testing of data that has been obtained can be done to the teacher, the student's friends and parents. The data from the resource base, not biased as in quantitative research, but described, categorized, where the views are the same, different, and which are specific from the three data sources. The data have been analyzed by the researcher so as to produce a conclusion then asked for agreement (member check) with the three sources of data.

b) Triangulation of Technique

Triangulation techniques to test the credibility of data is done by checking the data to the same source with different techniques. For example data obtained by interview, then checked with observation, documentation, or questionnaire. When testing the credibility of the data, yielding different data, the researcher then conducts further discussions to the relevant data source or another, to ascertain which data are considered correct. Or maybe everything is right, because the point of view is different.

c) Triangulation of Time

Time also often affects the credibility of the data. Data collected by interview techniques in the morning when the resource is still fresh, not many problems will provide more valid data so more credible. For that, in order to test the credibility of data can be done by checking with interviews, observations, or other techniques in different times or situations. If the test results produce different data, then it is done repeatedly to find the data certainty. Triangulation can also be done by checking the results of research, from other research teams who were given the task of collecting data.

The purpose of qualitative research is not solely to seek the truth, but rather on the subject's

understanding of the surrounding world. In understanding the world around it, perhaps what the informant disclosed was wrong, because it was not in accordance with the theory, and not in accordance with the law.

3.5.2. Extension of Observation Time

Extension of observation means that the researcher returns to the field, conducts observations, conducts interviews with data sources, whether ever encountered or newly encountered. With this extension of observation, the researcher's relationship with the resource persons will become more and more familiar, more open, trusting each other so that no information is hidden anymore.

3.5.3. Peer Debriefing

Peer debriefing, also called analytic triangulation, is the process by which a researcher calls on peers to evaluate. Peer debriefing is begging other researchers who are not involved in a research project to help investigate the researcher's thinking in all or specific parts of the research process.^[20] Lincoln and Guba said peer debriefing is the process of exposing themselves to other researchers in a parallel way for the purpose of analyzing and exploring aspects of the investigation.

In establishing the validity of the research, triangulation (qualitative research) and peer review is an obligation, while peer debriefing is the initiative of the researcher concerned. So it is clear the difference of the three. Peer debriefing is a complement to improve the validity of a research through a briefing by external counter parts .

III. RESULTS AND DISCUSSION

Discussion of Research Results

Prakerin research results have been presented in the previous vinegar. Prakarsa management at SMK Nurul Amaliyah Tanjung Morawa. The effectiveness of Prakerin implementation conducted at the school

is carried out based on Prakerin planning / preparation, implementation and evaluation of prakerin. In prakerin planning the activities undertaken are the making of DUDI maps, PSG working group coordination, prakerin socialization and prakerin debriefing. In this case, the implementation of prakerin involves searching / filing prakerin premises, departure of students / Prakerin, Prakerin implementation activities, monitoring, picking up prakerin participants and reporting Prakerin. The evaluation stage includes analysis of evaluation results, and analysis of Prakerin feedback results.

In the Prakerin planning stage, the first step that is done by SMK Nurul Amaliyah is making Dudi map. In making the map DUDI schools do matching criteria in accordance with the Department of Office Administration (AP). Selected 18 companies to be used as prakerin location. As stated in the dual concept education system policy, the implementation of prakerin conducted at SMK Nurul Amaliyah Tanjung Morawa is based on the Law of National Education System no. 20 of 2003, that educational responsibility should involve community participation. Therefore, the involvement of Business World / Industrial World integrally to advance education in the process of educating the Nation's children is a very desirable part, because it will ultimately be able to encourage the growth of national development. Also in PP no. 29 of 1990 Article 3 paragraph (2) on: Vocational Secondary Education prioritizes the preparation of students to enter the employment and develop a professional attitude to be able to work in a particular field.

The school side analyzed the needs of Prakerin starting from the cost, facilities and activities to be conducted at the DUDI location. Costs to be incurred by students in the form of Prakerin costs for 3 months starting from January to March. Schools provide facilities such as prakerin manuals, prakerin journals, certificates and services to students when they get

into trouble at Prakerin locations. School costs are directed to Prakerin guidance teachers for transportation.

Besides, in the implementation of Prakerin in SMK Nurul Amaliyah Tanjung Morawa, the school held socialization and Prakerin debriefing. The socialization includes Prakerin implementation procedures, prakerin material that is guidance material covering vocational theory component, basic vocational practice and productive skill practice must be integrated in every learning process. The socialization of Prakerin is carried out according to appropriate procedures in accordance with the manual of Prakerin.

In socialization and debriefing activities, there are general and specific guidelines in the implementation of Prakerin, general guidance includes being polite and polite and working honestly. Pay attention and implement safety rules obtained in carrying out a job. Observed and implemented all the rules that apply in the place of the implementation of industrial practice. Always communicate with supervising teachers and mentors in designated industries. Establish good cooperative relationships with employees in industrial practice. Keep good name of school alma mater wherever you are. Specific instructions include the filling of Prakerin journals, and instructions for preparing Prakerin reports. Prakerin preparation has been done effectively to increase graduate competency.

Implementation of Prakerin is carried out by searching / filing Prakerin premises, departure / delivery of students / Prakerin, student implementation activities in Prakerin, monitoring, picking up Prakerin participants, and reporting Prakerin. Submission of Prakerin premises based on DUDI maps made. Before delivering the students to the location of Prakerin, a cooperative agreement or MOU is made before the Prakerin. The departure of the students to the DUDI location is escorted by the

supervising teacher. Arriving at Prakerin location, the Prakerin supervisors do orientation and provide guidance and activities they will do during Prakerin take place.

During Prakerin activity, teacher supervisors do monitoring 2 times a week. Monitoring is done by monitoring student work in DUDI location, providing input, and assessment on student performance. A field supervisor provides services to students who have problems in doing Prakerin.

After completion of Prakerin, the supervising teacher picks up the Prakerin students based on a predetermined procedure. By picking up letters, students can complete their Prakerin by making reports of Prakerin activities. And collect the Prakerin journals they write every day during the Prakerin process. Reports written based on the provisions contained in the book of Dudi. Prakerin reports must meet applicable terms and conditions.

Prakerin evaluation is performed when the implementation of Prakerin until Prakerin is done. The Prakerin evaluation is carried out by analyzing the reports, responses and inputs of the Dudi supervisor and the accumulated value during the monitoring. Continuous evaluation for the implementation of Prakerin can run well and give contribution to both parties that is school and Dudi.

Overall, the observation report has been carried out effectively from planning, implementation to evaluation. Based on the results of the documentation study, SMK Nurul Amaliyah Tanjung Morawa has document Prakerin work program, Prakerin operating plan documents, monitoring documents, measurement and evaluation results, books list Dudi place prakerin, journal books prakerin, implementation manual, agenda socialization of prakerin, prakerin guidance report book, submission letter of assignment, monitoring, and withdrawal of prakerin students that have been well documented in

the documentation file of SMK Nurul Amaliyah Tanjung Morawa.

IV. CONCULATION

Planning Practice Work Industry Competency Administration Office Skills In SMK Nurul Amaliyah Tanjung Morawa

Planning of industrial work practice of office administration skill competence in SMK Nurul Amaliyah Tanjung Morawa has been planned in accordance with the implementation and implementation of rules applicable to SMK. The making of DUDI maps is important in order to form the coordination of PSG working groups, socialization and Prakerin debriefing.

Planning Practice Industry Skills Competency Competence Office Administration At SMK Nurul Amaliyah Tanjung Morawa

Planning of industrial work practice of office administration skill competence in SMK Nurul Amaliyah Tanjung Morawa has been planned in accordance with the implementation and implementation of rules applicable to SMK. The making of DUDI maps is important in order to form the coordination of PSG working groups, socialization and Prakerin debriefing.

Implementation of Industrial Work Practice Competency Administration Office Skills In SMK Nurul Amaliyah Tanjung Morawa

During the implementation of Prakerin, supervising teachers monitor every 2 times a week. In the implementation of monitoring, supervising teachers pass monitoring reporting. At the implementation stage, Prakerin students must fill in prakerin journals. Implementation of prakerin to pick up Prakerin participants with a letter pick-up. After completion of prakerin, students must write a Prakerin result report by fulfilling the terms and conditions of reporting in the book Prakerin.

The implementation stage of Prakerin in SMK Nurul Amaliyah Tanjung Morawa can be implied by following the Prakerin procedure which has been designed in prakerin planning. The existence of good cooperation between teacher mentors, field supervisors and students will facilitate the implementation process Prakerin every company that became partners implementation Prakerin

Evaluation of Work Practices Industry Competency Administration Office Skills In SMK Nurul Amaliyah Tanjung Morawa

In detail, the evaluation of industrial work practice of office administration skill competency in SMK Nurul Amaliyah Tanjung Morawa includes attendance assessment, progress assessment in work, decision-making assessment, responsibility assessment, initiative assessment, cooperation assessment, loyalty assessment, attitude stance, honesty assessment, and appraisal work performance. Implications on the evaluation stage can only be implemented if there is cooperation between teacher mentors and field counselors and the attitude of student openness to the problems to be faced. Given the relevance of the Prakerin subject, the Prakerin evaluation will produce the best graduate competency.

V. REFERENCES

- [1]. Oemar H. Malik. (1990). Pendidikan Tenaga Kerja Nasional, Kejuruan, Kewiraswastaan, dan Manajemen. Bandung: PT. Citra Aditya Bhakti.
- Riant Nugroho (2003), Formulasi, Implementasi, dan Evaluasi, Jakarta: PT Elex Komputindo Kelompok Gramedia
- [2]. Suryosubroto (2004). Manejemen Pendidikan di Sekolah. Jakarta: Rineka. Cipta
- [3]. Nunung .2012. " Pengaruh Motivasi, Lingkungan Kerja". Forum. Penelitian, hal.40
- [4]. Sukarnati. (2012). Pengembangan Model Manajemen Praktek Kerja Industri di Sekolah Menengah Kejuruan. Tesis. Yogyakarta: Program Pascasarjana UNY

- [5]. Sondang P. Siagian, 2001, Manajemen Sumber Daya Manusia, Bumi Aksara, Jakarta.
- [6]. http://othenk.blogspot.com/2008_11_01_archive.htm
- [7]. Atmoesoprapto, Kisdarto, 2002. Menuju SDM Berdaya-Dengan Kepemimpinan. Efektif dan Manajemen Efisien. PT.Elex Media Komputindo : Jakarta
- [8]. Wardiman. 1998. Pengembangan Sumber Daya Manusia: Melalui. Sekolah Menengah Kejuruan (SMK). Jakarta: PT. Jayakarta Agung.
- [9]. Depdiknas. (2008). Kurikulum Tingkat Satuan Pendidikan. Jakarta: Dikmenum.
- [10]. Oemar Hamalik .2007. Praktek Kerja Industri (Prakrin} Dipdiknas(2008)
- [11]. Wardiman Djojonegoro (2001), Sekolah Menengah Kejuruan (link and match) Prakrin, Wardiman Djojonegoro (1998),Keahlian Profesional SMK, Wardiman Djojonegoro (2001) Penyelenggara Pendidikan dan Pelatihan Kejuruan : Jakarta: Ditjen Dikdasmen
- [12]. Hartati Sukirman,"Administrasi dan Supervisi Pendidikan, Yogyakarta
- [13]. Sondang P. Siagian. (2007). Fungsi-Fungsi Manajerial. Jakarta: Bumi Aksara.
- [14]. Arikunto, S. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi revisi). Jakarta: Rineka Cipta
- [15]. Putu dan Gerianta Wirawan Yasa. 2012. "Analisis manajemen Laba dan Kinerja Perusahaan Pengakuisisi sebelum dan sesudah Merger dan Akuisisi di Bursa Efek Indonesia". Jurnal Fakultas. Ekonomi, Universitas Udayana, Denpasar.Putu, Loc. It
- [16]. Rizqa Awwala. (2008). Relevansi materi Ajar Program Keahlian Administrasi Perkantoran Dengan Pelaksanaan On The Job Training pada Pendidikan Sistem Ganda di SMK Negeri 1 Pedan. Skripsi. Fakultas Ilmu Sosial dan Ekonomi UNY.
- [17]. Sugiyono, 2009, Metode Penelitian Kuantitatif, Kualitatif dan R&D, Bandung : Alfabeta.
- [18]. Arikunto, Suharsimi. 2002. Prosedur Penelitian Suatu Pendekatan dan Praktek. Jakarta: Rineka Cipta
- [19]. Lincoln, Y.S. dan Guba, E.G., (1985). Effective Evaluation, San Francisco: Jossey-. Bass Publishers