

ABSTRAK

Siti Umi Khayatun Mardiyah: Evaluasi Praktik Kerja Industri Kompetensi Keahlian Pemasaran SMK N 1 Pengasih, Kulon Progo. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.**

Penelitian ini bertujuan untuk mengevaluasi praktik kerja industri (prakerin) Kompetensi Keahlian Pemasaran SMK N 1 Pengasih, Kulon Progo dilihat dari *Context, Input, Process* dan *Product* (CIPP).

Jenis penelitian yang digunakan adalah evaluasi dengan pendekatan model CIPP (*Context, Input, Process, Product*). Responden penelitian adalah satu orang ketua kompetensi keahlian, dua orang dari pokja prakerin, lima orang instruktur lapangan, tujuh orang guru pembimbing, dan 75 siswa kelas XI dan XII. Penelitian dilakukan di SMK N 1 Pengasih dan dunia usaha/dunia industri (DUDI) mitra prakerin. Pengumpulan data dilakukan dengan angket, observasi, wawancara, dan dokumentasi. Data kuantitatif diolah secara deskriptif dengan bantuan seri program SPSS versi 19,0. Validitas instrumen menggunakan validitas konstruk dan isi melalui *expert judgement*. Penentuan reliabilitas menggunakan rumus *Alpha Cronbach*.

Hasil penelitian menunjukkan: (1) aspek konteks berdasarkan responden guru, siswa, dan instruktur termasuk dalam kategori sangat relevan; (2) aspek input berdasarkan responden guru dan siswa termasuk dalam kategori kurang baik, berdasarkan responden instruktur masuk dalam kategori baik; (3) aspek proses berdasarkan responden guru dan instruktur masuk dalam kategori sangat baik, berdasarkan responden siswa masuk dalam kategori baik; (4) aspek produk berdasarkan responden guru, siswa dan instruktur masuk dalam kategori sangat baik; (5) secara umum kelemahan pelaksanaan prakerin adalah: kurangnya keterlibatan siswa dan instruktur dalam perencanaan program, kurangnya kontrol sekolah dalam monitoring guru pembimbing ke lapangan, dan kurangnya kesempatan bagi siswa untuk menguasai kompetensi yang diperoleh dari DUDI; (6) rekomendasi yang diajukan: (a) pengelola prakerin agar lebih meningkatkan manajemen sumber daya manusia dan melibatkan pihak-pihak yang terkait, b) sekolah diharapkan dapat melakukan *control*/pengawasan yang intensif terhadap pelaksanaan prakerin khususnya monitoring guru, dan (c) DUDI/mitra prakerin dapat memberikan kesempatan kepada siswa untuk menguasai kompetensi sesuai materi prakerin dari sekolah.

Kata kunci: praktik kerja industri, evaluasi

ABSTRACT

SITI UMI KHAYATUN MARDIYAH: *An Evaluation of the Industrial Job Practicum Program in the Marketing Expertise Competency in SMK N 1 Pengasih, Kulon Progo.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2013

This study aims to investigate the evaluation of the industrial job practicum program in the Marketing Expertise Competency in SMK N 1 Pengasih, Kulon Progo including Context, Input, Process, and Product.

This was an evaluation study employing the CIPP (Context, Input, Process, Product) model. The research respondents comprised one head of the expertise competency and two people from the task force of the industrial job practicum, five field instructors, seven supervising teachers, and 75 Grade XI and XII students. The study was conducted in SMK N 1 Pengasih and the Business and Industrial Sectors as a partner for the industrial job practicum. The data were collected through a questionnaire, observations, interviews, and documentation. The quantitative data were analyzed by means of the descriptive technique using the SPSS Version 19.0 program. The instrument validation employed the construct and content validity through expert judgment. The reliability was assessed using the Cronbach's Alpha formula.

The results of the study are as follows. (1) The context aspect is in the very relevant/very good category according to the teacher, instructor, and student respondents. (2) The input aspect is in the irrelevant/poor category according to the teacher respondents, in the relevant/good category according to the instructor respondents, and in the irrelevant/poor category according to the student respondents. (3) The process is in the very relevant/very good category according to the teacher and instructor respondents, and in the relevant/good category according to the student respondent. (4) The product aspect is in the very relevant/very good category according to the teacher, instructor, and student respondents. (5) In general, the weaknesses in the implementation of the industrial job practicum include: the lack of the students' and instructors' involvement in the program planning, the lack of the school control in monitoring the supervising teachers in the field, and the lack of opportunity for the students to acquire the competencies from the business and industrial sectors. (6) The proposed recommendations include the following: (a) the managerial personnel of the industrial job practicum should improve the management and involve relevant parties; (b) the school is expected to effectively control/supervise the implementation of the industrial job practicum, especially teacher monitoring; and (c) the business and industrial sectors/the partner of the industrial job practicum could give opportunity to the students to acquire competencies relevant to the materials of the industrial job practicum from the school.

Keyword: *industrial job practicum, evaluation*