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EVALUATION OF THE FIELD WORK PRACTICE PROGRAM (PKL) USING THE DISCREPANCY EVALUATION MODEL (DEM) IN THE COMPUTER ENGINEERING AND INFORMATICS EXPERTISE PROGRAM AT SMK NEGERI 7 BANDAR LAMPUNG

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ABSTRACT

The 2003 National Education System Law outlines the purpose of national education, emphasizing vocational education as secondary education aimed at preparing students for specific fields of work. However, the COVID-19 pandemic has created challenges in achieving these goals, prompting a need for evaluation and solutions. To address this, a program evaluation is proposed, focusing on analyzing the Industrial Work Program (PKL) in terms of design, implementation, process, and outcomes. The evaluation aims to assess the alignment between program objectives and actual results, considering factors such as program design, HR requirements, implementation scope, street vendors' involvement, and outcomes for schools, students, and industry partners. The Discrepancy Evaluation Model (DEM) by Malcom Provus is chosen for its ability to compare expectations with reality. The evaluation will employ both quantitative and qualitative methods, utilizing questionnaires, observations, interviews, and document analysis. Qualitative data analysis involves activities such as data reduction, display, validation (triangulation), and conclusion drawing, while quantitative analysis utilizes descriptive percentage analysis. The research seeks to generate recommendations that improve education quality and program evaluation practices, particularly in ICT-based competency development during the pandemic transition. By providing a detailed evaluation, the study aims to offer actionable insights for enhancing the PKL program's effectiveness and contributing to educational advancement.

Keywords: Educational Objectives, Evaluation Program, PKL, DEM

INTRODUCTION

Vocational High School (SMK) is one of the vocational education services that equips students with theoretical and practical knowledge so that they have competence in certain vocational fields, so that they can support them when entering the world of work. Therefore, the government prepares Human Resources (HR) who are able to compete in the Business World and the World of Work (DUDI) by realizing an alignment between vocational schools and DUDI called link and match. One of the real implementations of the link and match policy is the Field Work Practice (PKL) program. (Rusliyanto & Kusmuriyanto, 2019)(Maulina & Yoenanto, 2022) (Yuliana, Fitria, & Martha, 2021)

The goal of street vendors is to develop professional character and work culture, as well as improve and prepare student skills in accordance with the curriculum and the needs of the world of work. (Supriyanto, Miyono, & Abdullah, 2023)In addition, in some countries such as Germany the term street vendors are called Ausbildung which aims to achieve the competencies needed in work. Furthermore, in Nepal, street vendors are carried out in the On the Job Training (OJT) system which aims to train students who are skilled and market-needed.(Achmad, Saud, Asri, & Usman, 2022)(Rijal, 2021)

However, behind the purpose of the street vendor program which has many advantages, the street vendor program still has many problems that occur, such as the location of vocational schools in small cities which makes it difficult for schools to recruit DUDI who work together for student placement, so that the placement of street vendors on a large scale is still limited,

and there are also companies that do not want to accept interns. Constraints in terms of costs also affect the departure, monitoring, withdrawal of students, and especially street vendors carried out outside the city or island as well as the implementation of competencies owned by students that are not in accordance with the field of work in the street vendors. In addition, the limited budget for guest teachers from the workshop in improving expertise competence and as a preparation for carrying out street vendors is also a problem. On the one hand, the problem that often occurs is s (Haryani & Sunarto, 2021) (Iktiari & Purnami, 2019) (Taufiqurahman & Musringudin, 2022)ISWA who is not ready to face challenges in the industry, lack of confidence, lack of communication between supervisors and students, problems with presence in the industry, and lack of initiative and discipline.(Budiyanto, 2022)

The next problem such as the division of roles between schools and DUDI in the preparation of vocational school graduates, especially in the implementation of street vendors, did not materialize as expected. Therefore, the division of roles must begin with intensive communication during preparation, the process until the graduation of students studying in the industry, because most of the communication between the current school and DUDI is only limited to the formalities of placement of street vendor students, so that there is no cooperation that leads to the optimization of the role of each party in identifying the competencies that students must master while in the industry. (Asmarayani, Rusmono, & Rahmayanti, 2020)

Based on research, there are several shortcomings that can be corrected in dealing with street vendor problems as follows: (1) students who participate in the field must be trained by the head of the fieldwork program appointed by the school and provide training in the workplace, so that the industry is ready to be involved in street vendors during its implementation; (2) Supervisors need to be given briefings on who will be the school coach and who will supervise student activities in street vendors in order to be able to carry out their duties optimally in guiding students to enter the industrial world so that they are mentally and materially ready; and (3) Industry, should provide training or counseling to trainers before going into the field, so that trainers can guide as much as possible participants to fieldwork training so that communication between students and trainers becomes smooth. Thus, the knowledge gained during street vendors can be used by students to apply to learning at school after street vendors and after graduation, because the success of the introduction of street vendors is not only determined by the readiness of the program, but also the feasibility of relevant materials, the readiness of students, the readiness of the committee consisting of programs, teacher supervision, and so on. However, in the implementation of street vendors, other improvements still need to be made, so it is necessary to carry out further evaluations for the street vendor program.(Juri, Maksum, Purwanto, & Indrawan, 2021)

This research was conducted on Multimedia Expertise Competency at the State Vocational School of Bandar Lampung City. Bandar Lampung City has 3 (three) vocational schools with Multimedia Expertise Competencies that all grade XII students have carried out street vendors, namely SMK Negeri 1 Bandar Lampung, SMK Negeri 7 Bandar Lampung and SMK Negeri 8 Bandar Lampung. In addition, based on several street vendor problems that occurred in several previous studies as explained above, it has not been explained that there is street vendor that has an impact on student UKK results because all focus is on student absorption after graduation, so that research related to street vendor results that have an impact on UKK that provides benefits from the competencies obtained by students while in the

industry has not been conducted. Therefore, it is necessary to conduct an in-depth evaluation of the street vendor program in order to produce things that need to be improved in the street vendor program. Considering that there has never been an evaluation of the street vendor program, especially in the Multimedia Expertise Competency at State Vocational Schools in Bandar Lampung City. The purpose of the evaluation is to get targeted and objective information about the street vendor program that is being implemented. Thus, this research will be carried out using *the Discrepancy Evaluation Model* (DEM).

The formulation of this research problem is whether the street vendor program has been well defined in the Multimedia Expertise Competency at the State Vocational School of Bandar Lampung City. Is there a gap in the implementation of a street vendor program on Multimedia Expertise Competency at the State Vocational School of Bandar Lampung City. How to achieve short-term results from the street vendor program on Multimedia Expertise Competency at the State Vocational School of Bandar Lampung City. How is the achievement of the final goal of the street vendor program in Multimedia Expertise Competency at the State Vocational School of Bandar Lampung City at the product stage. How is the appropriate model or method used in the implementation of the street vendor program, especially in Multimedia Expertise Competencies at the State Vocational School of Bandar Lampung City.

The purpose of this study is to properly identify the street vendor program through the analysis of program design, objectives, determination of human resource requirements (description of school supervisor duties and description of industrial supervisor duties) and provisions of street vendors. Identify gaps in street vendor programs through scope analysis (observation, imitation of actions, independence, actualization and exploration), support, implementation of street vendors, street vendor functions, cooperation, implementation rules, and time allocation. Analyze the level of suitability of the street vendor program process by looking at short-term goals through the analysis of street vendor assessment results and UKK results. Analyze the level of suitability of the results of the street vendor program by looking at the final goals/outcomes through an analysis of the benefits for schools, students and DU/DI as well as the ability of students to absorb DU/DI. Finding a suitable model or method to be used in the implementation of street vendor programs, especially in Multimedia Expertise Competencies at the State Vocational School of Bandar Lampung City.

METHOD

This study aims to properly identify the street vendor program through the analysis of program design, objectives, determination of human resource requirements (description of school supervisor duties and description of industrial supervisor duties) and provisions of street vendors. Identify gaps in street vendor programs through scope analysis (observation, imitation of actions, independence, actualization and exploration), support, implementation of street vendors, street vendor functions, cooperation, implementation rules, and time allocation. Analyze the level of suitability of the street vendor program process by looking at short-term goals through the analysis of street vendor assessment results and UKK results. Analyze the level of suitability of the results of the street vendor program by looking at the final goals/outcomes through an analysis of the benefits for schools, students and DU/DI as well as the ability of students to absorb DU/DI. Finding a suitable model or method to be used in the implementation of street vendor programs, especially in Multimedia Expertise Competencies

at the State Vocational School of Bandar Lampung City. The location of this research was carried out at the State Vocational School of Bandar Lampung City.

This study uses Program evaluation. This study uses a mixed approach with the DEM model. The evaluation model used includes four aspects: (1) design, (2) installation, (3) process, and (4) results. The instruments used in this study are questionnaire guidelines, observations, interviews, and document analysis. In the process of data analysis, this study uses a mixed, quantitative approach using descriptive statistics while qualitative there are 5 activities, namely data collection, data reduction, data display, data triangulation and conclussion drawing/verification.

The preparation of the instrument is the elaboration of indicators into questions or statements whose characteristics are in accordance with the blueprint. Each statement is structured with clear sentences. After the instrument is prepared, the next instrument will be tested. The development of the instrument is carried out from the street vendor guidelines that have been set by the Ministry of Education in 2018 and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2020 concerning Street Vendors for Students. The research instruments used in this study are questionnaire guidelines, interview guidelines, and observation guidelines. The list of questions contained in the research instrument is coded to make it easier for researchers to combine the same interview answers and separate different answers, which can then be concluded.

The questionnaire used is structured in a closed form, where each statement has a variety of alternative answers, alternative answers are presented using a modified likert scale with 5 (five) answer options as in the table below, respondents only choose the most suitable answer/reflect their opinion. The research questionnaire aims to photograph the implementation of street vendors that have been organized by the school and DUDI, the process of filling out the questionnaire is carried out online using Google Form, which consists of 4 (four) parts, the first part is about the introduction which includes the purpose and purpose of data collection, the second part is about the respondent's agreement (inform concern), the third part is about respondent information while the fourth part is a collection of statement items totaling 48 items. The data obtained from the questionnaire will be processed in percentage statistical analysis. For the grid of questionnaire instrument development, you can see in the Appendix below.

Table 1. Scale Likert

Singkatan	Information	Scale Likert
SS	Strongly Agree	5
S	Agree	4
N	Neutral	3
KS	Disagree	2
TS	Disagree	1

Source: Sugiono (2009:134)

As for the preparation of interview guidelines using a question developed to answer questions from the design, installation, process to the results, the type of interview used is a structured interview. The respondents in this interview activity were the Deputy for Curriculum, Deputy for Public Relations, Head of Program, Supervisor, Industrial Supervisor. The questions presented in the interview.

After the instrument guidelines are designed, the next step is to test the instrument to determine the feasibility level of the instrument to be used. In this study, a form of validity and reliability testing is used:

1. **Validity Test**

   The validity of the questionnaire content used a test with an Aiken validity index with respondents being 3 (three) teachers who were selected because they had the ability to answer instrument items. Meanwhile, the validity of the interview content uses CVR with 5 (five) teachers selected.

2. **Reliability Test**

   In this study, the reliability test was carried out using the alpha formula technique. To find the Cronbach's alpha value on this instrument use the help of the SPSS for windows program. According to Arifin (2016), an instrument has good reliability if the value of Cronbach's alpha is greater than 0.6 with a minimum of 200 respondents. Here is the formula used to find the value of α:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum S^2 J}{S^2 X}\right)$$

   Information:

   α = alpha reliability coefficient
   k = number of items
   S = respondent variant for each item
   Sx = Total number of score variants

   Reliability measurement indicators according to Sekaran (2000) which divides the level of reliability with the following criteria:

   If alpha or r calculates:

   a. 0.8 – 1.0 = Good reliability
   b. 0.6 – 0.7999 = Reliability accepted
   c. Less than 0.6 = Poor reliability

To obtain research data, questionnaire, interview, observation and documentation techniques were used as described below:

1. **Questionnaire**

   The questionnaire in this study is directed at statements related to the reaction of students to the street vendor program at SMKN 7 Bandar Lampung, starting from the design, installation, process, to the result stage. The researcher has provided alternative answers to the questionnaire (Likert scale). This questionnaire is intended for students of XII TKJ, RPL and MM who have implemented the street vendor program.

2. **Interview**

   Create interview guidelines. This interview guideline is developed from more detailed research questions, so that it can provide comprehensive answers to the research questions asked. In this case, the evaluator also submits a sheet of questions to the informant if he does not have time to answer in a casual manner and so that he is more flexible in giving answers. Make an appointment with the informants in advance. Contact or meet Iangsung informants to find out their free time to hold an interview, so that the time and place of the interview can be determined. Conducting the interview, the researcher prepares all the equipment

needed for the interview, such as interview guidelines, interview protocols, writing equipment, and recording tools. Conducting a transcript of the interview results, which is then used as material for data analysis. The interviews in this study were conducted with research informants. Informants in qualitative research play a very important role for the success of research. The informants needed are mainly key informants.

3. Observation

In this case, the evaluator, guided by his research procedure, visits the research site to directly observe various things or conditions in the field. The location of the DU/DI research was selected based on the scope in Bandar Lampung City.

4. Documentation

The documentation method was used to obtain supporting data about the overview of the implementation of the street vendor program.

The data analysis used in this study uses quantitative and qualitative data analysis. For quantitative data analysis (questionnaire) using descriptive statistics Research analysts in the questionnaire data include frequency and percentage distribution so that the frequency of the level of agreement of PKL program participants can be known. Descriptive static is a method to present the results obtained in a simple statistical form so that everyone can more easily understand and get a clear picture of the research results. Before analyzing the data obtained from the respondents, this study applies one data test as the first step, namely the data normality test. Good research data meet the requirements of normal distribution. The normality test is a fundamental test before further analysis of the data obtained. The normality test was carried out with the Kolmogrov-Smirnov test using the help of the SPSS For Windows program. Decision making for normality tests with guidelines if the significance value > 0.05 is a normal data distribution, while if the significance value < 0.05 the data distribution is abnormal (Arifin, 2017).

In analyzing the data that has been collected, several steps are taken, namely: 1) scoring the respondents' answers per variable, 2) summing up the scores of each respondent for each question item, 3) grouping the scores obtained by the respondents based on the level of propensity. In this descriptive statistical analysis, various statistical summaries are presented, such as the total score of each respondent and Item, mean (M), mode (Mo), median (Me), and standard deviation (SD). To simplify the process of analyzing data, this study uses the help of SPSS for windows software. Descriptive statistics are used to interpret the scores that are used as a reference for the relative position of the score in a group that has been limited first, through the interpretation and distribution of group data which generally includes many subjects (N) in the group, mean (M), standard deviation (SD), minimum score (Xmin), maximum score (Xmax), as well as the distribution and normality of the data. The analysis per item uses the lowest ideal value = 1 and the highest = 5 guidelines for the category of achieving ideal scores per item based on a normal distribution with very poor, less, sufficient, good, and very good levels as shown in the table below.

Table 2. Ideal Score Category

It	Interval	Category
1	1,00 - 1,80	Very Less
2	1,81 - 2,60	Less
3	2,61 - 3,40	Enough
4	3,41 - 4,20	Good

5	4,21 - 5,00	Excellent

Arikunto (2010) mentioned that to analyze each item in the instrument using a percentage formula. Percentage formula used:

$$\text{Persentase (\%)} = \frac{\sum skor\ tiap\ item}{skor\ ideal} \text{ x 100}$$

Where the score of each item is obtained from the total sum of each answer score. The ideal score is obtained from the result of multiplying the highest answer score by the number of respondents, then the results of the calculation of the percentage of the score obtained for each item are consulted with data interpretation guidelines such as;

Table 3. Data Interpretation Guidelines Criteria

1.	No	*2.*	Presented	*3.*	Interpretation
4.	1	*5.*	80-100%	*6.*	Excellent
7.	2	*8.*	70-79%	*9.*	Good
10.	3	*11.*	60-69%	*12.*	Enough
13.	4	*14.*	50-59%	*15.*	Less
16.	5	*17.*	<50%	*18.*	Very Less

Source: Nurhadi (2009)

For decision-making on the level of student satisfaction in the results of this study, data interpretation guidelines are used using a level category approach that uses the total score as a reference. The categorization formula is such as;

Table 4. Categories Consensus Level Interpretation

No	Interval	Category
1	X ≤ M – 1,5 SD	Strongly disagree
2	M – 1,5 SD < X ≤ M – 0,5 SD	Disagree
3	M – 0,5 SD < X ≤ M + 0,5 SD	Simply Agree
4	M + 0,5 SD < X ≤ M + 1,5 SD	Agree
5	M + 1,5 SD < X	Strongly Agree

Source: Azwar (2013)

Information:

X = Total Test Score

M = Mean

SD = Standard Deviation

After the data is analyzed quantitatively, the next is to analyze the data qualitatively, in its implementation, qualitative data analysis aims at the process of digging up meaning, depiction, explanation, and placement of data in their respective contexts. This type of data description is in the form of sentences, not numbers or tables using field data analysis of the Miles and Huberman model. Miles and Huberman (1984) revealed that data analysis activities in qualitative research are carried out interactively and continue until they are complete so that the data is saturated. Activities in data analysis are data reduction, data display and conclusion or verification.

RESULTS AND DISCUSSION

A. Results of Quantitative Data Analysis and Discussion (Descriptive Statistics)

Quantitative data was obtained from the results of data collection using questionnaire/questionnaire techniques. From the results of the research conducted by

students in class XI MM SMKN 1, SMKN 7, and SMKN 8 Bandar Lampung, which are described as follows:

1. Design Stage

At this stage, the researcher will see if the program has been well defined by the school. Gaps will be obtained through a review of related indicators, namely, program design, street vendor goals, and determination of human resource requirements. At this stage, the research subject will be measured with 16 statement items. For the results of the descriptive analysis at this stage, SMKN 1 obtained the lowest score (minimum) 19, the highest score (maximum) 80, the average (mean) 65.85, the frequently occurring value (mode) 80, and the standard deviation (SD) 12.98 and for SMKN 7 the lowest score (minimum) 45, the highest score (maximum) 80, the average (mean) 65.12, the frequently occurring value (mode) 80, and the standard deviation (SD) 11.22, while for SMKN 8, the lowest score (minimum) was 48, the highest score (maximum) was 80, the average (mean) was 68.37, the frequently appearing score (mode) was 80, and the standard deviation (SD) was 9.99. This is supported by the results of the calculation of each categorization, the highest percentage is in the category of somewhat agreeing (37.5%) for SMKN 1, the category of agreeing (34.8%) for SMKN 7, and the category of agreeing (32.1%) for SMKN 8 to the statement given. More details can be seen in the table below:

Table 5. Results of Categorization in the Design of the Street Vendor Program

SMKN 1					
No	Interval	Category	Code	Frequency	%
1	x < 45.38	Strongly disagree	1	3	4.7
2	45.38 < x < 59.36	Disagree	2	15	23.4
3	59.36 < x < 72.35	Simply Agree	3	24	37.5
4	73.35 < x < 85.33	Agree	4	22	34.4
5	85.33 < x	Strongly Agree	5	0	0
SMKN 7					
No	Interval	Category	Code	Frequency	%
1	x < 48.28	Strongly disagree	1	2	8.7
2	48.28 < x < 59.51	Disagree	2	6	26.1
3	59.51 < x < 70.73	Simply Agree	3	8	34.8
4	70.73 < x < 81.96	Agree	4	7	30.4
5	81.96 < x	Strongly Agree	5	0	0
SMKN 8					
No	Interval	Category	Code	Frequency	%
1	x < 53.38	Strongly disagree	1	6	10.7
2	53.38 < x < 63.37	Disagree	2	15	26.8
No	Interval	Category	Code	Frequency	%
3	63.37 < x <73.37	Simply Agree	3	17	30.4
4	73.37 < x < 83.36	Agree	4	18	32.1
5	83.36 < x	Strongly Agree	5	0	0

Source: Primary data processed

2. Installation Stage

At this stage, the researcher will identify gaps in the implementation of the street vendor program. The question to be answered is whether the program has been implemented, and what are the observable gaps between the planned standards and performance or performance on the ground. Gaps will be obtained through a review of related indicators, namely scope, industry support, implementation of street vendors, street vendor functions, cooperation, certification, and safety assurance, occupational health, facilities and incentives, At this stage the research subject will be measured with 24 statement items. For the results of the descriptive analysis at this stage, SMKN 1 obtained the lowest score (minimum) 32, the highest score (maximum) 120, the average (mean) 100.46, the frequently occurring value (mode) 120, and the standard deviation (SD) 18.37 and for SMKN 7 the lowest score (minimum) 70, the highest score (maximum) 120, the average (mean) 91.62, the frequently occurring value (mode) 97, and the standard deviation (SD) 91.62, while for SMKN 8, the lowest score (minimum) was 72, the highest score (maximum) was 120, the average (mean) was 99.30, the frequently appearing value (mode) was 120, and the standard deviation (SD) was 99.30. This is supported by the results of the calculation of each categorization, the highest percentage is in the category of somewhat agreeing (39.1%) for SMKN 1, the category of disagreeing (37.5%) for SMKN 7, and the category of agreeing moderately (33.9%) for SMKN 8. More details can be seen in the table below:

Table 6. Results of Categorization on the Implementation of the Street Vendor Program

SMKN 1					
No	Interval	Category	Code	Frequency	%
1	x < 72.90	Strongly disagree	1	8	12.5
2	72.90 < x < 91.27	Disagree	2	8	12.5
3	91.27 < x < 109.65	Simply Agree	3	25	39.1
No	Interval	Category	Code	Frequency	%
4	109.65 < x < 128.03	Agree	4	23	35.9
5	128.036 < x	Strongly Agree	5	0	0
SMKN 7					
No	Interval	Category	Code	Frequency	%
1	x < 66.87	Strongly disagree	1	0	0
2	66.87 < x < 83.37	Disagree	2	9	37.5
No	Interval	Category	Code	Frequency	%
3	83.37 < x < 99.87	Simply Agree	3	8	33.3
4	99.87 < x < 116.37	Agree	4	6	25.0
5	116.37 < x	Strongly Agree	5	1	4.2
SMKN 8					
No	Interval	Category	Code	Frequency	%
1	x < 77.17	Strongly disagree	1	6	10.7
2	77.17 < x < 91.92	Disagree	2	12	21.4
3	91.92 < x < 106.68	Simply Agree	3	19	33.9
4	106.68 < x < 121.43	Agree	4	19	33.9
5	121.43 < x	Strongly Agree	5	0	0

Source: Primary data processed

3. Process Stages

At this stage, the researcher will see how the temporary or short-term achievements of the street vendor program are concerned. Short-term success is seen from the results of the street vendor assessment and the results of the UKK score. At this stage, the research subject will be measured with 2 statement items. The results of the descriptive analysis at this stage of SMKN 1 obtained the lowest score (minimum) 2, the highest score (maximum) 10, the average (mean) 8.65, the frequently occurring value (mode) 10, and the standard deviation (SD) 1.77 and for SMKN 7 the lowest score (minimum) 4, the highest score (maximum) 10, the average (mean) 7.79, the frequently occurring value (mode) 8, and the standard deviation (SD) 1.58, while for SMKN 8, the lowest score (minimum) 2, the highest score (maximum) 10, the average (mean) 8.5, the frequently occurring score (mode) 10, and the standard deviation (SD) 1.67. The results of the calculation of each categorization, the highest percentage was in the category of agreeing (50%) for SMKN 1, the category of somewhat agreeing (41.7%) for SMKN 7, and the category of agreeing (38%) for SMKN 8. More details can be seen in the table below;

Table 7. Results of Categorization in the PKL Program Process

SMKN 1					
No	Interval	Category	Code	Frequency	%
1	x < 5.99	Strongly disagree	1	3	4.7
2	5.99 < x < 7.76	Disagree	2	9	14.1
3	7.76 < x < 9.54	Simply Agree	3	20	31.3
4	9.54 < x < 11.31	Agree	4	32	50.0
5	11.31 < x	Strongly Agree	5	0	0
SMKN 7					
No	Interval	Category	Code	Frequency	%
1	x < 5.41	Strongly disagree	1	1	4.2
2	5.41 < x < 6.99	Disagree	2	5	20.8
3	6.99 < x < 8.58	Simply Agree	3	10	41.7
4	8.58 < x < 10.17	Agree	4	8	33.3
5	10.17 < x	Strongly Agree	5	0	0
SMKN 8					
No	Interval	Category	Code	Frequency	%
1	x < 5.99	Strongly disagree	1	1	2.0
2	5.99 < x < 7.66	Disagree	2	12	24.0
3	7.66 < x < 9.33	Simply Agree	3	19	38.0
4	9.33 < x < 11.01	Agree	4	18	36.0
5	11.01 < x	Strongly Agree	5	0	0

Source: Primary data processed

4. Product Stage

At this stage, the researcher will see whether the street vendor program has achieved its main goal or the final goal or whether the activities in the implementation of the street vendor program can achieve the final goal of the program. Gaps will be obtained through a study of related indicators, namely the usefulness of the program. At this stage, the research subject will be measured with 6 statement items. For the results

of the descriptive analysis at this stage, SMKN 1 obtained the lowest score (minimum) 6, the highest score (maximum) 30, the average (mean) 26.25, the frequently occurring value (mode) 30, and the standard deviation (SD) 4.87 and for SMKN 7 the lowest score (minimum) 18, the highest score (maximum) 30, the average (mean) 24.83, the frequently occurring score (mode) 30, and the standard deviation (SD) 4.14, while for SMKN 8, the lowest score (minimum) was 18, the highest score (maximum) was 30, the average (mean) was 25.60, the frequently appearing value (mode) was 30, and the standard deviation (SD) was 4.26. This is supported by the results of the calculation of each categorization, the highest percentage is in the category of agreeing (48.4%) for SMKN 1, the category of moderately agreeing (41.7%) for SMKN 7, and the category of agreeing (40.8%) for SMKN 8. More details can be seen in the table below:

Table 8. Results of Categorization on the Results of the Street Vendor Program

SMKN 1					
No	Interval	Category	Code	Frequency	%
1	x < 18.93	Strongly disagree	1	7	10.9
2	18.93 < x < 23.81	Disagree	2	8	12.5
3	23.81 < x < 28.68	Simply Agree	3	18	28.1
4	28.68 < x < 33.56	Agree	4	31	48.4
5	33.56 < x	Strongly Agree	5	0	0
SMKN 7					
No	Interval	Category	Code	Frequency	%
1	x < 18.61	Strongly disagree	1	3	12.5
2	18.61< x < 22.76	Disagree	2	3	12.5
3	22.76 < x < 26.90	Simply Agree	3	10	41.7
4	26.90 < x < 31.05	Agree	4	8	33.3
5	31.05 < x	Strongly Agree	5	0	0
SMKN 8					
No	Interval	Category	Code	Frequency	%
1	x < 19.20	Strongly disagree	1	7	14.3
2	19.20 < x < 23.47	Disagree	2	9	18.4
3	23.47 < x < 27.74	Simply Agree	3	13	26.5
4	27.74 < x < 32.00	Agree	4	20	40.8
5	32.00 < x	Strongly Agree	5	0	0

Source: Primary data processed

B. Results of Qualitative Data Analysis of Interviews

1. Design Stage

At this stage, the researcher will see whether the program has been well defined by the school from the perspective of 11 respondents (1 program head, 1 Curriculum Waka, 1 Public Relations Waka and 8 School Supervisors) at SMKN 1, for SMKN 7 there are 10 respondents (1 program head, 1 Curriculum Waka, 1 Public Relations Waka and 7 School Supervisors) and for SMKN 8 there are 6 respondents (1 program head, 1 Deputy Curriculum Officer, 1 Public Relations Officer and 3 School Supervisors). The disclosure of key informants to this stage is carried out through a review of related indicators,

namely Program Design, PKL Objectives, Determination of Human Resources Requirements. At this stage, the key informant will be measured with 19 statement items.

For SMKN 7 got the result, namely 100% of respondents agreed with the statement submitted by the researcher, meaning that the program had been successfully defined well by the school, in other words, no gaps were found at the design stage, all were in accordance with the standards that had been set.

As for SMKN 8, there are findings or gaps that result in the program not being properly defined by the school, namely in the program planning indicator in the item code (3a) the program head and school supervisor said that "students do street vendors not for 6-10 months, that is, only 3 months", then in the indicator of determining the human resource requirements of the item code (12a, 13a, and 14a) the school supervisor stated that "during the street vendor the street vendor participants do not understand the rules/rules that apply at the street vendor place and are obliged to follow the rules/rules", and "during the street vendor the street vendor participants do not sign the format of the rules/rules that have been prepared during the street vendor implementation", and "during the street vendor the street vendor participants must fill in the street vendor journal in accordance with the journal format set by the education unit, however, the filling in of the journal is not handwritten but typed with the help of a computer/laptop".

2. Installation Stages

For SMKN 7 there are findings or gaps in the indicators of the implementation of street vendors code item (20b), 60% of respondents stated that "the implementation of street vendors is not carried out online", in the indicator of Safety, Occupational Health, Facilitation and Incentives of item code (27b), school supervisors stated that "The world of work does not provide guarantees of occupational safety and health to street vendor participants in accordance with the provisions of laws and regulations".

As well as for SMKN 8 there are findings or gaps in the indicators for the implementation of street vendors code item (20b), 90% of respondents stated that "the implementation of street vendors is not carried out online", and on the item code certification indicator (26b) school supervisors stated "Industrial Companies and Industrial Estate Companies do not provide certificates to students and teachers in productive fields who have completed street vendors and/or Industrial Apprenticeships", and the Safety, Occupational Health, Facilitation and Incentive indicator item code (27b) 66% of respondents stated that "The world of work does not provide guarantees of occupational safety and health to street vendor participants in accordance with the provisions of laws and regulations".

3. Process Stages

The disclosure of key informants to the pre-employment program process is carried out through a review of related indicators, namely street vendor assessments and UKK scores. This variable was measured by 2 question items with a total of 11 respondents (1 program head, 1 Curriculum Waka, 1 Public Relations Waka and 8 School Supervisors) at SMKN 1, for SMKN 7 there were 10 respondents (1 program head, 1 Curriculum Waka, 1 Public Relations Waka and 7 School Supervisors) and for SMKN 8 there were 6 respondents ((1 program head, 1 Deputy Curriculum Officer, 1 Public Relations Officer and 3 School Supervisors).

4. Product Stages

In SMKN 1 in general, all indicators have received a response/answer in favor of all respondents, which means that the implementation of the street vendor program has been able to achieve the final goal of the program, and for SMKN 7 there is 1 finding or gap, namely, on the indicator of the ability to absorb students of item code (17d), the school supervisor argues that "students have not been able to be absorbed into DUDI where street vendors are". For SMKN 8, there is 1 finding or gap, namely in the indicator of the absorption ability of students, item code (17d), the school supervisor argues that "students have not been able to absorb into the DUDI of street vendors".

C. Results of Observation Data Analysis

Observation is carried out to directly observe various things or conditions in the field by simultaneously conducting interviews with industry supervisors (instructors). The researcher is guided by observation guidelines. As previously explained in the limitations of the study, this study only conducted observations on DU/DI in the city of Bandar Lampung.

1. Design Stage

At this stage, the researcher will see whether the program has been well defined by the school, and based on the results of observations on program planning indicators, especially in determining the period of street vendors, 100% of respondents at SMKN 1, SMKN 7, and SMKN 8 stated that street vendors were not carried out within 6-10 months, but only 3-4 months. Of course, this is not in accordance with the standards or criteria that have been set.

2. Installation Stage

In the indicators of street vendor implementation, especially in making documentation and poropolio of street vendors, the results of 30% of respondents at SMKN 1, 12% at SMKN 7, and 55% at SMKN 8, stated that students did not make documentation of the street vendor portfolio which was compiled under the guidance of institutional supervisors and the portfolio was not carried out by compiling learning experience records from all work/learning activities derived from the street vendor activity journal, Rather, it only takes one of the topics to focus on in the report. while in the general instructions for street vendor participants, the results were obtained that 23% of respondents at SMKN 1, 25% of respondents at SMKN 7, and 5% of respondents at SMKN 8 did not understand the rules/rules that apply in the street vendor place, because there are still many interns who do not carry out discipline, based on the results of observations such as being late, eating in the workspace, lunch hours, even not entering without permission with an industry supervisor and 100% of respondents stated that street vendor participants did not sign the format order/rules that have been prepared during the implementation of street vendors. There were 69% of respondents at SMKN 1, 25% of respondents at SMKN 7, and 55% of respondents at SMKN 8 stated that there were still many street vendor participants who did not understand the type of equipment, materials used, processes used, and industrial cultural character values that prevailed in street vendors. Based on the results of observations, it is possible that the school has not been taught or has never been practiced, so they do not have much experience in using these tools/materials, considering that in the work process at DUDI there is a range of

work accidents, it is hoped that in the curriculum, especially at level X, it is included about health and occupational safety materials, so that street vendor participants before studying at DUDI have K3 provisions, in order to minimize risks or losses in the work process. Furthermore, based on the results of observation of 76% of respondents at SMKN 1, 12% at SMKN 7, and 25% of respondents at SMKN 8, it was found that street vendor participants with disabilities do not have the same rights and opportunities to participate in street vendors, by looking at the type of limitations, the industry adjusts, does not impose on the street vendor participants.

In the certification indicator, 100% of respondents at SMKN 1, SMKN 7 and SMKN 8 stated that they did not provide certificates to students and teachers in the field of productive studies who have completed street vendors and/or industrial apprenticeships, this is because they have never been directed by the school to be able to provide certificates, or the lack of socialization from the school regarding what must be done and known by the industry in order to support the implementation of street vendors. In the Assurance of Safety, Occupational Health, Facilitation and Incentive indicators, 100% of respondents at SMKN 1, SMKN 7 and SMKN 8 stated that they do not provide occupational safety and health guarantees to street vendor participants in accordance with the provisions of laws and regulations, there are two factors that underlie this, the first factor is the lack of socialization from the school, the second factor is the limitation of the industry in the economic field of DUDI.

3. Product Stage

Based on the results of observation that there is a gap in the Usefulness indicator, especially for DUDI, the results were obtained that 100% of respondents at SMKN 1, SMKN 7 and SMKN 8 stated that they did not feel better known by the community by helping the school to implement the street vendor program, based on the results of the interview because they were already known before partnering with the school, and by 84% at SMKN 5, 87% at SMKN 7, and 95% at SMKN 8 stated that DUDI did not or had not received qualified workforce candidates according to their needs from the street vendor program held. This is relevant to the respondents stating that street vendor participants have not been able to be absorbed into DUDI.

D. Results of Document Analysis

These supporting documents were obtained by the key informants involved in this study to be used as secondary data that can strengthen the results of the interviews, for the various documents needed in this study (relevant) can be seen in the following table:

Table 9. Results of availability of supporting documents

It	Document	Source			Information
		SMKN 1	SMKN 7	SMKN 8	
1	Legal Basis of Street Vendors	Available	Available	Available	
2	Street vendor guidelines	Available	Available	Available	
3	Curriculum Structure of Multimedia Expertise Program	Available	Available	Available	

It	Document	Source			Information
		SMKN 1	SMKN 7	SMKN 8	
4	Industry Designation Form for Field Work Practice	Not Available	Not Available	Not Available	Street Vendor Placement List
5	Pattern of Street Vendors	Not Available	Not Available	Not Available	Academic Calendar
6	Basic Competency Classification Form Expertise Competencies	Not Available	Not Available	Not Available	
7	Debriefing Materials and Debriefing Documentation	Available	Available	Available	
8	Form for Increasing the Character Value of the Street Vendor Program	Not Available	Not Available	Not Available	Street vendor assessment
9	Form Monitoring	Available	Available	Available	
10	Certificate	Available	Available	Available	
11	PKL Activity Journal Form	Available	Available	Available	Street vendor report
12	Mou	Available	Available	Available	
13	Assessment Recapitulation Form	Available	Available	Available	
14	UKK value	Available	Available	Available	

E. Source Triangulation Results

Triangulation is a technique used to test data reliability (checking the validity of data or data verification). The type of triangulation carried out in this study is source triangulation. What is done by comparing the data from questionnaires, interviews, with observations reinforced by document analysis, in other words researchers use data/information sources in order to explore the truth of certain information through various methods and sources of data acquisition. This triangulation method is used because in data collection with various methods and sources, phenomena are found from different perspectives. The purpose of this activity is to improve the measurement of validity and strengthen the credibility of the evaluation findings. Triangulation is proven to be able to reduce elements of bias and subjectivity and can increase the credibility of evaluation. The first stage is to collect data by administering various types of instruments to information sources (key informants), then the second stage is to verify by comparing the data/information that is netted, the third stage is to tabulize and analyze the data or information that is netted.

CONCLUSION

Based on the results of the research and discussion that has been carried out in the previous chapter, regarding the findings of gaps in the street vendor program in the multimedia department at vocational schools throughout the city of Bandar Lampung, it can be concluded that at the design stage for SMKN 1, SMKN 7 and SMKN 8 based on data obtained from questionnaires filled out by students who have implemented the street vendor program, the

results show that in the program design indicators, The purpose of street vendors and the determination of HR requirements are generally very good. This is in line with the results of interviews conducted by the key informants, namely, the head of the program, the deputy head of curriculum, the deputy head of public relations and school supervisors, who stated that they 100% agreed with the statements submitted, the results of the questionnaire and interviews were supported by the results of observations with results in accordance with the conditions in the field. In addition to the observation results, all answers from respondents were supported by supporting data (based on evidance).

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