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Research paper

The Influence of Productive Subjects on The Implementation of Practical Internship Students in Class XI DPIB Islam Vocational School 1 Blitar

Ida Ayu Sulistyoningsih^{a*}, Isnandar^b, Muhammad Aris Ichwanto^c and Gulzhaina K Kassymovab^d

^{a,b,c} University of Malang, Department of Civil Engineering and Planning, Faculty of Engineering, Indonesia

^d Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

*Corresponding Author: iayu7907@gmail.com

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ABSTRACT

Background: Prakerin is an implementation of dual-system education by collaboration between the academic and industry sectors. The efficacy of practical internship is contingent upon the acquisition of knowledge, skills, and work attitudes by students during their educational endeavours. Information acquisition is a crucial component for DPIB students, particularly in productive disciplines, as it enables them to apply their learning during internships effectively. This purposes of this research among others: (1) Knowing the mastery of APLPIG subjects in class XI DPIB SMK Islam 1 Blitar. (2) Knowing the mastery of EBK subjects in class XI DPIB SMK Islam 1 Blitar, (3) Knowing the influence of APLPIG subjects on the implementation practical internship, (4) Knowing the influence of EBK subjects on the implementation practical internship and, (5) Knowing the influence of APLPIG and EBK subjects on the implementation practical internship.

Methods: The research uses *ex-post facto* with quantitative method. The process of data collecting involved the utilization of questionnaires as a means of gathering primary data and secondary data was documentation

Results: The results show that (1) The level of mastery in APLPIG subjects was 83.3%, (2) The level of mastery in subjects overall was 61.1%, (3) APLPIG subjects had a 28.27% influence on the implementation of practical internship, (4) EBK subjects had a 47.99% influence on the implementation of practical internship, and (5) The combined influence of APLPIG and EBK subjects was 76.3%.

Conclusion: This research can be concluded that the productive subjects in the form of APLPIG and EBK subjects' class XI DPIB SMK Islam 1 Blitar will affect the success of the implementation of practice internship carried out. The success is influenced by the mastery of these two subjects which provide provision from the aspect knowledge, skill and work attitudes

INTRODUCTION

Given the constant shifts in societal dynamics and the pervasive impact of globalization, the education system must cultivate competent individuals with the necessary skills and qualifications to fulfil the labour market demands. SMK is an educational level that yields proficient, capable, certified graduates well-prepared for employment within the DU/DI industry. The Dual System Education program, as outlined in Minister of Education and Culture No.323/U/1997 article 1 paragraph 1, is a partnership between vocational schools and practical training programs that provide hands-on experience in the relevant field. The concept of Industrial Work Practise (Prakerin) represents implementing the Partnership for Skills and Growth (PSG) initiative, wherein vocational institutions establish partnerships with industries. Through these collaborative endeavours, students are exposed to authentic and practical scenarios, enabling them to enhance their productivity and foster innovative thinking (Isnandar & Nurhadi, 2019).

Saifuddin et al. (2016) posit that internships can be seen as a type of Professional Skills Gain (PSG) that entails a structured and coordinated integration of educational skill programs and practical skill acquisition through direct engagement with a host organization. Hence, incorporating internships necessitates students to apply the knowledge acquired during their academic pursuits and assimilate knowledge not typically encountered in the educational setting. According to Pratama et al. (2020) and Sumarjo et al. (2020), through the internship process, students will develop complete competencies. This enables students to develop a preliminary understanding of the industrial realm before entering the workforce while equipping them with a comprehensive blend of theoretical and practical expertise. Consequently, this cultivates a competent workforce within their respective fields.

The effective execution of an internship program is contingent upon integrating three key elements: knowledge, skills, and work attitudes. Knowledge acquisition is contingent upon comprehension and proficiency in relevant disciplines as determined by the skills competency being assessed. By the regulations outlined in No. 080/U/1992, the Minister of Education and Culture has identified productive subjects within the Vocational School curriculum. These subjects are designed to impart technical knowledge and skills relevant to specific domains. According to a study by M Nur et al. (2020), vocational school students must comprehensively understand productive courses as these subjects serve as essential prerequisites for completing internships.

Proficiency in Modelling Design and Building Information (DPIB) skill competencies within vocational schools necessitate a comprehensive understanding of subject-specific materials

relevant to the chosen field of specialization. According to (Aprilliawati & Suprpto, 2022), the acquisition and proficiency in Software Applications and Interior Design (APLPIG) and Construction Cost Estimation (EBK) are crucial for students as they directly impact the application of industrial practices. According to Pratama et al. (2023), these two subjects are very influential when students can collaborate in learning through practice in industry. These two subjects serve as fundamental knowledge that DPIB graduates must possess to navigate the construction industry successfully. The outcome achieved by DPIB competency students is acquiring technical abilities in APLPIG, namely proficiency in creating diverse building construction designs, including incorporating structural components and utilizing AutoCAD software. In EBK subjects, individuals are equipped with the aptitude to perform volume calculations and provide comprehensive cost budgeting and Bill of Quantities (BOQ) for construction projects.

Nevertheless, it is indisputable that the execution of student internships continues to face challenges. Many students need help with undertaking internships due to insufficient information and abilities. Another contributing factor is the impact of field conditions, namely the disparity between the subject matter taught in educational institutions and the content students encounter during their internships (Nur et al., 2013). The school's presentation of the material is founded upon examining basic competencies and evaluating learning themes derived from subjects within skill competencies (Hermawan & Wasliman, 2021). In the context of internship implementation, acquiring materials is contingent upon the assignments or instructions provided by the DU/DI management. These tasks may include creating sketches, conducting measurements, generating work reports, or undertaking designated assignments at each DU/DI.

Based on the information mentioned above, mitigating challenges encountered during internships is imperative to ensure the successful execution of vocational internships. One measure equips students with the necessary knowledge and skills in productive subjects. This program aims to alleviate students' discomfort and lack of familiarity during their time at DU/DI. It has been observed that a significant number of students need to be more adequately prepared in terms of knowledge, abilities, and work attitudes when it comes to organizing the necessary resources for their internships.

Islamic Vocational School 1 Blitar is a privately owned educational institution that falls under the PK Vocational Schools category in the East Java region. The vocational school offers a curriculum encompassing six distinct skill competencies, one of which is DPIB. Additionally, the school has incorporated an internship program to facilitate practical learning experiences for

students at DU/DI. The execution of the implementation occurs for two distinct periods within the classroom setting. Students who participate in internships during wave two will engage in teaching activities at a school for one semester, specifically during semester III. The achievement of success in the internship is the primary objective that students must strive towards. The favourable outcomes of the internship program are expected to equip students with the information, skills, and attitudes they acquired during their time at DU/DI.

This description highlights the idea that mastering productive courses, particularly APLPIG and EBK subjects for DPIB students, makes students more prepared when carrying out an internship, resulting in the achievement of the internship goal. As a result, researchers are eager to perform a study named "The Influence of Productive Subjects on the Implementation of Practical Internship Class XI DPIB Islamic Vocational School 1 Blitar Students".

This purposes of this research among others: (a) The mastery of APLPIG subjects in class XI DPIB SMK Islam 1 Blitar, (b) The mastery of EBK subjects in class XI DPIB SMK Islam 1 Blitar, (c) The influence of APLPIG subjects on the implementation practical internship in class XI DPIB SMK Islam 1 Blitar, (d) The influence of EBK subjects on implementation practical internship in class XI DPIB SMK Islam 1 Blitar and, (e) The influence of APLPIG and EBK subjects on the implementation practical internship in class XI DPIB SMK Islam 1 Blitar.

METHODS

This study is an *ex post facto* study with a quantitative methodology. The investigation was conducted at SMK Islam 1 Blitar, Jalan Musi No.2B, Kauman, Kepanjenkidul. The implementation period runs from July 24 through August 14, 2023. This study's population is all from class XI DPIB and XI DPIB 2. Because this study will involve population research or a saturated sample, the entire population will be separated from the class. Documentation and questionnaires are utilized for power collecting. Documentation data helps acquire information on APLPIG and EBK subject learning successes. This information was gathered from officials at Islamic Vocational School 1 Blitar or civil service teachers. Meanwhile, the questionnaire data is intended to gather student information about internship implementation. The questionnaire model is a Likert scale with four possible responses: a) Strongly Agree, b) Agree, c) Disagree, and d) Strongly Disagree.

Questionnaire testing in the form of validity and reliability tests is performed to obtain an instrument capable of measuring the legitimacy and validity of item numbers and the level of dependability of statements. SPSS version 21 was used to conduct these two tests. The Product Moment method was employed for validity testing, and the number of valid items discovered was 35 out of 40, implying that five questions were invalid or invalid. Meanwhile, the Cronbach

Alpha formula is utilized for testing reliability. Based on the computation findings, a Cronbach Alpha value of 0.902 was achieved, indicating that 35 questions were considered reliable, and this value was classified as extremely strong. The methodology utilized in this study is descriptive quantitative, which means that the data collected and processed with SPSS software is explained based on the results shown in SPSS. Mean, median, mode, standard deviation, and research frequency are examples of descriptive data. A conventional assumption test was performed using this data as an analysis prerequisite. The normality, multicollinearity, and heteroscedasticity tests are examples of traditional assumption tests. The hypothesis is then tested using multiple linear regression analysis, which includes four forms of hypothesis testing: a) t-test, b) F test, c) R2 test, and d) Effective Contribution (SE).

RESULTS AND DISCUSSION

The Mastery APLPIG Subject for Class XI DPIB Islamic Vocational School 1 Blitar Students

APLPIG subjects' data was obtained through documentation of the learning outcomes of 36 students in classes XI DPIB SMK Islam 1 Blitar. From this data, the results of description about variable X_1 (APLPIG) are as follow:

Table 1.

Description APLPIG Subjects

Variable	Minimal	Maximal	Mean	Standar Deviation
APLPIG (X_1)	76	87,9	91,281	2,903

Table 2.

Frequency APLPIG Subjects

Interval	Frequency	%	Categories
93 to 100	0	0	Very Good
84 to 92	30	83,3	Good
75 to 83	6	16,7	Sufficient
0 to 74	0	0	Less
Jumlah	36	100	

According to the findings of the analysis, mastery of APLPIG subjects in class XI DPIB SMK Islam 1 Blitar falls into the good predicate category. The proportion of students who dominated the good predicate was 83.3% (30 students), 16.7% (6 students), and 0% for the sufficient predicate. Six students with sufficient predicate, even though they have largely exceeded the KKM score of 75, there is a chance that students encounter it during the learning process at school to get that category. The findings of the observations revealed that students lacked enthusiasm to learn in this topic. Aside from that, students frequently become bored because these lessons last a long time, specifically 6 hours. Thus, the findings of this study are consistent

with the findings of Putra (2020), who stated that low learning outcomes in this subject were caused by students' lack of seriousness during class hours and a preponderance of students who were not yet proficient in using AutoCAD. The expression of Januaryyansah (2015) reinforces the lack of skills in running AutoCAD due to issues such as students' English language skills when operating it, mathematics, and the capacity to imagine visuals/images. In this regard, the APLPIG mastery of the XI DPIB SMK Islam 1 Blitar class was excellent, with a grade above KKM of 75.

The Mastery EBK Subject for Class XI DPIB Islamic Vocational School 1 Blitar Students

EBK subjects data was obtained through documentation of the learning outcomes of 36 students in class XI DPIB SMK Islam 1 Blitar. From this data, the results of description about variable X_2 (EBK) are as follow:

Table 3.

Description EBK Subjects

Variable	Minimal	Maximal	Mean	Standar Deviation
EBK (X_2)	76	91	82,278	5,449

Table 4.

Frequency EBK Subjects

Interval	Frequency	%	Categories
93 to 100	0	0	Very Good
84 to 92	22	61,1	Good
75 to 83	14	38,9	Sufficient
0 to 74	0	0	Less
Jumlah	36	100	

According to the findings of the analysis, the mastery of the EBC subjects of Grade XI DPIB SMK Islam 1 Blitar falls into the category of good predicate. Meanwhile, the frequency of students who dominate the good predicate is 61.1% (22 students), the prediction is 38.9% (14 students), and the remaining predicate is 0%.

Even though they have largely exceeded 75 from KKM, 14 predicate students are sufficient, but there is a potential that children will encounter during the school study process until they acquire that category. Observations have revealed that students tend to be passive and saturated when lecturers use lecture approaches to deliver material. Furthermore, due to the classrooms utilised by the lab, students sometimes do not focus on the learning process. computer, making students restless for the time to play online games on computers. Thus, the observation results are consistent with the findings of a study (Amalia, 2023) that found students with poor motivational qualities are less excited about beginning to learn. Students who are unmotivated are less focused and uninterested in the lessons. Another conclusion supported by Desmawati and Abdullah (2021) was the low understanding and passion of students in this

topic, difficulties performing the assigned activities, and slow learning progress. Furthermore, EBK subjects are challenging to assume. In relation to this, the overall mastery of the XI DPIB SMK Islam 1 Blitar class students on EBK courses is good, with a score higher than the KKM of 75.

The Influence of APLPIG Subject on The Implementation Practical Internship of Class XI DPIB Islamic Vocational School 1 Blitar Students

According on the results of the analysis, it states that APLPIG subject has a substantial influence and a significant positive effect on the implementation practical internship for students in the XI DPIB SMK Islam 1 Blitar, as evidenced by a significant value of $0.010 < 0,05$ and $t_{hitung} 2,727 > t_{tabel} 2,034$. Mastering this subject in conjunction with the implementation of pre-training can equip students with readiness when working at DU/DI (Anis in Putri, etc, 2019). As a result, the more the student's capacity from cognitive, psychomotor, and work attitude demonstrated by learning outcomes, the greater the student's job preparedness during practical internship (Putri, etc., 2019).

The relationship between APLPIG subjects and implementation internship is clarified by the expression (Irsani, 2017) that the learning results of drawing subject with software affect job readiness. And these findings were bolstered by Jannah's (2020) statement that APLPIG subject came in first place with percentage of 75% on the implementation practical internship of DPIB student's internship.

The Influence of EBK Subject on The Implementation Practical Internship of Class XI DPIB Islamic Vocational School 1 Blitar Students

According on the results of the analysis, it states that EBK subject has a substantial influence and a significant positive effect on the implementation practical internship for students in the XI DPIB SMK Islam 1 Blitar, as evidenced by a significant value of $0.000 < 0,05$ and $t_{hitung} 4,359 > t_{tabel} 2,034$. Mastery of this subject is expected to provide knowledge and skill in the form of understanding construction work and calculating and detailing the building's RAB while working, so that it will indirectly have an impact when going down to DU/DI for example practical internship. And that way it will make it easier to find and starting work when you begin to enter the work world (Bukit in Shazrena, et al., 2022).

The relationship between EBK subject and implementation internship is clarified by the expression by Suwarsono (2013), that by studying calculations of RAB, SMK can compensate for the demands of the working world and give students with supplies in the face of competition in the construction industry. And these findings are supported by Jannah (2020) assertion that EBK

subjects in second place with percentage of 37,5% on the implementation internship students of DPIB.

The Influence of APLPIG and EBK Subject on The Implementation Practical Internship of Class XI DPIB Islamic Vocational School 1 Blitar Students

According on the results of the analysis, it states that APLPIG and EBK subject had a substantial influence and a significant positive effect on the implementation practical internship for students in the XI DPIB SMK Islam 1 Blitar as evidenced by F test results with a significant value of $0.000 < 0,05$ and $F_{hitung} 53,148 > F_{tabel} 3,284$. On the practical internship implementation, the R square score yielded a results of 76,3% in APLPIG and EBK subjects, with effective contribution to APLPIG subjects of 28,27% and EBK subjects of 47,99%. The frequency of students enthralled in practical internship implementation with high categories is 30,6% as many as 11 students, medium categories is 52,8% as many as 19 students, and low categories is 16,7% as many as 6 kids.

These 25 students, who received all of the medium and low categories, may have been affected by the practical internship implementation. The observation results were discovered by students who were not assigned assignments by the DU/DI. Students are also passive about their surroundings, preferring to be idle while waiting for the time to come home. Furthermore, the material in this case EBK in internship place differs from the one taught at school, which is more complicated when done. Thus, the observation results are consistent with the research conducted (Susanti & Oktaviani, 2018) that the RAB materials taught in schools and what was received in DU/DI are different, making it difficult and confusing for students to calculate the volume of labour and RAB. Furthermore, the industry was not hired and give assignments to students because most companies doubted the ability students and questioned the students skilled capacity regarding size while designing construction, the student's inability to calculate RAB and the students' failure to properly understand and analyse work drawings (Saputra et al., 2016).

However, the success of the practical internship was determined by these two topics because APLPIG and EBK are basic subjects that students must learn before beginning to enter the construction sector as DPIB graduates (April 2022). As a result, students are encouraged both theoretically and practically while still in school in an effort to guarantee students have sufficient knowledge, skills, and attitude when in DU/DI so that they do not encounter awkwardness during implementation internship (Hutria et al., 2014).

The successful implementation of practical internship influenced by productive subjects was consistent with the Aprilliawati study (2022), which found a significant influence between

student discipline, emotional intelligence, and learning on the performance of basic APL and EBK students in class XII DPIB SMKN 7 Surabaya academic year 2020/2022 budget has a 62.6% contribution. Similarly, research conducted by Yufani (2018) discovered that mastery of productive subjects had a positive significant effect on practical internship success, with the given contribution being 51.1%.

CONCLUSION

It can be summarized as follows based on the previously reported results: 1) the mastery of APLPIG subjects in class XI DPIB SMK Islam 1 Blitar is dominant in the good category with percentage of 83.3% with a total 30 students and 16.7% in the sufficient category with a total of 6 students; 2) the mastery of the EBK subjects of class XI DPIB SMK Islam 1 Blitar is dominant in good categories with percentage of 61% with a total 22 students and 38.9% in the sufficient category with a total 14 students; 3) APLPIG subjects have a positive and significant influence on the implementation of practical internship with significant value of $0,010 < 0,05$; 4) EBK subjects have a positive and significant influence on the implementation of practical internship with significant value $0,000 < 0,05$; 5) the subjects APLPIG and EBK have a positive and significant influence on the implementation of practical internship with significant value $0.000 < 0.05$ and was given contributed 76.3% to both subjects.

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