ASSESSMENT OF FIELD WORK PRACTICE PROGRAM UTILIZING THE COUNTENANCE STAKE MODEL

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Abstract: This study aims to assess the effectiveness of the Field Work Practice program implemented at Vocational High School. The evaluation focuses on three key stages: input (antecedents), process (transactions), and results (outcomes). Utilizing a comparative descriptive research design based on the Countenance Stake Model, the study involved a sample of 65 students participating in the internship program. The study's findings indicate a successful evaluation of the internship program, with the input stage (antecedents) receiving an excellent rating of 91%, the process stage (transactions) rated as good at 85%, and the results stage (outcome) rated very good at 92%. These high ratings reassure the effectiveness of the program.

Keywords: Program evaluation; Countenance stake; Field work practice; Educational evaluation; Vocational education

1. Introduction

Vocational education plays a crucial role in developing a skilled workforce, and Vocational High Schools are essential in this endeavor. Institutions such as SMK Negeri 1 Boalemo are dedicated to equipping graduates with the competencies needed across various industries. A key component of this educational model is the Field Work Practice program, which provides students with direct exposure to real-world professional environments beyond the classroom (Sulasdi et al., 2020; Supriyanto et al., 2022). This program is not just fundamental to vocational education, but it is also significant in offering students valuable experience in the business and industrial sectors. Through these activities, students are encouraged to apply the knowledge and skills they have gained in school to practical work situations. Moreover, internships also help in cultivating students' work ethic, responsibility, discipline, and professionalism, thereby underscoring the program's importance.

Not all internship programs are executed effectively. Various issues often arise, including a misalignment between the industrial sector and the internship, insufficient guidance from industry professionals, and limited student reflection and reporting on their internship experiences. Recent research has highlighted several challenges, such as discrepancies between the internship site and student competencies, inadequate oversight from both industry and educators, minimal student participation in essential industrial tasks, and deficiencies in students' logical reasoning, psychomotor skills, and work ethic (Firdaus & Anriani, 2022; Juliwardi et al., 2019; Kusuma et al., 2019). These challenges underscore the pressing need for enhancements in the program, emphasizing the urgency for improvement.

It is crucial to assess the extent to which the internship program's implementation has achieved its stated objectives, as well as to pinpoint areas for improvement and enhancement in the program's quality. This evaluation will help determine whether the competencies gained by students during the internship, such as technical skills, problem-solving abilities, and professional conduct, align with the graduate competency standards anticipated by the industrial sector. As outlined in Minister of Education and Culture Regulation No. 50 of 2020, which amends Minister of Education and Culture Regulation No. 34 of 2018, the National Standards for Vocational High Schools and Islamic Vocational High Schools indicate that internship programs are an integral part of work-based learning designed to enhance students' competencies through direct, real-world experience. Additionally, by conducting evaluations, schools can gather accurate feedback to enhance the program

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implementation system in the future. Evaluation serves as a systematic process for assessing the success of a program against specific standards or criteria, which in turn aids in improving and informing educational decisions (Arikunto, 2018). As stated officially, the effectiveness of a program is significantly influenced by the quality of collaboration with industry partners (Direktorat SMK, n.d.). Therefore, it is essential to monitor and evaluate these industrial partnerships, ensuring that they provide meaningful learning experiences for students and contribute to the overall success of the program.

One of the evaluation models pertinent to assessing educational programs is the Countenance Stake Model developed by Robert Stake. This model views evaluation as both a descriptive and judgmental process, encompassing three primary components: antecedents (initial conditions), transactions (process), and outcomes (results). Antecedents refer to the initial conditions that influence the program, such as the readiness of the school, industry partners, and students. Transactions refer to the process of the program, including the internship process and the quality of guidance provided. Outcomes refer to the results of the program, such as the effectiveness in enhancing students' knowledge, skills, and professional attitudes. Evaluation takes place at each stage of the program to provide a comprehensive overview. By employing this model, evaluators not only analyze the program's final results but also consider the implementation process and the initial conditions that influence the program's success. Evaluation is fundamentally a data-gathering process aimed at informing decisions regarding the subject or object being evaluated (Mas et al., 2019).

The Countenance Stake Model is particularly effective in evaluating the implementation of the Work Practice Program at vocational schools, as it reveals the program's strengths and weaknesses from various perspectives. In the antecedent stage, the evaluation will concentrate on the readiness of the school, industry partners, and students. This phase will also involve assessing the internship process to determine the extent of student engagement in industry activities and the quality of guidance provided.

In the subsequent outcomes stage, the evaluation will assess the program's effectiveness in enhancing students' knowledge, skills, and professional attitudes. Conducting this evaluation within a framework of public accountability is essential, as schools, as educational institutions, are responsible for providing transparent information about the effectiveness of their programs. The findings from the evaluation will offer empirical evidence that school management can leverage to develop future policies and programs. Additionally, these results can help the Department of Education and industry partners refine their collaboration efforts and ensure the relevance of internship programs.

The significance of this evaluation is closely tied to the provisions of Law Number 20 of 2003, which pertains to the National Education System and underscores the necessity for accountability and relevance within education. Likewise, the Regulation of the Director General of Primary and Secondary Education Number 06/D.D5/KK/2018 stipulates that internships are a compulsory component of the vocational high school curriculum and must be implemented effectively in alignment with industry requirements. Therefore, assessing the implementation of the program at vocational schools is essential. This evaluation is anticipated to provide a comprehensive overview of both the successes and challenges encountered during the program, thereby laying a foundation for developing strategies to enhance the quality of implementation in the future.

2. Method

This research study is an evaluation aimed at systematically and objectively assessing the implementation of the Field Work Practice program at SMK Negeri 1 Boalemo. It also involves comparing the actual conditions with specific standards, goals, or criteria. To conduct this evaluation, the researcher employed the Countenance Stake Model, which evaluates the program through its antecedents, transactions, and outcomes.

Data for this study were collected from SMK Negeri 1 Boalemo regarding the implementation of the Field Work Practice program. Initially, the researcher distributed questionnaires to students participating in the program to gather an overview of the evaluation. The total population of students who had completed the program was 190. To determine the sample size, the researcher utilized the Slovin formula, resulting in a sample size of 65 students. Following the distribution of the questionnaires, the researcher conducted interviews with key stakeholders to gather in-depth data that would support the findings of the questionnaires. The research sample was determined

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using a purposive sampling technique.

Data were collected using a closed-ended questionnaire with a four-point Likert scale (see Table 1). Responses were scored and categorized based on specific indicators detailed in the table.

Table 1. Questionnaire Assessment Criteria

Statement	Score
Very satisfying	4
Satisfying	3
Not Satisfying	2
Very not satisfying	1

Researchers interviewed the Principal and Vice Principal of Industrial Relations about the input stage and spoke with teachers, industry representatives, and students about the process and outcomes. The researcher followed specific guidelines, using the following codes for participants: Principal (P), Deputy Principal (D), Chief Supervisor Teacher (S1), Assistant Supervisor Teacher (S2), Industrial Companion (I), and internship program student (s).

The study used descriptive analysis. Each questionnaire item created a table to show the percentage for each indicator. This was calculated by dividing each item by the total samples and multiplying by 100, as shown below:

$$\text{Pr} = \frac{F}{n} x\ 100\%$$

Pr is the percentage, F is the frequency of responses, n is the total number of respondents, and 100% is a constant. Percentage values were converted to scale values using:

$$\text{Pr} = \frac{SC}{SI} x\ 100\%$$

Pr is the percentage, SC is the total score, SI is the maximum score, and 100% is a constant.

These percentages describe the situation based on the opinions of the program and students. After presenting the data as percentages, the findings will be described in detail. The percentages align with the questionnaire responses (see Table 2).

Table 2. Range of Score and Qualification

Score status range	Qualification
91-100%	Very Good
81-90%	Good
71-80%	Pretty Good
61-70%	Not Enough
<60%	Very Poor

3. Results and Discussion

The research findings regarding the input stage (antecedents) of Field Work Practice implementation at SMKN 1 Boalemo are presented as follows. The analyzed data, as illustrated in Table 3, provides several significant insights: 1) the existence of a cooperation document between the school and industry is categorized as very good, with a percentage of 97%; 2) the availability of a clearly defined program implementation schedule is also regarded as very good, achieving a perfect score of 100%; 3) the alignment of the program plan with the required competencies is assessed as very good, yielding a percentage of 98%; 4) the completeness of student

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documentation—comprising cover letters, curriculum vitae, and portfolios—is evaluated as satisfactory, with a percentage of 54%; 5) students' comprehension of the objectives, targets, and responsibilities associated with the Work Practice Program is classified as very good, attaining a score of 91%; 6) the presence of technical skills, work ethics, as well as complex and soft skills prior to the commencement of the Work Practice Program is rated as very good, receiving a perfect score of 100%; and 7) the provision of internal school supervisors to monitor student activities during the program is similarly assessed as very good, achieving a score of 98%. In summary, the data indicates that the input stage (antecedents) in the implementation of the Field Work Practice is classified as very good, with an average percentage of 91%.

Table 3. Summary of Percentage Scores of Antecedents Stage Indicators in The Implementation of Field Work Practices

No.	Statement	SC	SI	Pr(%)	Category
1.	The existence of a cooperation document between schools and the business world and the industrial world	258	260	97%	Very Good
2.	Availability of a clear program implementation schedule	260	260	100%	Very Good
3.	Suitability of program plans with expertise competencies	259	260	98%	Very Good
4.	Completeness of student document (cover letter, curriculum vitae, portfolio)	225	260	54%	Very Poor
5.	Students understand the goals, target, and tasks	246	260	91%	Very Good
6.	The provision of technical and work ethics	260	260	100%	Very Good
7.	Availability of internal school supervisors who monitor student activities	259	260	98%	Very Good
Total average		**252**	**260**	**91%**	**Very Good**

In the context of internships, it is essential to consider the appropriateness of selected locations and types of activities in relation to student competencies. This includes evaluating the field of work, the nature of tasks, and the technologies employed. Such alignment is vital to enhancing the quality of graduates and strengthening the connection between educational institutions and industry, ultimately fostering the development of skilled, competent, and job-ready human resources. According to the Minister of Education and Culture Regulation No. 50 of 2020 regarding Field Work Practice, 1) student placements in the workforce should align with their competencies, 2) internship implementation must focus on achieving competencies relevant to the students' areas of expertise, and 3) monitoring and evaluation of the program should be conducted to ensure the alignment between student competencies and the tasks assigned in the workplace.

The findings from the research on the process stages (transactions) involved in implementing the fieldwork practice program can be summarized as follows. The data presented in Table 4 indicates that: 1) students demonstrate the ability to complete technical tasks relevant to their area of expertise, achieving a good rating with a percentage of 83%; 2) students exhibit discipline in attendance and responsibility, also categorized as good, with a percentage of 82%; 3) students' communication skills within the workplace are rated as quite good at 77%; 4) monitoring and evaluation conducted by supervising teachers is rated as very good, achieving a percentage of 100%; 5) routine monitoring and evaluation from the school towards students is categorized as very good, with a percentage of 88%; 6) feedback from the industry regarding student performance is categorized as very good, also at 88%; 7) industry support for program implementation (including mentoring and facilities) is categorized as very good, with a percentage of 85%; 8) students possess technical abilities aligned with their fields/complex skills, rated as good at 82%; and 9) students display a professional attitude (encompassing work culture and soft skills), which is categorized as very good, with a score of 82%. Overall, the data processing reveals that the process stages (transactions) in the implementation of the Field Work Practice are categorized as good, with a cumulative percentage of 85%.

Recent studies indicate that attendance discipline is a crucial factor affecting the effectiveness of practical learning in the field. Instances of absences or tardiness can disrupt the learning experience and have a negative impact on

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the company or institution hosting the internship (Rizky et al., 2023; Syahri et al., 2023). Additionally, students' ability to fulfill their responsibilities during the Work Practice Program—such as completing assignments on schedule and meeting established standards—reflects the professional attitude expected of them. With proper monitoring, students not only excel in completing technical tasks but also cultivate a sense of professionalism and responsibility while engaging with the industry.

Table 4. Summary of Percentage Scores of Process Stage Indicators (Transactions) in The Implementation of The Field Work Practice Program

No.	Statement	SC	SI	Pr(%)	Category
1.	Students are able to complete technical tasks according to their field of expertise	249	260	83%	Good
2.	Student discipline in attendance and responsibility	248	260	82%	Good
3.	Students' communication skills in the workplace	188	260	77%	Prety Good
4.	Industrial monitoring and evaluation by the supervising teacher	260	260	100%	Very Good
5.	Regular monitoring and evaluation of students by the school	252	260	88%	Good
6.	The business world and the industrial world provide feedback on student performance	252	260	88%	Good
7.	The existence of support from the business world and the industrial world in implementing mentoring and facilitation	250	260	85%	Good
8.	Students have technical skills in their field (hard skills)	248	260	82%	Good
9.	Students demonstrate professional attitudes (soft skills)	248	260	82%	Good
Total average		**243**	**260**	**85%**	**Good**

Moreover, it is essential to note that evaluations conducted by supervising teachers play a crucial role in enhancing the quality of internship programs within educational institutions (Zi et al., 2020). Through these evaluations, schools can pinpoint areas requiring improvement, such as curriculum development, learning methodologies, and partnerships with industry. Therefore, the monitoring and evaluation carried out by supervising teachers in the industry are not only crucial but also essential for ensuring an effective and sustainable practical learning experience. This, in turn, helps produce competent graduates who are well-prepared to enter the workforce.

The research findings of the outcome stage (Output) of the Field Work Practice program are presented as follows. The data illustrated in Table 5 reveals several significant results: 1) The final reports submitted by students for their Field Work Practice are comprehensive and well-organized, achieving a rating of "very good" with an outstanding score of 97%; 2) Students have effectively showcased their program results, also receiving a flawless rating of "very good" at 100%; 3) There has been a marked improvement in students' work readiness post-graduation, rated as "very good" at 91%; 4) The school's reputation has been enhanced through its collaborations with industry, attaining a "excellent" rating of 91%; 5) The level of interest from industry in recruiting graduating students is rated as "good," with a percentage of 82%. In summary, the analysis indicates that the output stage in implementing the Field Work Practice program is classified as "very good," with an overall percentage of 92%.
The analysis of the data indicates that the implementation of the program was executed effectively, with an evaluation result reflecting a commendable 89% performance based on the average percentage of input stages (antecedents), processes (transactions), and outcomes (outputs) derived from the Field Work Practice program (see Figure 1).

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Table 5. Summary of Percentage Scores of Output Stage Indicators in The Implementation of The Field Work Practice Program

No.	Statement	SC	SI	Pr(%)	Category
1.	Complete and systematic student final report	258	260	97%	Very Good
2.	Students are able to present the results of their practice well	260	260	100%	Very Good
3.	Improve students' job readiness after graduation	254	260	91%	Very Good
4.	The school's reputation is enhanced through relationships with the business world and the industrial world	254	260	91%	Very Good
5.	Interest of the business world and the industrial world in recruiting graduate students	248	260	82%	Good
Total average		**254**	**260**	**92%**	**Very Good**

Recent research suggests that a comprehensive final internship report should encompass a range of components, including descriptions of activities, analysis of problems, implemented solutions, and reflections on learning experiences (MacCallum & Casey, 2017). In addition to serving as an evaluation tool, the final internship report is a vital resource for enhancing future internship programs. Consequently, students must prepare a detailed, comprehensive, and systematic final internship report that accurately represents the learning processes and outcomes they have experienced during their tenure in the workplace.

Table 6. Summary of Overall Indicator Scores

No.	Statement	SC	SI	Pr(%)	Category
1.	Level of input (antecedents) in the implementation of field work practice	252	260	91%	Very Good
2.	Process stages (transactions) in implementing the field work practice program	243	260	85%	Good
3.	Output stages in the field work practice program	254	260	92%	Very Good
Total average		**249**	**260**	**89%**	**Good**

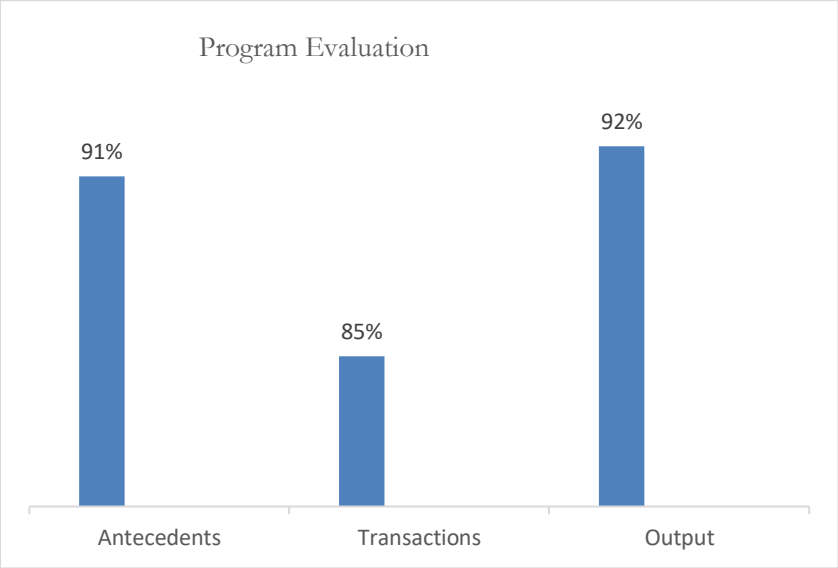

Figure 1. Summary of Percentage Score of Evaluation Indicators for Field Work Practice Programs

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4. Conclusion

The evaluation of the Field Work Practice Program at the vocational school indicates an excellent performance in the input stage (99%) and the outcomes stage (93%), as well as a good performance in the process stage (85%). These findings confirm that the program has been effectively implemented in enhancing students' readiness for the workforce. Nevertheless, several areas still require improvement, particularly in refining technical competencies, strengthening non-technical skills, and ensuring greater alignment between academic preparation and industry demands. To address these aspects, the school is encouraged to broaden and sustain partnerships with relevant industry sectors, establish teaching factories as platforms for continuous skill application and entrepreneurial development, and enhance student preparation through comprehensive technical training combined with the cultivation of soft skills such as communication, discipline, and teamwork. Furthermore, the integration of digital evaluation tools, including e-logbooks, e-portfolios, and performance monitoring dashboards, alongside systematic post-program analyses, is recommended to support curriculum refinement and strengthen the relevance of learning outcomes to evolving industry requirements.

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