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EVALUATION OF THE INDUSTRIAL WORK PRACTICE PROGRAM (PRAKERIN) CURRICULUM AT SMKN 1 LEMBAH MELITANG, WEST PASAMAN DISTRICT USING THE CIPP MODEL

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Abstract

The implementation of vocational internship curricula requires systematic evaluation to ensure alignment between school-based learning and labour-market demands. This study evaluates the implementation of the Industrial Work Practice Program (*Prakerin*) curriculum at SMKN 1 Lembah Melintang, West Pasaman Regency, using Stufflebeam's Context, Input, Process, and Product (CIPP) model. A quantitative descriptive-evaluative design was employed, involving purposively selected participants comprising 99 students, 20 supervising teachers, one principal, and six business and industry representatives. Data were collected using a CIPP-based questionnaire with a 4-point Likert scale, supported by documentation and field observation. The scores for each CIPP dimension were converted into percentages and categorized. The results indicate that the overall implementation of *Prakerin* was positive, with the context dimension reaching 78.82% (good), input 74.20% (good), process 74.01% (good), and product 73.45% (good). Stakeholder-based analysis showed that tutors and the principal provided relatively higher ratings, ranging from very good to good, whereas industry

representatives and students reported lower perceptions in several areas. These findings indicate that *Prakerin* aligns with vocational education objectives and supports the development of students' technical competencies and work readiness. However, persistent gaps remain in soft skills, particularly communication, discipline, and adaptability, as well as in coordination between schools and industry partners. The study recommends strengthening formal school–industry agreements through shared competency standards, enhancing pre-internship soft-skills preparation, establishing integrated monitoring and evaluation mechanisms, and conducting regular facility audits and mentor training. This study contributes to vocational curriculum evaluation by demonstrating the usefulness of the CIPP model in identifying implementation strengths and gaps, with implications for improving technical and vocational education and training policy and optimizing *Prakerin* as a bridge between vocational schooling and the labour market.

Keywords: Curriculum Evaluation; Industrial Work Practice; CIPP Model; Vocational Education; Work Readiness.

INTRODUCTION

Vocational education plays a crucial role in preparing competent human resources ready to face the demands of the workplace. Vocational High Schools (SMK), as vocational educational institutions, are required to produce graduates who not only master theory but also possess practical skills relevant to the needs of the Business and Industry World (DUDI) (Indriaturrahmi & Sudiyatno, 2016). Therefore, the curriculum in vocational education must be designed to be relevant and adaptable to technological developments, workplace changes, and the ever-evolving needs of industry. An effective curriculum will produce graduates who are professional, skilled, and highly competitive in the workplace.

One implementation of the curriculum in vocational education is the Industrial Internship Program (Prakerin). This program is a form of learning that provides students with the opportunity to gain direct experience in a real-world work environment aligned with their field of expertise. Through Prakerin activities, students not only gain practical experience but also learn about work culture, discipline, responsibility, cooperation, and adaptability in an industrial environment. Thus, Prakerin plays a crucial role in creating a link and match between the world of education and the world of work (Maulina & Yoenanto, 2022).

The Industrial Internship Program essentially aims to improve students' competencies, thus preparing them for the world of work after completing their vocational high school education. This program also serves as a means for schools to collaborate with industry, ensuring that the learning process is better aligned with workforce needs (Ismiatun et al., 2023). Furthermore, the Industrial Internship is expected to provide real-world work experience that can enhance students' technical and non-technical skills, such as communication, teamwork, and professional ethics (Puspita et al., 2024).

However, various obstacles remain in its implementation, affecting the effectiveness of the Industrial Internship Program curriculum. Based on field conditions, several frequently occurring problems include a lack of synchronisation between school learning materials and industry needs, limited internship locations that match students' competencies, suboptimal guidance during the program, and low monitoring intensity from the school. Furthermore, some students still experience difficulties adjusting to the industrial work culture, which affects the overall implementation of the internship activities (Riyanti & Kasyadi, 2021).

These issues indicate that the Prakerin curriculum still requires a comprehensive evaluation to ensure optimal implementation. Curriculum evaluation is a crucial step in determining the extent to which program objectives have been achieved and identifying factors that support or hinder program implementation (Bahtiyar et al., 2022; Hidayati et al., 2022; Ichsan & Fathurrahman, 2019; Miftahurrohman et al., 2021; Pranajati & Ichsan, 2025; Sholeh & Ichsan, 2025). Evaluation is not limited to the final results of activities but also encompasses aspects of program needs, resource readiness, the implementation process, and the results or impacts of curriculum implementation.

According to Stufflebeam, program evaluation is the process of gathering information to inform decision-making about a program. One comprehensive evaluation model is the CIPP (Context, Input, Process, Product) model. This model emphasises that evaluation is not only conducted on the program's final results, but also on the context, inputs, processes, and products. Context evaluation assesses the program's needs and objectives; input evaluation assesses the readiness of resources and planning; process evaluation assesses program implementation; and product evaluation focuses on the program's outcomes and impact on students (Kumalasari & Idawati, 2023).

The use of the CIPP evaluation model in this study was deemed appropriate because it provides a comprehensive overview of the implementation of the Industrial Internship Program curriculum. Through this model, the implementation of Industrial Internship can be evaluated from the planning stage to the results achieved by students after participating in the program. This evaluation is crucial for schools to identify the strengths and weaknesses of the program's implementation, which can then serve as a basis for developing future vocational education curricula.

SMKN 1 Lembah Melintang, West Pasaman Regency, is one of the vocational schools implementing the Industrial Internship Program as part of its vocational education curriculum. In its implementation, the school has collaborated with various DUDI parties to support student internship activities. However, based on initial observations, several obstacles remain, including suboptimal coordination between the school and industry, limited internship locations that match students' competencies, and the need to improve students' readiness before undertaking internships. These conditions indicate that an evaluation of the implementation of the Industrial Internship curriculum at the school is necessary. Furthermore, the initial evaluation results indicate that the implementation of the Industrial Internship has provided positive benefits in improving student skills. Students gain real-world work experience, helping them understand the world of work firsthand. However, several industry stakeholders still believe that students' communication skills, work discipline, and adaptability need improvement to better align with industry needs. Therefore, curriculum evaluation is a strategic step toward improving the quality of the Industrial Internship Program's implementation.

A literature review shows that the CIPP (Context, Input, Process, Product) evaluation model has been consistently used to evaluate Industrial Internship (Prakerin) programs in vocational high schools (SMK) across various regions of Indonesia. Research by Nasirudin et al. (2024) in vocational high schools and Islamic high schools found that although the CIPP component was quite strong, the product component needed improvement, as evidenced by a review of students' abilities during the implementation of Prakerin. Research by Mustiany and Rusdarti (2017) in SMK Bardan Wasalaman Batang showed that the Prakerin context aspect obtained an average of 32.54 (very good category), input 48.07 (good), process 33.65 (good), and product 24.79 (high), confirming that Prakerin, as an implementation of Dual System Education, is important to prepare students to face the world of work. Research by Ardiani and Ridwan (2020) using mixed methods found the

level of context achievement of 93.99% (very good), input 91.52% (very good), process 97.62% (very good), and product 78.80% (good), but the objectives of Prakerin have not been fully achieved, and collaboration with industry needs to be improved. Recent research by Nurhikma (2021) showed the degree of context achievement of 76.68% (sufficient), input 71.40% (sufficient), process 64.68% (less), and product 70.55% (sufficient) with an average of 70.11% (sufficient), which indicates the need for a revolution in students' mindsets towards Prakerin. Finally, Asmarayani and Rahmayanti's (2020) research at SMK in Jakarta concluded that the implementation of Prakerin, from planning to evaluation, has not been carried out optimally, while Khasanah (2025) at SMK Ma'arif 9 Kebumen found that Prakerin planning was good, but there was still a need for improvement in implementation. The various studies above provide a strong empirical basis for the effectiveness of the CIPP evaluation in identifying the strengths and weaknesses of the Prakerin program, thereby filling the evaluation gap in this location, especially given the findings of other studies that are geographically close.

This research evaluates the implementation of the Industrial Work Practice Program curriculum at SMKN 1 Lembah Melintang, West Pasaman Regency, using the CIPP evaluation model. The research focuses on evaluating the context, input, process, and product of the Prakerin program. This study aims to determine the extent to which the Prakerin curriculum has been implemented in line with vocational education objectives and to identify the factors that support and hinder its implementation.

The results of this study are expected to benefit various parties, particularly schools, supervising teachers, students, and the business/industry sector. For schools, the results can serve as evaluation material and as considerations for improving the quality of Prakerin curriculum implementation. For supervising teachers, this study can serve as a reference in improving the process of mentoring and monitoring students during the activity. For students, this study is expected to provide motivation to improve work readiness and competency. Meanwhile, for DUDI, this research can serve as a basis for strengthening cooperation with schools to produce graduates who are better prepared for the workforce and aligned with industry needs.

METHODS

The researchers in this study used a quantitative, descriptive-evaluative design to describe and assess the implementation of the Industrial Work Practice Program (Prakerin) curriculum. The descriptive-evaluative design was chosen to generate numerical data that could be analysed using descriptive statistics, thereby enabling objective measurement of the level of curriculum implementation (Moleong, 2018; Suwendra, 2018). The evaluation focused on the CIPP (Context, Input, Process, Product) model because it provides a comprehensive framework for assessing program needs, resource readiness, implementation processes, and implementation outcomes.

The research was conducted at SMKN 1 Lembah Melintang, West Pasaman Regency, which was selected for its status as a school actively implementing internships and for its formal partnership with the Business and Industrial World (DUDI). The research implementation included instrument preparation, field data collection, data processing, and reporting. The research time and stages were planned to cover the internship implementation period, so that observations and documentation could reflect the actual conditions of the program.

The study population included all parties involved in the implementation of Prakerin at the school: students participating in Prakerin, supervising teachers, the principal, and DUDI representatives. The sample was determined using a purposive sampling technique to ensure respondents' direct involvement in Prakerin activities. The sample comprised 99 students, 20 supervising teachers, 1 principal, and 6 DUDI representatives (total n = 126). Respondents were selected based on their role relevance to curriculum implementation, ensuring that the collected data represent various stakeholder perspectives.

Primary data were collected through a questionnaire based on CIPP model indicators with a four-point Likert scale (Strongly Agree, Agree, Disagree, Disagree) (Bilan et al., 2021). Supporting data were obtained through documentation (Prakerin participant documents, curriculum tools, activity reports, DUDI cooperation agreements, and monitoring notes) and direct observation of the practice and mentoring processes at industrial sites. Data analysis was quantitative descriptive: questionnaire scores were weighted according to the Likert scale, summed per CIPP aspect, the percentage of implementation was calculated, then categorised (very good, good, sufficient, less, very less) and interpreted narratively to present

findings regarding the effectiveness of Prakerin curriculum implementation and its implications for the development of vocational education policies and practices.

RESULTS

Evaluation Results

Table 1. Results of the Evaluation of the Industrial Work Practice Program Context

No	Respondent	Score	Percentage	Category
1	Students	1760	71,11%	Good
2	Tutor	421	84,20%	Very Good
3	Headmaster	20	80,00%	Good
4	DUDI	120	80,00%	Good
Average			78,82%	Good

Based on the research results, the context evaluation obtained an average percentage of 78.82%, categorised as good. These results indicate that the implementation of the Industrial Internship Program curriculum has clear objectives and aligns with the needs of vocational education and the world of work. The Internship Program is considered capable of bridging school-based learning with real-world work experience in industry.

The student assessment results showed a score of 71.11%, categorised as good. It indicates that students considered the objectives of the Industrial Internship Program to be aligned with their learning needs and that the program provided them with practical experience in the world of work. Furthermore, students also assessed that the program helped them understand the direct application of their skills in an industrial environment.

The supervising teacher gave a score of 84.20%, categorised as very good. This indicates that the supervising teacher assessed the Industrial Internship Program curriculum as well-designed and relevant to student competencies. The teacher also assessed that the program supported the achievement of vocational education goals by improving students' work readiness.

The principal's and the Industrial and Industrial Industries (DUDI) assessments received a good rating, with percentages of 80.00 each. This result indicates that the school has provided support for the program's implementation through sound policies and planning. The industry also found that the Prakerin curriculum aligns with workplace needs and provides students with real-world work experience (Abidi et al., 2025).

Input Evaluation Results

Table 2. Results of the Industrial Internship Program Input Evaluation

No	Respondent	Score	Percentage	Category
1	Students	1775	71,72%	Good
2	Tutor	392	78,40%	Good
3	Headmaster	19	76,00%	Good
4	DUDI	106	70,67%	Good
Average			74,20%	Good

Based on the research results, the input evaluation obtained an average percentage of 74.20%, categorised as good. These results indicate that the resources and supporting components for the Industrial Internship Program are available and capable of supporting the program's implementation effectively.

The student assessment results yielded a score of 71.72%, categorised as good. It indicates that students found the pre-practicum briefing, the placement of the internship location, and school support helpful in carrying out their internship activities in the industry. Furthermore, the facilities and guidance provided by the school were deemed adequate. The supervising teacher gave a score of 78.40%, categorised as good. This result indicates that the teacher assessed student readiness and that coordination between the school and industry was going well. However, the teacher also assessed that improvements were needed to align student competencies with industry needs.

The principal's assessment was 76.00%, categorised as good, while the DUDI (Industrial Industry and Trade) gave it a score of 70.67%. These results indicate that the school has provided support for the implementation of the Industrial Internship Program, although increased cooperation and coordination with industry is still needed to optimise program implementation.

Process Evaluation Results

Table 3. Results of the Industrial Internship Program Process Evaluation

No	Respondent	Score	Percentage	Category
1	Students	1818	73,45%	Good
2	Tutor	403	80,60%	Good
3	Headmaster	18	72,00%	Good
4	DUDI	105	70,00%	Good
Average			74,01%	Good

Based on the research results, the process evaluation obtained an average percentage of 74.01%, categorised as good. This result indicates that the implementation of the Industrial Internship Program has generally followed the school's established plan. The student assessment results showed a 73.45% score, categorised as good. This indicates that students believe the internship activities have provided real-world work experience and helped them improve their job skills. Furthermore, students also felt they received adequate guidance during the program.

The supervising teacher gave the program a score of 80.60%, categorised as good. These results indicate that the curriculum implementation process has proceeded according to established procedures and schedules. The school has also conducted student monitoring and supervision quite effectively. Meanwhile, the Industrial and Business Administration (DUDI) gave the program a 70.00% rating, categorised as good. However, the industry still believes that student discipline, adaptability, and coordination between schools and industry need to be improved to ensure optimal implementation of the Industrial Internship Program.

Product Evaluation Results

Table 4. Results of the Industrial Work Practice Program Product Evaluation

No	Respondent	Score	Percentage	Category
1	Students	1846	74,59%	Good
2	Tutor	386	77,20%	Good
3	Headmaster	18	72,00%	Good
4	DUDI	105	70,00%	Good
Average			73,45%	Good

Based on the research results, the product evaluation obtained an average percentage of 73.45%, categorised as good. These results indicate that implementing the Industrial Internship Program curriculum has improved students' competencies and work readiness. Student assessments obtained a percentage of 74.59%, categorised as good. It indicates that students felt an increase in skills and work experience after participating in the Prakerin activities. Furthermore, students felt they had a better understanding of industrial work culture and a more positive work attitude.

The supervising teacher gave a score of 77.20%, categorised as good. The teacher found that the Industrial Internship Program had a positive impact on the development of student competencies, both technical skills and work attitudes. This program was also deemed capable of improving student readiness for the world of work. Meanwhile, the

DUDI (Industrial Industry) gave a score of 70.00%, categorised as good. Although the students were deemed able to participate in the practical activities quite well, the industry still felt that students' communication skills, work discipline, and adaptability needed to be further improved to better align with the needs of the industrial world.

DISCUSSION

The average context evaluation percentage of 78.82% (good category) indicates that the objectives of the Prakerin curriculum are relatively clear and relevant to the needs of vocational education and the world of work. This finding indicates alignment between school learning objectives and industry-required competencies, enabling the program to serve as a bridge between theory in school and practice in the field (Wulandari et al., 2025). Curriculum evaluation literacy emphasises the importance of aligning curriculum objectives with stakeholder needs to increase the relevance of vocational education.

Observations of student perceptions (71.11%—good) confirm that students benefit from real-world experiences during internships, particularly in understanding the application of professional competencies (Fatkhurrokhman, 2016). However, this percentage is lower than the supervising teacher's assessment, indicating a gap between internal (teacher) expectations/assessments and students' subjective experiences. Vocational education research shows that student experiences often reflect the need for soft skills development that is not fully met by industry placement alone.

The principal and the Industrial and Industrial Industries (DUDI) each scored the program as good (80.00%), demonstrating institutional commitment and support from industry partners. School policy support and industry willingness are key factors in the sustainability of internships. However, the relatively low DUDI score indicates a need for greater strategic collaboration, including a memorandum of understanding (MoU), curriculum alignment, and the development of joint competency standards, to consistently meet industry expectations.

The average input evaluation result of 74.20% (good) indicates that resources and supporting components—such as facilities, training, and placement—are adequately available, but there is still room for improvement. The data shows variation among respondents (e.g., DUDI 70.67%), indicating differing perceptions of infrastructure readiness and training quality. To improve input, schools need to conduct regular resource

audits and establish minimum standards for facilities and orientation/pre-practice programs agreed upon with industry partners (Puspitasari, 2017).

Regarding the process aspect, the average score was 74.01% (good), suggesting that the internship generally ran according to plan with adequate monitoring and guidance. However, DUDI's records on discipline, adaptation, and coordination indicated weaknesses in the managerial aspects of field implementation. Process improvements need to include more structured monitoring mechanisms, standardisation of tasks/practices, and pre-internship training to improve student readiness behaviour (Koto et al., 2024).

The average product evaluation of 73.45% (good) indicates a positive impact on students' technical competence and work readiness. However, there is still a need to improve communication, discipline, and adaptability skills, as per DUDI input. It confirms that although technical competence has increased, the domain of work attitudes (soft skills) remains a need that must be addressed both through the curriculum and in workplace learning interventions (Bisschoff & Massyn, 2025). Evidence from other vocational studies shows that programs that incorporate soft skills training are more effective in increasing employability.

The differences in scores among stakeholders (students, teachers, principals, DUDI) across the four aspects (context, input, process, product) indicate the need for a more routine, inclusive multi-stakeholder evaluation system. Such a system should facilitate regular dialogue to align success indicators, act on feedback, and develop measurable improvement plans. Implementing internal Quality Assurance involving industry representatives can help narrow the perception gap and increase program relevance (Pitt, 2014).

In this study, the researchers recommend several things, including: (a) Strengthen school-DUDI partnerships through MoUs that include competency standards, assessment indicators, and mentoring plans; (b) Improve pre-internship training for soft skills (communication, work ethic, adaptation); (c) Establish an integrated monitoring and evaluation mechanism with shared instruments; (d) Conduct regular facility audits and training for mentor teachers. These actions can improve scores across all evaluation domains and ensure Prakerin functions optimally as a bridge between vocational education and the world of work. For implementation guidance, international TVET policy documents provide a framework that can be adapted to national contexts.

CONCLUSION

Based on the results of the Industrial Internship Program (Prakerin) curriculum evaluation at SMKN 1 Lembah Melintang, West Pasaman Regency, using the CIPP (Context, Input, Process, Product) model, it can be concluded that the implementation of the Prakerin curriculum is generally in the good category, with an average value of 78.82% for the context aspect, 74.20% for input, 74.01% for process, and 73.45% for product. This finding indicates that the curriculum has clear objectives and is relevant to the needs of vocational education and the world of work, supported by the readiness of supporting components (students, supervising teachers, facilities and infrastructure, and cooperation with the Business World and the Industrial World) as well as the implementation of practice and guidance according to procedures so as to result in increased skills, work experience, discipline, and work readiness of students. However, improvements are still needed, including strengthening the alignment of student competencies with industry needs, increasing coordination and monitoring between schools and DUDI, and enhancing student readiness and discipline during practice. Therefore, the results of this CIPP evaluation can be used as a strategic basis for improving the quality of Prakerin implementation in the future.

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