

## Evaluation of Field Work Practices (FWP) in the Independent Curriculum: Multi-Site Study in Vocational Schools

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### A B S T R A C T

This study aims to evaluate the implementation of Field Work Practice (FWP) in the Independent Curriculum in two Vocational High Schools (SMK), namely SMKN 1 Driyorejo and SMKN 1 Duduksampeyan. As part of vocational education, street vendors play a strategic role in preparing vocational school graduates to have technical competence and work ethic according to the needs of the business and industry (BI). This study uses the CIPP (Context, Input, Process, Product) evaluation model with a descriptive qualitative approach. Data was collected through 18 in-depth interviews, 4 direct observations, and analysis of supporting documents, involving principals, vice principals, supervisors, students, parents, and industry partners. The results of the study show that in general, the implementation of street vendors has met the set standards and has a positive impact on students' work readiness. However, several aspects of input and processes were found that still needed to be improved, especially in the synchronization of the curriculum and the debriefing of participants before the implementation of street vendors. These findings indicate that the street vendor program in the Independent Curriculum has great potential to create adaptive, productive, and competent graduates, noting the importance of continuous improvement in planning and partnership with BI.

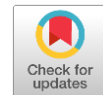
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## INTRODUCTION

Education in the 1945 Constitution has been regulated very clearly that education is a basic right that needs to be guaranteed by the government. This rule has also been clearly described in Law No. 20 of 2023 discussing the national education system. (Program et al., 2025) states that individuals have the right to obtain quality education and not to be discriminated against, as an effort to realize an intelligent, competitive, and dignified life.

When talking about national development, education plays a very central part in efforts to encourage human resources (HR) who are competitive and competent. The quality of education in Indonesia continues to be a strategic program of the government from period to period, this proves that the Indonesian government prioritizes the quality of education. One form of strengthening vocational education pathways is the presence of Vocational High Schools (SMK).

Vocational schools themselves are one of the schools that focus on preparing graduates who are ready to be absorbed by the world of work (Ditpsmk, 2016). Through a contextual-based and ability-based approach to students, vocational schools are expected to produce graduates who are professional, adaptive, and productive in their respective fields of expertise. Thus, the graduates produced have knowledge that is ready to be applied to the environment in which they work.

The most frequently used learning activity by Vocational High Schools is Field Work Practice (FWP). This learning activity is one of the important components that is able to

encourage and succeed in learning outcomes at vocational schools (Syihabudin, 2019). Field activities themselves allow students to explore information and grow their experience related to the business world and the industrial world (BI). The presence of street vendors can also balance students' theoretical knowledge, so that their knowledge can be more in-depth and contextual.

Cultures in the business world and the industrial world often make students confused, so the existence of street vendors will help in understanding these cultures (Mardiyah et al., 2019). For example, work attitude, technical skills, and ways of communicating. In the independent curriculum, this street vendor activity is one of the required subjects, by taking advantage of time for one semester or for six months. The independent curriculum also issues policies in its implementation in the form of emphasizing the flexibility of competency-based learning and individual student needs. In this case, street vendors are a strategic means to develop technical competencies as well as work characteristics that are relevant to the challenges of the 21st century, such as creativity, collaboration, and problem solving.

Reality shows the form of implementation of street vendors shows the diversity of implementation. Starting from the planning aspect, partnership aspect, supply activities, and also evaluation activities. Of course, this diversity encourages the importance of implementing a comprehensive evaluation so that inequalities can be found that are points for improvement in the future. (Syakur et al., 2025) One of the interesting evaluation models to use is CIPP (Context, Input, Process, Product) developed by *Stufflebeam* is a relevant approach in evaluating educational programs such as street vendors. This model assesses the effectiveness of a program not only from the final results, but also from the planning, implementation, and supporting factors.

Evaluation *Context* will focus more on the relevance of policies and program needs, evaluation *Input* looking at resource readiness and planning, evaluation *Process* review the technical implementation in the field, while the evaluation *Product* Review the final objectives of program implementation such as grades and competency certificates (Balance et al., 2023). In this analysis, the researcher conducted an evaluation of the implementation of street vendors in two public schools in Gresik Regency, namely SMKN 1 Driyorejo and SMKN 1 Dudusampeyan. Both represent different geographical and socioeconomic characteristics and have a strategic position in the implementation of vocational education.

By reflecting on the high rate of productive age unemployment in Indonesia which continues to increase, this study is present as a form of academic study related to the causes of this happening. One of the causes is the mismatch between educational output and the needs of the world of work. By evaluating street vendors, it can be found out whether this program has been effective in bridging the gap. Therefore, the purpose of this study is to evaluate the implementation of street vendors in the two vocational schools based on the CIPP model, in order to obtain valid information as a basis for improving the quality of programs and making vocational education policies that are more targeted.

Apart from being one of the learning media that prioritizes contextual experiences, the implementation of street vendors is also a very necessary indicator to be a signal of the importance of assessing the connection between schools and the industrial world. The concept of harmony between SMK and BI is a real step in realizing better education. Therefore, the effective implementation of street vendors does not only benefit students, but also provides added value for business actors and industry players in obtaining prospective workers who have expertise in carrying out something in a certain field.

Thus, the presence of this research is expected to have a profound influence, as well as strengthen the management pattern of vocational education. Especially in the pattern of preparing a street vendor implementation strategy that is more structured, directed, relevant, and of course sustainable. The findings in this study are also expected to be a reference for education stakeholders starting from the school level, education offices, and ministries. With a more structured management, the implementation of street vendors is expected to be able to realize vocational school graduates with the provision of work skills that are in accordance

with the needs of the field. In addition to skills, it is also hoped that a more competent work attitude will be formed and in line with the 21st century.

## METHOD

The implementation of this study adopts a descriptive qualitative approach with a program evaluation design using the CIPP (*Context, Input, Process, and Product*) model, this model was developed by Stufflebeam. This model is expected to assess the effectiveness of the implementation of Field Work Practice (FWP) in its application in two state vocational schools, namely SMKN 1 Driyorejo and SMKN 1 Duduksampeyan. The qualitative approach was chosen because it was able to dig deep into the implementation of the street vendor program from various perspectives of education actors and the industry involved. The following is an explanation of how this research was carried out:

### *Research Location*

This research will be carried out in two different locations, namely SMKN 1 Driyorejo and SMKN 1 Duduksampeyan, which were chosen by *purposive sampling* because both have implemented the Independent Curriculum and are actively partnering with the Business and Industrial World (BI) in the implementation of street vendors. These two schools have different geographical, social, and industry partnership characteristics making them relevant to be analyzed in a multi-site study approach.

### *Report*

The informants in this study are people who have met the criteria that have been determined by the researcher. Like the direct perpetrators of street vendors, decision-makers in the implementation of street vendors. The informants consist of school principals, deputy principals, street vendor assistants, directors from BI, students who have participated in street vendors, and parents. The diversity of informants is intended to obtain rich data and triangulation of perspectives on the implementation of street vendors.

### *Data Collection Techniques*

Data collection was carried out through three main methods, namely in-depth interviews, participatory observations, and document analysis (Jailani, 2023). Interviews are conducted using pre-structured guidelines to ensure the data obtained remains focused, while providing opportunities for further exploration. Observations were made on street vendor debriefing activities, the process of implementing street vendors in the industry, and the evaluation of the results carried out by the school. Meanwhile, the document analysis includes the FWP curriculum, participants' daily journals, implementation reports, and cooperation agreements (MoU) between schools and the business/industry (BI).

### *Data Analysis*

The data analysis process in this study uses three stages, namely through stages: (1) data condensation, namely the procedure for selection, focusing, and simplification of data from the results of interviews, observations, and field documentation; (2) data presentation, the form of data presentation uses thematic narratives and findings matrix based on CIPP components; and (3) Making conclusions and verification, to obtain valid conclusions on the success and challenges of the implementation of street vendors in both schools (Khabibah et al., 2025).

### *Data Validity*

At this stage, tests are carried out on credibility, transferability, dependability, and confirmability. Credibility was tested by applying triangulation of sources and methods. Transferability is ensured by providing a detailed description of the research context. Dependability is guaranteed through trail audits conducted by peers, while confirmability is obtained from clear and traceable documentation of the research process (Nastiar, 2025). With this stage, the research not only produces an evaluative picture of the implementation of street vendors in the two schools, but also provides recommendations that can be used by policy makers at the school and government levels in designing and improving the implementation of street vendors in the Independent Curriculum.

**FINDINGS AND DISCUSSION**

This study aims to evaluate the implementation of Field Work Practice in the Independent Curriculum at SMKN 1 Driyorejo and SMKN 1 Duduksampeyan using the CIPP evaluation model. The results of the research were presented thematically based on four model components, starting with the presentation of the results from each location, then continued with cross-site analysis and discussion that related the findings to previous theories and research.

*Context Component Evaluation*

The implementation of street vendors in both schools is within the framework of vocational education policies that support the linkage between education and the industrial world. Based on interviews with the principal and deputy head of industrial relations, it was revealed that the FWP implementation policy has been formulated in the school work plan document and strengthened by the existence of a Memorandum of Understanding (MoU) with BI.

The school environment provides support for the implementation of the program, as can be seen from the existence of adequate facilities and a work culture that has begun to develop among students. The role of school principals in building a network of cooperation with industry is an important factor in the success of the program. At SMKN 1 Driyorejo, the geographical proximity to the Surabaya and Sidoarjo industrial areas provides an advantage in getting suitable street vendor places. Meanwhile, at SMKN 1 Duduksampeyan, the limited location is balanced with the school's proactive approach in establishing long-term partnerships.

Context evaluation shows that school policies and internal environment have supported the implementation of street vendors. This is in line with Stufflebeam's theory which states that an effective program requires alignment between goals and needs on the ground. The synergy between schools and BI reflects the success of the context phase. (Ismail, 2022).

*On the Input Aspect*

It was found that the process of recruiting students for placement in street vendors, the appointment of supervisors, the preparation of street vendor curricula, and the provision of facilities and infrastructure had gone well. The school has systematically mapped the potential of students and the needs of the business and industry (BI). The determination of street vendor locations is adjusted to the competencies of students, and an MoU (Memorandum of Understanding) has been made to ensure the smooth implementation of the program. However, there are variations in the availability of facilities at street vendors, especially for students from SMKN 1 Duduksampeyan.

Street vendor supervisors in schools have also been equipped with fairly clear implementation guidelines; however, some teachers still face challenges in conducting intensive supervision due to time constraints and high workloads. This study emphasizes several key points: the process of student recruitment and the appointment of supervisors reflects a structured and planned system; mapping student potential and BI (business and industry) needs is essential to ensure alignment between student competencies and street vendor placements; variations in the availability of facilities at street vendor sites, especially for students from SMKN 1 Duduksampeyan, require attention to ensure all students receive equitable experiences; and the Memorandum of Understanding (MoU) between the school and BI functions as a safeguard to ensure the smooth implementation of the street vendor program.

*In terms of process*

The implementation of street vendors lasts for six months in the odd semester of class XII, in accordance with the provisions in the Independent Curriculum. The activity began with socialization to students and parents, followed by intensive debriefing on work culture, ethics, and technical implementation of street vendors. In the field, students receive direct guidance

from instructors at BI and are also monitored by supervisors from schools. They are required to compile a daily journal as a form of reflection on learning and as a monitoring tool by the school. This reporting system serves as an important instrument in evaluating learning achievements. Although in general this process went well, there were challenges related to differences in the rhythm of industrial work that sometimes did not line with the expectations of students, and there was still a lack of communication intensity between schools and BI in monitoring students in real life.

#### *On the Product Aspect*

The results of the implementation of street vendors are evaluated through assessments conducted by BI and schools, covering aspects of knowledge, skills, and work attitudes. In addition, students also receive street vendor certificates as proof of their participation and competency achievements. The results of the evaluation showed that most of the students got good grades, and some even got job offers from their street vendors. The success of this program can also be seen from the improvement of work ethic, technical skills, and emotional maturity of students in facing challenges in the world of work. However, it should be noted that the assessment standards between BI and schools are not fully aligned, so further harmonization efforts are needed in compiling an integrated assessment rubric.

## CONCLUSION

The results of the study show that the implementation of street vendors in both schools has gone well and according to standards. The policy context and implementation environment support the success of the program, while in the input and process aspects, there is still room for improvement such as curriculum synchronization, strengthening pre-street vendor debriefing, and more structured monitoring. This study concludes that the implementation of street vendors in the Independent Curriculum has high effectiveness in preparing students' work readiness. However, to improve the quality of the program in a sustainable manner, it is necessary to strengthen synergy between schools and BI, increase the capacity of supervisors, and periodically evaluate the implementation of the program.

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