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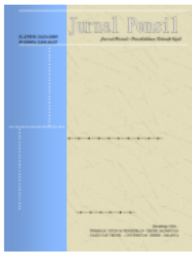

EVALUATION OF TECHNOLOGY AND ENGINEERING VOCATIONAL SCHOOL STUDENTS' IMPLEMENTATION: SYSTEMATIC LITERATURE REVIEW

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Abstract

Implementation of Field Work Practices (FWP) for Vocational High School (VHS) students is one of the programs planned as a means for students to improve competence in both soft skills and hard skills as well as receive learning and training in accordance with the world of work. Every student supervisor has difficulty in evaluating the results of the street vendors, this is due to a lack of references obtained by the student supervisors implementing the street vendors program at VHSs. This study aims to identify and analyze various approaches and evaluate the models that have been used in the implementation of street vendors. This research method uses a systematic literature review with a descriptive exploratory research type. This study found 50 articles on the topic of street vendors from various disciplines, but 15 research articles related to the topic of Technology and Engineering came from various literary sources. This study produced three evaluation models, namely the Context, Input, Process, and Product (CIPP) model of 10 articles, the discrepancy model of 3 articles, and the goal-oriented model of 2 articles. The contribution of this research is expected to become a strong foundation for the development of better evaluations in the future.

Keywords: Evaluation, Literature Review, Field Work Practice (FWP), Technology and Engineering

Introduction

Field Work Practice (FWP) is a form of actualizing the Dual System Education (PSG) model which is a characteristic of Vocational Schools (Mardiah & Syarifudin, 2019). The concept of implementing PSG itself is to plan and carry out education through school and industry collaboration, education can be held in schools and industry (Nurita & Astuti, 2020). The dual system implemented in Indonesia was adopted from Germany because the dual system implemented in Germany has proven effective and can reduce unemployment (Hummelsheim & Baur, 2014). Dual system education in Germany has started since the Middle Ages starting from skills training stemming from the workplace. Through learning at work one can observe, participate, help, and try or simulate the person being observed (Schröder, 2017). Thus what makes the basic concept of a dual system is the duality and collaboration of two places of learning, namely school, and industry.

In Germany companies have a dominant role, namely deciding where to apprentice and making apprenticeship agreements (contracts), students carry out internships 3-4 days a week and at school 1-2 days a week, apprentice student graduation is obtained through a final exam organized by the company network or commonly called the chamber of commerce exam (Gessler, 2017; Young et al., 2019). Companies that are involved in signing agreements with apprentice students must meet certain conditions and have seen their suitability by industry associations, namely in terms of facilities, certified instructors, training plans, and objectives (Li et al., 2020). In terms of costs, companies invest 84% of the funds which are used for allowances for apprentices, practical processes, training costs, and also the construction of workshops, while the government finances teachers and education in schools (Chen, 2020; Li et al., 2020).

Apart from Germany, many countries have implemented a dual system of education such as Spain, England, Sweden, China, South Korea, and others. The reason is that the dual system of education (dual system) is seen as effective in reducing unemployment, through a dual system of industrial demand for skilled workers with upper-middle quality can be overcome, can overcome the global economic and financial crisis (Hummelsheim & Baur, 2014). However, in the implementation of this dual system of education, there are differences, especially in the implementation of work apprenticeships, this work apprenticeship has the aim of improving the skills, knowledge, and behavior of participants in the workplace (Jung & Lee, 2017). Internships are influenced by the social conditions, qualification structure, and work organization of the country. In Switzerland the assessment and certification of apprentices are carried out at the learning location, this is very different from the dual system in Germany for examination and certification carried out by the chamber of commerce (Euler & Wieland, 2015).

In Indonesia, street vendors are regulated in the Regulation of the Minister of Education and Culture Number 50 of 2020 concerning street vendors. The purpose of street vendors based on the Ministerial Regulation is to develop the character and professional work culture of students, improve student competence according to the curriculum and the needs of the world of work and the industrial world, and prepare students for independence to work and/or entrepreneurship. The target of this program is vocational high school and vocational high school education. Through the street vendors program, it is hoped that the educational orientation paradigm will no longer be supply-driven but more demand-driven. The street vendors program is a form of collaboration to strengthen the link and match of VHS with industry and is a way to explore the competencies needed in the world of work. In addition, through the FWP program, the education and training process for the workforce can run efficiently and students can have the knowledge, skills, and work ethic that are in line with the industry.

The implementation of street vendors at the VHS level is carried out for a minimum of six months and a maximum of one year, carried out in class XI for the three-year level and class XII for the four-year level. Based on the 2021 FWP guidelines for running the school FWP program in collaboration with industry starting from planning, implementing, assessing, monitoring, and evaluating. In planning for street vendors, school and industry work together in terms of mapping competencies, determining locations, time, and duration, mapping student placement according to areas of expertise, and determining street vendor supervisors (Kurniawati, 2021). When implementing street vendors, there must be written approval from the company and the implementation process consists of placing students according to areas of expertise, orientation in the workplace, implementing street vendors, and mentoring students by instructors.

From several studies on the evaluation of the implementation of the street vendors program in vocational schools, it was found that the achievement of the street vendors program implementation had not been maximized because there were several obstacles. The constraints experienced by each school are different, this cannot be separated from the aspects of planning, implementation, assessment, monitoring, and evaluation (Novalinda et al., 2020). In planning the FWP program, schools have not involved industry and aligned learning programs in schools with industry and the equipment owned by schools has not been following technological developments, and students are also less prepared to carry out street vendors (Umi, Siti & Suriyadi, 2013). In terms of planning and implementation, many students carry out street vendors not following their areas of competence, and students are not prepared enough to carry out street vendors (Dwijayati & Finisica, 2021; Hadi et al., 2017; Kamdi & Mulya Dewi, 2019; Putranto, 2017)(Dwijayati & Finisica, 2021). In terms of monitoring and evaluation, there is a lack of supervision and monitoring in the field by FWP supervising teachers (Aferi & Waskito, 2019; Ananda Suhartana, 2016) and a lack of monitoring and guidance from the industry (Sapitri, 2015).

From the description above, it can be concluded that it is important to evaluate the implementation of the street vendors program. Evaluation is a process to find out the value of something about its worth or usefulness (merit) (Mahmudi, 2011). There are four keywords in evaluation, namely process, measurement, information or data, and decisions (Ambiyar & Muharika, 2019). Decisions obtained in evaluation research are decisions that seek to improve the program and continue the program and spread it (Bungai & Arthur, 2021). Meanwhile, according to (Ananda & Rafida, 2017), there are three aspects in evaluation, namely activities that are planned and carried out continuously, appropriate data or information is needed from the object being evaluated to obtain results according to the evaluation objectives, a clear objective is needed to determine the achievement of results. In this study, we will examine and discuss previous studies regarding the evaluation of the street vendor program in VHS.

In program evaluation research, several models have been put forward by experts. The models proposed by these experts are usually named according to the evaluation step or the name suggested (Qomari, 1970). However, even though there are differences in evaluation models, the aims and objectives of evaluation research have similarities, namely to obtain data that is used as an alternative in determining program policies, Arikunto (Darodjat & Wahyudhiana, 2015). The evaluation program models are the Goal-Oriented Model, Goal Free Evaluation Model, Formative-Sumative Evaluation Model, Countenance Evaluation Model, CSE-UCLA Evaluation Model, CIPP (Context, Input, Process, and Product) Model, Discrepancy Model, and Logic Model.

This research focuses on reviewing the literature related to the evaluation of street

vendors that have been carried out by VHS students in various regions with a focus on specific topics of Technology and Engineering, this is a research gap. In contrast to other studies which are more oriented towards case studies when conducting research in VHS with various methods including those that focus on activities, research objects, and research locations. Meanwhile, related to the systematic literature review, it is widely used by other studies related to the use of metal and non-metal materials in the manufacturing industry (Islami et al., 2023; Sudarmono et al., 2023). The novelty of this research is to use a systematic literature review which is in the conceptual and structured analysis stage starting from articles that match the inclusion criteria, evaluation with the CIPP Model, evaluation with the Discrepancy Model, and evaluation with the Goal Oriented Model. This study aims to identify and analyze various approaches and evaluation models that have been used in the implementation of street vendors in VHS students.

Research Methodology

This research is a descriptive study using a systematic literature review method (Escolar et al., 2023; Kurnia & Hardi Purba, 2021). The research step begins with the process of collecting library information (literature) about the phenomenon being discussed (Turmuzi et al., 2022). This literature collection was obtained from the internet using the publish or perish application by typing in the inclusion criteria, namely the year of publication 2013-2023 or the last 10 years and the keyword "Evaluation of VHS Field Work Practices" or in English Evaluation of VHS Field Work Practices. Then it is entered into Microsoft Excel in its data collection.

The next step is to filter articles that discuss the evaluation of the implementation of the street vendors program for VHS students in the field of expertise "Technology and Engineering". Articles using Indonesian and English are contained in scientific journals. The articles obtained are then stored in a special folder and inputted into the Mendeley software and grouped according to the type of program evaluation model and recorded in a separate file. Then the next step is to select articles manually to ensure that the article is following the existing theme. The final step is to review the article to obtain information about the researcher, year of publication, type of evaluation model, place/subject of research, type of research, and research results. In this study, data analysis used a simplified approach, which is a data analysis technique by compiling all the literature obtained and then simplifying each finding (Kurnia, 2021; Sumartiningsih & Prasetyo, 2019). The diagrammatic research stages can be seen in Figure 1.

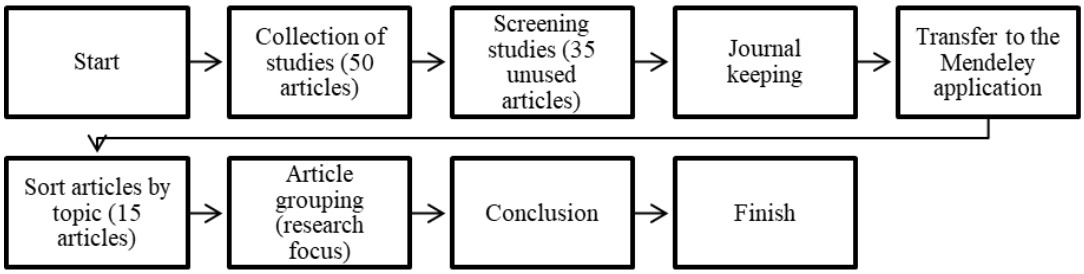

Figure 1. Research stages

Research Results and Discussion

In this literature review research, the data obtained were analyzed systematically using a simplified approach. While the search for articles is done using the publish or perish application. The articles obtained were articles about the evaluation of the FWP program at VHS totaling 50 which can be seen in Figure 2.

JOURNAL COLLECTION FROM 50 JOURNALS OF STREET VENDORS EVALUATION

No	Author	Program Study	No	Author	Program Study
1	(Feriyanto & Taruno, 2016)	Technology & Engineering	26	(Budianto et al, 2022)	Industrial Management
2	(Saputra et al., 2018)	Technology & Engineering	27	(Fitriani et al, 2019)	Business Manajemen
3	(Daya Mufa & Wakhinuddin, 2019)	Technology & Engineering	28	(Prasetyo, 2022)	Business Manajemen
4	(Pratama et al., 2019)	Technology & Engineering	29	(Mirsalin, 2016)	Accounting and Business
5	(Kristianto, 2019)	Technology & Engineering	30	(Akbar, 2022)	Fashion
6	(Ardiani & Ridwan, 2020)	Technology & Engineering	31	(Damayanti, 2017)	Accounting and Business
7	(Novalinda et al., 2020)	Technology & Engineering	32	(Qomari et al, 2023)	Accounting and Business
8	(Zuraidah, 2020)	Technology & Engineering	33	(Rojaki et al, 2021)	Industrial Management
9	(Fauziah; et al., 2020)	Technology & Engineering	34	(Tarmidi et al, 2021)	Social
10	(Juri et al., 2021)	Technology & Engineering	35	(Asikin, 2020)	Business Manajemen
11	(Yulia et al., 2021)	Technology & Engineering	36	(Fendik et al, 2021)	Machine
12	(Neliwati et al., 2023)	Technology & Engineering	37	(Firdaus, 2019)	Electro
13	(Jaya et al., 2023)	Technology & Engineering	38	(Widiyaningrum et al, 2020)	Accounting and Business
14	(Kaaba et al., 2023)	Technology & Engineering	39	(Pranoto & Samson, 2019)	Computer Network
15	(Supriyanto et al., 2023)	Technology & Engineering	40	(Siagian et al, 2019)	Social
16	(Iriani & Soeharto, 2016)	Cullinary art	41	(Afrita et al, 2018)	Industrial Management
17	(Mahfud, 2016)	Cullinary art	42	(Purnami et al, 2021)	Accounting and Business
18	(haryani & Soenarto, 2021)	Accounting and Business	43	(Komalasari, 2021)	Fashion
19	(Sindy et al, 2022)	Business Manajemen	44	(Nurhasanah, 2021)	Cullinary art
20	(Arianti, et al, 2023)	Marketing	45	(Edian, 2020)	Machine
21	(Alfin et al, 2021)	Public Relations Management	46	(Arifin et al, 2021)	Computer Network
22	(Sukarni et al, 2023)	Marketing	47	(Putra et al, 2023)	Machine
23	(faizal et al, 2018)	Industrial Management	48	(jaenur & Sutama, 2017)	Electro
24	(Maryama et al, 2020)	Teacher Training	49	(Ikhtiari, 2019)	Industrial Management
25	(Permana & Sukoco, 2021)	Business Manajemen	50	(Aminah & Ummah, 2020)	Accounting and Business

Figure 2. Collection journal

Based on Figure 2, 50 articles were obtained from various disciplines, after being filtered or manually selected, 15 articles were obtained that discussed evaluating the implementation of street vendors for VHS students in the field of "Technology and Engineering" and 35 articles were not used because they were not following the research topic or from other fields of science. In obtaining the 15 articles in Microsoft Excel, a filter was carried out with the Technology and Engineering study program which was colored yellow block. Table 1 contains 15 articles that discuss the implementation of street vendors for VHS students in the Technology and Engineering sector.

Table 1.Articles that fit the inclusion criteria

No	Authors	Year	Types of Evaluation Models	Place/Research Subject	Types of research	Research result
1	(Feriyanto & Taruno, 2016)	2016	Discrepancy Model	VHS Electricity in Bandar Lampung City	Mixed Method	In terms of design, process, and product, the implementation of FWP is good and in terms of installation, the implementation of FWP is very good
2	(Saputra et al., 2018)	2018	Discrepancy Model	VHS 6 Bandung / class XII TKR students	Description	In terms of design, installation, and the process of implementing FWP, it is good and in terms of product, the implementation of FWP is sufficient
3	(Daya Mufa & Wakhinuddin, 2019)	2019	Goal Oriented	VHS 5 Padang/ TKR Majoring Students	Mixed Method	The implementation of the FWP program is following the expected goals

No	Authors	Year	Types of Evaluation Models	Place/Research Subject	Types of research	Research result
4	(Pratama et al., 2019)	2019	CIPP	VHS 1 Nanggulan Mechanical Engineering Department 2017/2018 academic year	Quantitative Descriptive	In terms of context, input, and product, the implementation of the FWP is very good, while in terms of the process, the implementation of the FWP is good
5	(Kristianto, 2019)	2019	CIPP	VHS 2 Magelang	Qualitative	The good character of the VHS Kristen 2 Magelang students after the FWP has increased.
6	(Ardiani & Ridwan, 2020)	2020	CIPP	VHS 6 Bungo	Mixed Method	In terms of context, the input and process of implementing FWP are very good, while in terms of product, the implementation of FWP is good.
7	(Novalinda et al., 2020)	2020	Goal Oriented	VHS 3 Bangka TKR Majoring Students	Mixed Method	The implementation of the FWP program is following the expected goals
8	(Zuraidah, 2020)	2020	CIPP	VHS 8 Palangkaraya/TKJ Students	Quantitative Descriptive	The FWP program runs very well in terms of context, input, process, and product.
9	(Fauziah; et al., 2020)	2020	Discrepancy Model	VHS 3 Payakumbuh	Mixed Method	From the design and installation, FWP implementation is good. In terms of processes and products, the implementation of the FWP is sufficient.
10	(Juri et al., 2021)	2021	CIPP	VHS 2 Padangsdimpuan DPIB Expertise Competency	Mixed Method	In terms of context, the implementation of FWP is good and in terms of input, process, and product it is sufficient.
11	(Yulia et al., 2021)	2021	CIPP	VHS 6 Padang City	Mixed Method	From the four aspects, it shows that the implementation of FWP for VHS students in the field of Technology and Engineering is good
12	(Neliwati et al., 2023)	2023	CIPP	VHS Al Washliyah 9 Medan	Qualitative	Interpretive assessment, the CIPP model is modified according to the needs of the evaluation
13	(Jaya et al., 2023)	2023	CIPP	VHS 2 Depok Sleman	Qualitative	Interpretive assessment, the CIPP model is modified according to the needs of the evaluation
14	(Kaaba et al., 2023)	2023	CIPP	VHS Gorontalo City	Qualitative	Interpretive assessment, the CIPP model is modified according to the needs of the evaluation
15	(Supriyanto et al., 2023)	2023	CIPP	VHSN 1 Sragi	Qualitative	Interpretive assessment, the CIPP model is modified according to the needs of the evaluation

Based on Table 1 that there are 15 articles mentioned above, it can be seen that in evaluating the FWP VHS program in the field of Technology and Engineering expertise, previous researchers used 3 evaluation models, namely the CIPP model, discrepancy model, and goal-oriented model. The three models have different characteristics and characteristics even though in program evaluation all evaluation models have the same goal. In the CIPP model, four aspects are used as evaluation aspects, namely context, input, process, and product.

Next, conclusions are drawn from the final score regarding its implementation VHS using the CIPP model evaluation at the five VHS locations with the provisions for score conversion or class intervals in Table 2 (Ayyusufi et al., 2022).

Table 2.Score conversion

Number 1-100	Letter	Clasification
80-100	A	Very good
66-79	B	Good
55-65	C	Enough
40-54	D	Not enough
30-39	E	Fail

The following are the results of the evaluation of the FWP VHS program in the field of Technology and Engineering using the CIPP Model with the Quantitative Descriptive method which can be seen in Table 3. Meanwhile, the other 5 articles used qualitative methods which were not discussed further in this study.

Table 3.Evaluation results with the CIPP model

No	Article Title	Authors	Quantitative Evaluation Results			
			context	input	process	product
1	Evaluation of the Field Work Practice Program for the 2017/2018 Academic Year in the Field of Mechanical Engineering Expertise VHS 1 Nanggulan	(Pratama et al., 2019)	Good (71.88%)	Very good (84.38%)	Enough (56.88%)	Good (71.88%)
2	Evaluation of the Implementation of the Industrial Work Practice Program (Prakerin)	(Ardiani & Ridwan, 2020)	Very good 93.99%	Very good 91.52%	Very good 97.62%	Good 78.80%
3	Evaluation of the Implementation of the Industrial Work Practice Program (Prakerin) Computer and Network Engineering Study Program (TKJ) at VHS 8 Palangkaraya	(Zuraidah, 2020)	Very good (86.37%)	Very good (87.87%)	Very good (92.78%)	Very good (84.7%)
4	Evaluation of the Field Work Practice Program with the CIPP Method	(Juri et al., 2021)	Very good (83.00 %)	Good (78.96%)	Good (68.94%)	Very good (79.09%)
5	View of Evaluation of Fieldwork Practice Program in Computer and Network Engineering Department at VHS Negeri 6 Padang City	(Yulia et al., 2021)	Very good (83.00 %)	Good 76.00%	Good 78.00%	Good 75.00%

From Table 2, it can be seen that in the evaluation of the street vendors program in Vocational Schools in Technology and Engineering from a context perspective, it turns out that 4 research articles show very good planning for street vendors and 1 good study. Context evaluation tests whether the goals and priorities are following the needs to be carried out by evaluating, identifying

weaknesses, and strengths, diagnosing problems, and providing solutions. This context evaluation according to Stufflebeam is used to answer the question "what needs to be done". Thus the planning for the implementation of the street vendors program in the above research follows the applicable provisions.

In the input evaluation, 3 research articles showed that the carrying capacity for the implementation of street vendors was very good, and 2 studies showed it was good. Evaluation of this input which is the source of evaluation includes human resources, supporting facilities and equipment, funds or budgets, and various procedures or rules that are enforced. Evaluation of this input is used to answer the question "How do we implement". Thus, in this aspect, the supporting components in the implementation of the street vendors program are very good, but some are still in the sufficient category, so there is a need for improvement in this aspect.

In the evaluation process, 2 research articles are showing that the street vendors implementation process is very good and 2 researchers also show it is good, but there is 1 researcher who shows it is enough. Process evaluation is used to see whether program implementation has been going according to plan or strategy and the results of this process evaluation will be input for improving a program. The purpose of process evaluation is to find weaknesses in program implementation, obtain information about decisions made, and maintain field notes regarding important matters during implementation (Kuntoro, 2020). With the above results, it can be said that the implementation of the FWP program for VHS students in the Technology and Engineering field went very well, well and some were quite good. Seeing this condition, it is necessary to have improvements or input on this aspect so that the implementation of this program goes according to purpose.

In product evaluation, the evaluation results obtained were 2 very good research articles and 3 good research articles. This product evaluation aims to answer "whether the implemented program has been successful". With product evaluation, it can be seen the results of the implementation of a program and the benefits derived from the program. Seeing the results of the research above, in this aspect it can be said that there is still something that must be improved so that the results of the implementation of the street vendors program for VHS students in the field of Technology and Engineering are following the objectives. The evaluation results with the Discrepancy Model can be seen in Table 4.

Table 4. Evaluation results with the discrepancy model

No	Article Title	Authors	Evaluation Result			
			Design	Installation	Process	Product
1	Evaluation of the Implementation of Industrial Work Practices at VHS	(Saputra et al., 2018)	Very good 83.33%	Very good 87.00%	Very good 83.33%	Good 69.00%
2	Evaluation of fieldwork practice program of electrical vocational high school in the Bandar Lampung City	(Feriyanto & Taruno, 2016)	Good 78.74%	Very good 84.37%	Very good 80.06%	Good 79.64%
3	Evaluation of the Implementation of the Industrial Work Practice Program for Grade XI Students at VHS Negeri 3 Payakumbuh Academic Year 2017/2018	(Fauziah; et al., 2020)	Very good 80.25%	Very good 80.53%	Good 75.83%	Good 69.75%

Based on Table 4, the Discrepancy model is a gap model in which there are several aspects, namely design, installation, process, product, and cost if needed (Mustafa, 2021). The design aspect is an aspect that must prove the gap between planning and the provisions that apply according to standards. Table 4 for the design stage shows 2 studies with very good results and 1 study with good results. This proves that at the design stage, there is a small discrepancy, which means that the FWP program planning is following existing guidelines. For the installation aspect, it will show the readiness of supporting facilities in the implementation of street vendors, and later it will be seen whether there are gaps with the applicable regulations. At the installation stage, there were 3 studies with very good results, which means that at this stage the gap in preparing needs for the implementation of street vendors is very small or available following the provisions.

The process aspect will evaluate the process in the implementation of street vendors, what will be seen is whether the process has been running following applicable regulations by looking at the gap between the running process and the process provisions that must be carried out following existing standards. In the process aspect in Table 4, 2 studies are showing very good results, and 1 study shows good results, this means that the street vendors' implementation process is going well and the gap between the street vendors' implementation process and the applicable provisions is small.

The product aspect will see how the results are obtained after carrying out street vendors, by looking at the gap between the actual results obtained and the results that should be obtained in the implementation of street vendors. The table above shows that the product aspect shows 3 research articles with good results. This means that there is a gap between the results obtained and the results that must be achieved in the good and sufficient categories. Thus in this aspect, it is necessary to have some improvements to improve the results of the implementation of street vendors. The evaluation results with the Goal Oriented Model can be seen in Table 5.

Table 5.Evaluation results with the goal-oriented model

No	Article Title	Authors	Evaluation Result			
			Program Objectives	Behavior	Achievement of objectives	Student Performance
1	Evaluasi Program Praktik Kerja Industri pada Kompetensi Keahlian Teknik Kendaraan Ringan di VHS Negeri 5 Padang	(Daya Mufa & Wakhinuddin, 2019)	Very good 83.30%	Good 77.00%	Very good 80.00%	Very good 80.00%
2	Evaluasi Model *Goal Oriented:* Pelaksanaan Praktik Kerja Industri Jurusan Teknik Otomotif di Sekolah Menengah Kejuruan	(Novalinda et al., 2020)	Very good 80.00%	Good 78.00%	Very good 82.00%	Very good 82.67%

Based on Table 4 that evaluation with Goal Oriented there are 2 evaluation research articles about the implementation of the street vendors program in VHS in Technology and Engineering using four components to be evaluated namely program objectives, behavior, program achievements,

and student performance. To see the achievement of program goals, several stages were carried out, namely determining general goals, grouping goals, interpreting goals according to behavior, setting goals for achieving goals, establishing measurement methods, collecting performance data, and the last is comparing activities that reflect goals with performance data obtained (Mariyanti, 2015; Pratiwi et al., 2022).

In Table 4 the aspects of the program objectives show 2 research articles with very good results, so the conclusion is that the objectives of the street vendors program implementation have been going well following the objectives set.

The behavior component shows a good category. It can be concluded that in the implementation of street vendors, students show behavior that follows the provisions contained in the program objectives. Then the program achievement component showed very good results so it can be said that the program objectives have been achieved. The last component is student performance, Table 4 shows very well, so it can be said that during the implementation of the street vendors students showed very good performance.

This section will discuss the theoretical implications of research on the evaluation of fieldwork practices at VHSs with a special field of Technology and Engineering. This study produced 15 articles that followed the research topic and the field of knowledge possessed by the researcher. This research has gone through the SLR stages in an orderly and conceptual manner due to the need to narrow the results of data collection so that it is easy and practical to analyze.

The results of this study are more focused on the types of Mix Method and Quantitative Descriptive research with 10 articles that are discussed further. The results of the evaluation of street vendors at VHSs in the field of Technology and Engineering with quantitative evaluation results with context, input, process, and product (CIPP model) assessments, so that the planning for the implementation of the street vendors program in studies that have been carried out is by applicable regulations.

Evaluation results using the Discrepancy Model with evaluation results based on design, installation, process, and product require several improvements to improve the results of the street vendors' implementation because, from the product aspect, there are still gaps in the evaluation of street vendors' performance evaluation. The results of the evaluation with the Goal Oriented Model are the results of evaluating program objectives, behavior, goal achievement, and student performance. The results of the evaluation based on this model show very well, so it can be said that during the implementation of the street vendors, the students showed very good performance.

Conclusion

Based on the results of a literature review of articles obtained through searching journals in the database, this research has collected 50 articles related to vocational school students' VHS. Meanwhile, when sorting published applications or sorting research journals according to research topics, the results of identifying funds for analysis of the FWP program for vocational school students with technology and engineering topics, obtained 15 articles. Then the 15 articles evaluated the use of the methods that have been used, so that 15 of these articles have used the CIPP, Discrepancy, and Goal Oriented model approaches which are closely related to students' skills, namely Technology and Engineering. Of the three models, the most dominant model used is the CIPP model at 70%. Meanwhile, the rest is more towards the Discrepancy model of 20% and the other 10% is the Goal Oriented model.

However, these three models have the same goal, namely providing recommendations to policymakers to make improvements if inaccurate results are obtained. From the study of the 15 articles above, in general, it can be said that the implementation of VHS for vocational school students has gone well, but there are still several aspects that need to be improved

so that the results of implementing VHS can be achieved as expected.

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