



The Effectiveness of the Internship Program for Vocational High School Students Using the CIPP Method

Fay Furtasan Ali Yusuf^{1(*)}, Basrowi²

^{1,2}University of Bina Bangsa, Serang, Indonesia

Abstract

Received : February 1, 2023
Revised : April 7, 2023
Accepted : April 8, 2023

The apprentice program is an important program in educational institutions, specially Vocational High Schools (SMK) in Indonesia. The purpose of this study was to evaluate the level of success of the apprenticeship program or vocational school students in honing students' abilities and preparing students to enter the world of work. This research uses an evaluation approach with the CIPP model or context, input, process, and product. The study was conducted on 100 vocational students who had completed an internship program during the Covid-19 pandemic. Data were collected using questionnaires, participant observation, and interviews. The results of the study show that the implementation of the apprenticeship program for vocational school students, starting from the context, input, process and product, is in a good category, so this program is still feasible to continue. In the future, the head of the SMK can motivate students regarding all elements of the apprenticeship program, so that the quality of this program is in line with the goals of National Education in improving the quality of reliable and ready-to-use human resources. The place for selecting the apprentice program must be made by the school, not chosen by the students themselves, so that the expertise program is right with the place for apprenticeship.

Keywords:

CIPP, Internship Program, Vocational High School Students

(*) Corresponding Author: ffurtasan28@gmail.com

How to Cite: Furtasan Ali Yusuf, F., & Basrowi. (2023). The Effectiveness of the Internship Program for Vocational High School Students Using the CIPP Method. *JTP - Jurnal Teknologi Pendidikan*, 25(1), 15-28. <https://doi.org/10.21009/jtp.v25i1.33553>

INTRODUCTION

So far, the apprenticeship program has been implemented poorly, because the expertise program and the apprenticeship place are not compatible. Many children's financial expertise programs are placed in apprenticeships in the administration section. students with an informatics system expertise program are placed in the public relations section and various other cases which show a discrepancy between internships and expertise programs while studying at vocational schools.

The causes of the discrepancy include sharing; *First*, there is permission from the school for students to choose their own place of internship. In this case, the school does not see the level of suitability between the place of apprenticeship and the skills students are studying. *Second*, the school did not carry out early supervision, so that new students were found not to link and match after they submitted the apprentice program report.

Third, the office staff occupied for the apprenticeship program do not care about the student's skills program, so students are not asked what skills program



they are in, but are immediately placed in a section that according to the office staff needs the help of vocational school students.

Fourth, students work in internships voluntarily without paying the office, and also without being paid by the office, but the office is only given the task of giving an assessment of the performance of students who are participating in the internship program, so there is less emphasis from the school, so that students are trained well, in accordance with the expertise program followed at school.

Changes in the order of life become complex and competition between individuals becomes more diverse (Sadikin & Hamidah, 2020). Even students must directly compete and adapt to competition when they have completed their education (Batubara, 2018). That is, students will experience challenges when entering the professional world. Moreover, the business is also developing from time to time so it requires professionals in their fields. This shows that the industry will need graduates who are competent in a particular field and bring good things to the company

In the context of a dynamic and highly competitive business environment, the industry will try to find competent graduates (Karunaratne & Perera, 2019). So that educational institutions pay special attention to this. One of the steps taken by educational institutions is an internship program. This program is carried out before the students (students) graduate so that when the graduation period is over, students have experience.

Internships are voluntary temporary work placements and are often carried out by students at both high school and college levels. The internship program has also become a favorable situation for both students and their place of internship (Busyra, 2020).

Unfortunately, data from Nurwati & Basrowi (2020) shows that the number of vocational students who are placed according to their scientific fields is no more than 35%. This means that 65% of students are placed not according to their scientific fields, especially those in government offices, who are only told to deliver letters, make envelopes, sweep, clean tables, buy food to the canteen, and various other irrelevant tasks.

Employers can carry out recruitment if the work done by interns has competence so that students can continue their careers (Dewi, 2020). This has not been carried out optimally, because the results of research by Nurwati & Basrowi (2020) show that, no more than 2.5% of students are recruited by companies where they do internships. Most of them work outside the internship. This means that the purpose of the internship program so that vocational students can be recruited by the company where they are interning cannot be achieved. This is motivated by the fact that many industries prefer to absorb experienced graduates, not fresh graduates who have no experience.

For students, this program is like a course with cost-effective training because the company has trained them without students having to look for training institutions (Dwiyanto. 2020). Through the internship program, students are given the opportunity to experience how theory works in real life. This situation is able to help students get jobs faster (Karunaratne & Perera, 2019). The work experience that students have in internship programs is usually not obtained in the learning space such as skills or honing skills that students previously had (Ismail, 2018).

In America, apprenticeship programs have become standard in some business schools and are part of the curriculum. While not all business schools specify this, internship programs have the benefit of gaining valuable experience for students. One of the things that can be obtained from the internship experience is that there is a direct relationship with the final career goals of students (Edward, et.al, 2019). Moreover, this program can produce graduates who have practical work experience, skills, and practical knowledge (Farida, et.al., 2020).

The internship program not only provides significant benefits for students from a career and income perspective, but can strengthen self-confidence and self-satisfaction in the lifelong learning process (Karunaratne & Perera, 2019).

This situation shows that internships have taken an important role in the world of education with various benefits for students' lives after completing education (Djatnika, 2018). In addition, with the internship program, educational institutions can strengthen ties with the business world and build the reputation of the institution itself (Anjum, 2020).

As this also happens in Indonesia, especially in vocational schools because the school has a goal so that students can work according to their competencies in certain fields so that the industry can absorb them. However, in fact, there are still many graduates from SMK (86%) who have not been able to provide manpower according to the needs of the business world or to be precise the industrial world (Tarmidi & Ismanto, 2020).

Vocational High School is an institution that educates middle-level workers as one of the efforts to face the challenges of the global era while at the same time meeting the workforce in order to fill the development of regional autonomy. As stated in Law Number 20 of 2003 concerning the National Education System, as a form of vocational education unit, the secondary level has the following objectives: (1) to prepare students to become productive human beings, able to work independently, to fill job vacancies in the business world and the world. industry as a middle-level workforce in accordance with the competencies in the skill program they choose, (2) prepare students to be able to choose a career, be tenacious and persistent in competing, adapt to the work environment, and develop a professional attitude in the field of expertise they are interested in, (3) equip students with science, technology, and art to be able to develop themselves in the future both independently and through higher education levels, and (4) equip students with competencies in accordance with the chosen skill program.

This situation shows that vocational high school is a form of providing vocational secondary education that is oriented towards the formation of life skills, namely training students to master the skills needed by the world of work and providing education about entrepreneurship. The formation of life skills brings students closer to the real world in which they live and socialize. Internships will further foster students' interest in entrepreneurship, their willingness to work hard and diligently to achieve business progress without feeling afraid of the risks that will occur and being able to learn from failure. Students in SMK are more emphasized to practice so that they have experience and are able to directly enter the world of work, but this does not rule out the possibility for graduates to be able to continue to higher education levels.

During the Covid-19 pandemic that has spread to the world globally, the internship program has changed a lot. This situation is like an internship program trying to avoid SMK students meeting the public and students following health protocols during internship activities. This is done to prevent the spread of Covid-19 from spreading further. However, even though the pandemic is running, the internship program is still carried out so that students are able to hone their abilities and skills in the world of work.

Thus, the steps taken by educational institutions as a strategic step so that the competence of students increases in line with industry needs (Batubara, 2018). As it is known that skills cannot be obtained optimally when the learning process is carried out online, but must be done face-to-face. As was done at various vocational schools in Serang City where the internship program or job training is part of a learning program that must be implemented by students (students) and is carried out directly in the world of work.

The internship program is structured jointly between schools and the world of work in order to meet the needs of students and as a contribution to the world of work towards the development of vocational high school education programs. The implementation of the internship program will indirectly provide knowledge and work experience, and this can accelerate the transition of students from school to the business world/industrial world. By participating in an internship (Industrial work practice) students can fully master the aspects of competence required by the curriculum, and get to know the world of work which will become their world in the future after completing their education.

There are many criticisms of the internship program, such as: 1) the low competence of SMK alumni related to aspects of logic, aesthetics, kinesthetic, because SMK has not succeeded in developing critical thinking skills, problem solving skills, communicating in social life, respecting, responding, and producing works that are monumental, 2) the competence of vocational graduates does not touch the academic, psychomotor, and emotional spiritual aspects, they also have not been able to reach an innovative level, 3) the learning process in vocational schools has not been able to instill work knowledge, work skills, attitudes, work culture in accordance with industry needs, 4) SMK alumni are like literature alumni who are only fluent in the field of theory, 5) there is no compatibility between skill programs and practical places, 6) SMK alumni do not have emotional maturity, so they are not able to be independent (Nurwati & Basrowi, 2020).

The purpose of this study was to evaluate the vocational apprenticeship program in the city of Serang in the Covid-19 Pandemic era, which had never been studied by previous research, considering that the internship program carried out during the Covid-19 pandemic only occurred at this time. The significance of this research is to answer the many criticisms of the internship program for vocational students, so that the motto "SMK Can" can really be realized, not just a meaningless slogan. The novelty of this research is on evaluating online internship programs. All studies investigate offline internships, but this study looks at the effectiveness of online internships.

METHODS

Research approach

This research approach uses evaluation research. The evaluation model used is the CIIP-model (context, input, process, product) which is one way to find out whether or not the teacher's specific learning objectives have been achieved. This model will emphasize evaluation as a comprehensive process in the managerial system. A good evaluation should aim to improve not to prove, increase accountability, and have a deeper understanding of a phenomenon (Mulyana, 2017). CIPP evaluation which stands for context, input, process, and product is used in various studies, especially to evaluate a situation (Basrowi & Utami, (2019).

Context is a way to assess and identify needs, problems, and opportunities for decision making. Inputs are used to assess possible approaches, program plans, availability of equipment, and the adequacy, and usability of funds so that the program can be implemented. The process is the implementation of the plans made. Then, the evaluation will find and assess the results of the activity as a whole. The product evaluation results will function as a benchmark for ongoing activities (Stufflebeam, 2017).

In the evaluation method used the Combination method (Mixed Methods), which combines quantitative methods and qualitative methods sequentially. At the initial stage used quantitative methods and in the next stage using qualitative methods (Basrowi & Maunnah, 2019). Quantitative methods play a role in obtaining measurable quantitative data that are descriptive in nature and qualitative methods play a role in strengthening and clarifying quantitative data that has been obtained at an early stage to reveal the phenomena that occur which are lifted from the facts fairly (Basrowi & Utami, 2020).

Population and Sample

The population in this study was 12,763 vocational school students who were participating in work internships in various companies, offices, and other formal institutions. This study used a sample of 100 SMK students who had participated in the internship program (Marwoto, et.,al, 2020) .

Instrumentation

The preparation of the questionnaire is carried out by starting to develop the indicators and criteria for success as follows:

Table 1. Indicator of research instrument

No	Dimension	Indicator	Success criteria
1	Context	o Internship Program Objectives	86%
		o Internship Program Environment	86%
		o Internship Program Needs	86%
2	Input	o Internship Program Facilities and Infrastructure (adequate)	86%
		o Internship Program Fund Source	86%
		o Internship Program Curriculum and Relevance	86%
		o Internship Program Rules	86%
		o Human Resources	86%
3	Process	o Preparation for the Implementation of the Internship Program	86%
		o Implementation of the Internship Program	86%

	○ Filling the job sheet	86%	
	○ Assistance by the instructor	86%	
	○ Supervision by the teacher	86%	
	○ Monitoring Internship Program	86%	
	○ Internship Student Pick Up	86%	
	○ Internship Program Conditions	86%	
4	Product	○ Evaluation of Internship Program Results	86%

Then, data was collected for the evaluation of the internship program at the Serang City Vocational School. The success rate assessment score starts from 0% to d. 100% by comparing the criteria and achievements. In this research, a questionnaire will be distributed to 100 SMK students who have undergone an internship program to find out contextual data, namely program objectives, program environment and program needs; input data, namely infrastructure, sources of funds, program relevance, regulations and human resources; process data, namely preparation for the implementation of prakerin, implementation of industrial work practices, monitoring, pick-up and conditions of prakerin; and data on the results of the prakerin implementation, namely the prakerin scores and student competency test scores (Maunnah & Basrowi, 2020).

In addition, researchers will also use a structured interview method to obtain qualitative data face-to-face or via videocall. The parties interviewed were student representatives, the head of the internship, the secretary, the mentor teacher for the internship program, and the field supervisor. Then observations will also be made to collect data about the prakerin environment.

Quantitative Data Analysis

The data analysis used is quantitative data starting from tabulating the data that has been filled in by respondents, calculating the score for each indicator, calculating the total score, and calculating with percent analysis (Soenyono & Basrowi, 2020). To describe the data that has been obtained, the respondent's achievement is calculated with the aim of seeing the trend of the frequency distribution and determining the level of respondent's achievement on each indicator and variable (Suwarno, et.al, 2020).

Qualitative Data Analysis.

Qualitative data analysis in this study begins with data reduction, data presentation, and drawing conclusions or data verification (Sugiyono, 2013). Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the data that has been reduced will provide a clear picture, and make it easier for researchers to conduct further data collection, and look for it when needed.

Presentation of data is a collection of structured information that provides the possibility of drawing conclusions and making decisions. To present the data in this study, the researcher summarized the opinions of several informants related to each indicator of the internship program for vocational students in Serang City.

The final step in data analysis is drawing conclusions and verifying the collected data which is essentially an activity carried out after obtaining the validity of the data during the research. Every data that is reduced and presented basically already has a conclusion according to the context, but the conclusions drawn are

still doubtful and not perfect, which will then increase to be more detailed and in-depth with the addition of data and information from informants. After confirmation with the informant, then it is a complete conclusion (Basrowi & Utami, 2019).

Limitations of the Methodology

Methodological limitations are too few research samples, which are only 100 people, this is none other than the Covid-19 pandemic era so that the majority of students are at home. Judging from the interview, it can't be done directly, but only through WhatsApp.

RESULTS & DISCUSSION

Results

Based on statistics on the internship program, it shows that the number of valid data is 100 samples. The mean or average value of the work practice is 86.00. The standard deviation value of this program is 4.85.

The results of the processing of questionnaires to 100 respondents who are vocational students in Serang City obtained an average score of 88.2%, namely in the good category. Based on statistical considerations, it can be seen in the following table.

Table 2. Sub-aspects, indicators, criteria, and achievements

No	Dimension	Indicator	Criteria (%)	Achievement
1	Context	Internship Program Objectives	86	87
		Internship Program Environment	86	87
		Internship Program Needs	86	87
		average	86	87
2	Input	Internship Program Facilities and Infrastructure (adequate)	86	85
		Internship Program Fund Source	86	84
		Internship Curriculum and Relevance	86	85
		Internship Program Rules	86	84
		Human Resources	86	86
		average	86	84,8
3	Process	Preparation for the Implementation of the Internship Program	86	82
		Implementation of the Internship Program	86	83
		Job sheet filling	86	84
		Assistance by the instructor	86	83
		Supervision by teacher	86	82
		Internship Program Monitoring	86	83
		Internship Student Pick Up	86	81
		Internship Program Conditions	86	82
average	86	82,5		
4	Product	Evaluation of Internship Program Results	86	88,2

The table above, when summarized according to its aspects, will appear as follows.

Table 3. CIPP test results

Aspect	Criteria	Score	%	Decision
context	500	435	87	good

Input	500	423	84,8	medium
Process	500	412	82,4	Medium
Product	500	487	97,4	good
total	2.000	1764	88,2	good

Based on the results of the evaluation as contained in table 1, it shows that, the context gets a score of 435 (87%) so it can be said to be good, the sub input obtained a score of 423 (84.8%) or good, in the sub process a score of 412 or (82.5) was obtained. %, and for sub products, a score of 487 or 97.4% was obtained.

Sub product, is a sub that gets the best results compared to sub context, input, and process. Thus the majority of students experience beneficial results in improving their skills. Thus, the internship program needs to be maintained and continuously improved, so that the results obtained by students after the internship can give meaning to the students themselves, the school, and the world of work where the students will work in the future.

Students join the program as one of the requirements for graduation and educational institutions place the program as one of the educational curriculum. Showing good results shows that this program is implemented well and has benefits for students or students who follow it.

The evaluation of the internship program in this study using the CIPP method begins with the context component, which includes the suitability of the program with the legal basis used. The apprenticeship program for students at the vocational high school level has conformity on the legal basis used. Moreover, this program aims to develop and hone the skills of students.

The internship program at SMK has the aim of developing and honing the skills of students in order to prepare them for the world of work after completing their education. The demand for various industries that want employees with experience makes educational institutions such as vocational schools have to prepare graduates with good experience

This study found that this program had been planned in advance by educational institutions so that the place where students did internships would be adjusted to the majors they took while at school. Thus, students will adjust the theory and practicum at school with direct practicum in certain industries, so that there will be equivalence between them. If the internship is not in accordance with the student's major, it is possible that it will make it difficult for students to implement the knowledge they have acquired while at school.

In addition, on the evaluation of the results in the input component will see whether the steps in the program have been predetermined. The determination of this step also adjusts to conditions during the Covid-19 pandemic, such as how students can do internship programs while still following the Health protocol. This is because if the steps taken are wrong then the program will run improperly.

Research shows that teachers and interns have taken steps so that students can adapt to a particular industrial environment and can implement what they learn in school. Moreover, there is a process of supervision from educational institutions through supervising teachers so that students carry out the program and do not make many mistakes in their internship place.

In addition to the CIPP method there is an input component, there is a process component which includes the suitability between the implementation of the internship program and the program plan. Before the program is implemented, plans have been made both by the educational institution and by the apprentice teachers. Research shows if the plan of the internship program is in accordance with the implementation of the program so that it does not go out of plan. This means that educational institutions have succeeded in making good plans to make the program a success as one of the provisions for students when completing education and going directly into the world of work.

The process component will also show what problems exist in the internship program and how to solve these problems. This situation also includes students' difficulties while working on assignments at the internship location so that in the future it can be an evaluation and improvement so that there are no similar mistakes. At the internship location, there are times when students make mistakes but immediately make improvements and are given direction by other employees. This becomes a learning and student experience in order to solve problems and make decisions in solving the problem.

The success of this internship program will determine how students who have completed their education while in SMK are ready to enter the world of work or not. The research shows that in previous years it was stated that if the students who had graduated, the majority immediately got a job because they had experience during the internship program held at the school.

The next component is the product which includes the extent to which the objectives of the program are achieved. Such as whether students have been able to do their work at the internship location perfectly or not. Research shows that the majority of the internship locations give a positive impression or have satisfaction with the interns and sometimes even recruit interns to become employees when they graduate from school. This means that this internship program has a positive impact on the development of students so that they are ready when they are deployed directly in the real industrial world and know their obligations as employees (workers) in a particular industry.

The majority of students who have participated in an internship program in research conducted are ready to compete in the world of work. Research also shows that students who have participated in an internship program will feel confident when applying for jobs because they already have experience. Even students feel confident when the place where they do the internship program gives them the opportunity to join and become employees at the internship location. This means that the program has been able to improve skill competency so that the industry is ready to accept graduates who already have expertise and experience. Detailed results can be seen from the following table

Table 4. Targets and Achievements of Internship Benefits

Internship benefits	target	Capaian	Information
Gaining valuable experience for students	86%	76	not achieved
Have a direct relationship with the final career goals of students	86%	65	not fulfilled
A vehicle for sharpening skills that students already have	86%	79	not achieved
Students have practical work experience, skills and practical knowledge	86%	78	not achieved

Make it easier to get a job	86%	2,5	far from the target
Strengthen self-confidence	86%	65	not achieved
Students gain self-satisfaction in lifelong learning	86%	76	not achieved
Internship is like a course with cost-effective training	86%	75	not achieved
Mgang is profitable for both students and the place where they are interns	86%	76	almost reached
Can strengthen the bond between educational institutions and the business world	86%	75	almost reached
Students can work according to their competence	86%	54	not achieved
Meet the workforce in order to fill the development of regional autonomy	86%	56	not achieved
One of the efforts to face the challenges of the global era	86%	65	close to reach
Prepare students to become productive human beings,	86%	80	almost reached
Able to work independently,	86%	45	not achieved
Filling existing job vacancies in the business world and the industrial world for middle-level workers in accordance with the competencies in the chosen skill program	86%	56	not achieved
Train students to master the skills needed by the world of work and provide education about entrepreneurship	86%	54	not achieved
Growing students' interest in entrepreneurship, their willingness to work hard and diligently to achieve business progress without feeling afraid of risk.	86%	76	Almost done

Source: Data processed 2021

The results of the research on the value of *praktikum* show that the level of achievement in the value of field work practices (apprenticeship program) is 83.91%. In the sub-value of the student competency test, it shows a value of 87.94%, namely in the good category. This means that the majority of students who take part in the internship program have done their job well and not many mistakes have occurred. Even if there are errors during the internship program, students are able to handle them and solve them themselves. So that this program also hones students in solving problems in the work environment.

Interviews conducted to 100 respondents or students supported the results of the internship program where it was concluded that the program can make students improve their competence in their fields, can carry out practice at school or outside school well, students become more disciplined, students become more enthusiastic, students can gain skills more, and students earn academic marks and internship certificates.

The process of implementing the internship program at the Serang City Vocational School starts from a predetermined plan and the plan is made in accordance with government policies regarding the Covid-19 pandemic. The internship program schedule is based on the academic calendar. Implementation of the internship program or field work practice, students will learn skills according to their expertise competencies. If students have not completed certain subjects, they have not been allowed to join the program. Then during the internship, the

supervising teacher will monitor students in the industry, the time is once a month. Monitoring is carried out to see the progress experienced by students. In addition, it also provides early treatment if there are problems experienced by students. However, problems were found in the field, such as student discipline and the lack of a problem-solving approach in several stages of the internship.

Broadly speaking, the internship activities have been carried out well, as can be seen from the students who are accepted to work in their companies following the internship program. Some cases even show that there are industries that ask students to extend their internship programs. This means that this shows that the industry is satisfied with the performance of the apprentices.

Discussion

The results of this study basically found that the internship program that had been implemented by vocational students in Serang City in the Covid-19 pandemic era was basically carried out in order to face increasingly diverse competition. This supports the opinion of Fatah (2021) which says that at this time there has been a change in the order of life to become increasingly complex and competition between individuals is becoming more diverse.

In the process of competition, this study was able to strengthen the opinion (Wahyudi, et.al, 2021) which concluded that, at this time, vocational students must directly compete and adapt when entering the professional world. This is also in accordance with the opinion (Karunaratne & Perera, 2019) which says that, SMK students are currently in the context of a dynamic and highly competitive business environment. Industry will try to find competent SMK graduates. As the opinion (Bhakti, 2017) that internships are temporary work placements voluntarily and become a favorable situation for both students and their place of internship.

This study rejects the opinion of Nurwati & Basrowi (2020) because in the internship program carried out by vocational students it shows that they are placed according to their field of expertise, and there are some students who are directly recruited by the company where they do the internship after they graduate from vocational school.

This study strengthens the opinion of Jaya, et.al (2018) that employers recruit SKM students if the work carried out by interns has competence so that students can continue their careers. As an opinion (Hurst, 2010) that students who take part in internship programs in addition to getting knowledge for free because the company has trained them without students having to look for training institutions.

The results of this study also strengthen the opinion (Karunaratne & Perera, 2019) which says that through the internship program, students have the opportunity to harmonize theory and the real industrial world. As is the opinion (Ismial, 2018) that with internships students become more skilled, ready to work, and even ready to open employment opportunities independently.

This study is also in line with the opinion of Baert, et.al, (2021) that with apprenticeship students become more competent, confident, and full of enthusiasm to enter increasingly fierce competition. Also the opinion of Djatnika (2018) who concluded that the internship program can help students gain three experiences at once, namely practical work experience, skills, and practical knowledge.

In relation to the observed evaluation aspect, this research supports research (Karunaratne & Perera, 2019) which concludes that the internship program starting from context, input, process, to product has been going well and has been proven to be able to provide significant benefits for students in perspective. career and income.

The CIPP method applied in this study is also in accordance with the method used by (Muyana, 2017) internships have fulfilled all aspects of the assessment both in terms of context, input, process and product, so that the internship program can take an important role in realizing students' goals. and reduce the unemployment rate which continues to rise. The results of this study are certainly in line with the findings (Anjum, 2020) that all processes in the apprenticeship program are in accordance with the predetermined objectives, and have met all aspects of evaluation starting from context, input, process, and product. In addition, with the internship program, Vocational High Schools can establish closer cooperation with the business world and the industrial world in order to strengthen students' competence while studying, and accept them after graduation as reliable workers in their fields.

To be able to improve the online internship program for SMK students in Serang City, school principals can motivate students regarding all elements of the internship program so that the results of all aspects assessed can reach a good category. In addition, educational institutions can explore the industrial world which has infrastructure to support online internship programs in accordance with the competence of students' skills and can be used by students after completing their education.

CONCLUSION

Based on the results of the analysis it can be concluded that: First, in the sub variable of content (C) can be concluded that the program has been implemented in a good category even though it was implemented during the Covid-19 pandemic.

Second, the sub-variable of input (I), the results of the analysis show that the program input includes apprentice program infrastructure, apprentice program funding sources, and apprentice program curriculum in a good category. That is, the program input is in good condition and provides good benefits.

Third, in the sub-variable of process (P), the implementation was in the good category even though the situation was still during the Covid-19 pandemic and students were able to follow government regulations to limit interactions with the general public.

Fourth, the sub-variable of product (P) shows that the level of achievement shows a good category, all students are able to achieve the expected competencies.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

ACKNOWLEDGEMENT

We would like to express our gratitude to Prof. Dr. Supaarmoko, for their contributions as specialists to this study. We also want to express our gratitude to the teachers who have offered to help with every test and training session.

REFERENCES

- Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Future Business Journal*, 6(1), 1–13. <https://doi.org/10.1186/s43093-019-0007-3>
- Baert, B. S., Neyt, B., Siedler, T., Tobback, I., & Verhaest, D. (2021). Student internships and employment opportunities after graduation: A field experiment. *Economics of Education Review*, 83, 102141. <https://doi.org/10.1016/j.econedurev.2021.102141>
- Basrowi & Utami, P. (2019) Legal Protection To Consumers of Financial Technology in Indonesia. *Journal of Advanced Research in Law and Economics*, Volume IX Issue 4(43), Summer 2019. <http://journals.aserspublishing.eu/jarle/index>
- Basrowi, & Utami, P. (2020). Building Strategic Planning Models Based on Digital Technology in the Sharia Capital Market ? *Journal of Advanced Research in Law and Economics*, 11(3), 747–754. [https://doi.org/https://doi.org/10.14505/jarle.v11.3\(49\).06](https://doi.org/https://doi.org/10.14505/jarle.v11.3(49).06)
- Basrowi & Maunnah, B. (2019) The Challenge of Indonesian Post Migrant Worker's Welfare, *JARLE*, Vol 10 Issue 4(42) [https://doi.org/10.14505//jarle.v10.4\(42\).07](https://doi.org/10.14505//jarle.v10.4(42).07)
- Basrowi, Suryanto, T., Anggraeni, E. (2020) The Role of Sharia Financial Literation and Sharia Financial Technology to Sharia Financial Inclusion. *International Journal of Advanced Science and Technology*. Vol 29 (5) <http://sersc.org/journals/index.php/IJAST/issue/archive>
- Batubara, N. A. (2018). Evaluasi Program Praktek Kerja Industri Siswa Smk Negeri 1 Tapung. *Jurnal Pendidikan Tambusai*, 2(2), 160–175. <https://doi.org/10.31004/jpt.v2i2.661>
- Busyra, Sarah, Sani, Lutfiah. (2020). Kinerja Mengajar dengan Sistem Work From Home (WFH) pada Guru di SMK Purnawarman Purwakarta. *Jurnal Pendidikan Islam Volume 3 No. 01*, p. 1-18 ISSN: 2338-4131 (Print) 2715-4793 (Online) DOI: <https://doi.org/10.37542/iq.v3i01.51>.
- Bhakti, Yoga Budi. 2017. Evaluasi Program Model CIPP Pada Proses Pembelajaran IPA. *JIPFRI: Jurnal Inovasi Pendidikan Fisika dan Riset Ilmiah* Vol. 1 No. 2 Hal. 75-82. Tersedia Pada: <https://journal.stkipnurulhuda.ac.id/index.php/JIPFRI/article/view/109>.
- Djatnika, T. (2018). Mempertinggi Efektivitas Program Magang Industri Melalui Pendekatan Kemitraan Dalam Rangka Membangun Kepercayaan dan Keyakinan Dunia Usaha dan Industri. *Puslitjaknov*, 5, 12.
- Fatah, A. (2021) Eksplorasi iDukungan Industri Mitra dalam Pelaksanaan Magan pada Program Merdeka Belajar Kampus Merdeka. *Prosiding Seminar*

- Nasional Teknologi Pembelajaran, Vol 1 No 1.
<https://snastep.com/proceeding/index.php/snastep/article/view/62>
- Ismial, Z. (2018). Benefits of Internships for Interns and Host Organisations. *Knowledge, Evidence and Learning for Development*, 1(1), 1–12.
<https://assets.publishing.service.gov.uk/media/5b3b5de3ed915d33c7d58e52/Internships.pdf>
- Jaya, Petrus Redy Partus, Felisitas Ndeot. 2018. Penerapan Model Evaluasi CIPP dalam Mengevaluasi Program Layanan PAUD Holistik Integratif. *Pernik Jurnal PAUD*, Vol 1 No.1 Hal. 10-25. Tersedia Pada: <https://obsesi.or.id/index.php/obsesi/article/view/200>.
- Karunaratne, K., & Perera, N. (2019). Students' Perception on the Effectiveness of Industrial Internship Programme. *Education Quarterly Reviews*, 2(4), 822–832. <https://doi.org/10.31014/aior.1993.02.04.109>
- Marwoto, H., Suwarno, Basrowi. (2020) The Influence of Culture and Social Structure on Political Behavior in the Election of Mayor of Kediri Indonesia. *International Journal of Advanced Science and Technology* Vol 29 (5). <http://sersec.org/journals/index.php/IJAST/article/view/9759>
- Maunah, M. & Basrowi. (2020). Role Of Remittance Indonesian Migrant Workers Abroad In Improving Children Education In Indonesia. *International Journal of Advanced Science and Technology*. Vol 29 (3). <http://sersec.org/journals/index.php/IJAST/article/view/8392>
- Muyana, S. 2017. Context Input Process Product (CIPP): Model Evaluasi Layanan Informasi. *Prosiding Seminar Bimbingan dan Konseling*, Vol. 1, No. 1, 2017, hlm. 342-347. Tersedia Pada: <http://pasca.um.ac.id/conferences/index.php/snbk>
- Nurwati, T & Basrowi, (2020) Peningkatan Kualitas Outcome Program Keahlian Teknik Sepeda Motor dengan Menggunakan Model “Mega-Pro”. *Jurnal Cendekia* Vol. 14. No 1. <https://doi.org/10.30957/cendekia.v14i1.612>
- Sadikin, A. & Hamidah. A. (2020). Pembelajaran Daring Di Tengah Wabah Covid-19. *Jurnal Ilmiah Pendidikan Biologi* 6(2) : 214–24.
- Soenyono & Basrowi. (2020) Form and Trend Of Violence Against Women And The Legal Protection Strategy. *International Journal of Advanced Science and Technology*. Vol 29 (5). <http://sersec.org/journals/index.php/IJAST/issue/archive>
- Sugiyono (2016) *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*, Bandung: ALfabeta
- Stufflebeam. (2017). *The CIPP Evaluation Model*. San Fransisco: Kluwer.
- Suwarno, Marwoto, H., Basrowi, (2020) Technology Of Qualitative Analysis To Understand Community Political Behaviors In Regional Head Election In Wates District, Kediri. *International Journal of Advanced Science and Technology*. Vol 29 (5).
- Tarmidi, T., & Ismanto, B. (2020). Evaluasi Program Praktek Kerja Industri Di SMK Saraswati Salatiga. *Jurnal Ilmu Sosial Dan Humaniora*, 9(1), 138–146. <https://doi.org/10.23887/jish-undiksha.v9i1.24751>
- Wahyudi, A., Salamun, S., Hamid, A., & Choirudin, C. (2021). Strategi Pengelolaan Vocational Life Skill Pada Pendidikan Islam. *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 6(1), 39–45.