Validity And Practicality Of The Internship Program Evaluation Model Mbkm In Politeknik Negeri Padang

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Abstract:

Program evaluation is carried out to determine the achievement of program objectives and provide appropriate recommendations for program improvement. Problems that occur in the student MBKM apprenticeship program have not run optimally in the industry, there is still a gap between the campus and the industry, there has not been clear coordination between apprentice supervisors, industrial instructors and intern students, has not guaranteed student competency achievement, the MBKM apprentice program is still not relevant , there are still various gaps from the findings regarding the MBKM apprentice program implemented in Indonesia. This study aims to develop an evaluation model for the MBKM apprenticeship program. This research produced an evaluation model for the MBKM apprenticeship program, with scheme 1). Preparing, 2). Antecedents, 3). Relevant, 4). Input, 5). Transactiont, 6). Products, 7). Outcome and reflection. The evaluation model for the MBKM apprenticeship program that has been developed is feasible to be used/applied to the evaluation of apprenticeship programs at the Padang State Polytechnic, because the model developed is valid both in the model scheme and apprentice guide for supervisors, apprentice guide for instructors and internship guide for students.

Keywords: Evaluation Model, Internship, MBKM,

INTRODUCTION

Education is developing so fast that educational programs emerge (Hendriyani, et, al, 2020). Educational programs are also relevant to the growth of technological developments (Asnur, et, al, 2020);(Rizal,et, al, 2022); (Kurnia et, al, 2022); (Novianto, & Nadawina, 2022); (Ramadhani, & Anshari, 2022). The motivation behind the Kampus Merdeka idea (Independent Campus) is concern of many parties about the learning process that is out of sync or detached from the real world. In fact, the learning process does not show the factual reality that is hotly discussed, causing an abyss between lectures and the real world (S. Priatmoko and N. I. Dzakiyyah, 2020). The MBKM initiative offers several programs, including: (1) Student Exchange; (2) Internship/Professional Placement; (3) Teaching Assistant in an Education Unit; (4) Research; (5) Humanity Project; (6) Entrepreneurial Activities; (7) Independent Study/Project; and (8) Village Development/Thematic Community Service (Tohir, 2020).

MBKM has been implemented at Politeknik Negeri Padang through eight forms of off-campus activities as an effort to provide students with freedom and learning experience to gain hands-on learning experience in industry and the world of work. Some Internship/Professional Placement programs in industry needs to be evaluated due to unsatisfactory outcomes such as failure to achieve desired student competence; necessitating development of apprentice program evaluation models that are relevant to current industry needs. It can be said that some Internship/Professional Placement programs are ineffective and unsatisfactory in improving student competence in Internship/Professional Placement. Therefore, Internship/Professional Placement programs needs to be evaluated so that the goals to improve competence as well as provide learning experiences for students can be achieved.

Table 1. Internship Program Phenomenon

Discrepancy	Expectations
a. Sub-optimal internship implementation	a. Optimized implementation of internship
b. No evaluation for internship programs	b. Evaluation for internship programs that leads to program improvements
c. Irrelevant placement of industrial students	c. the relevance of internships between HR, namely students, and the industry as a place for internships
d. Rushed MBKM	d. Clear preparation in the implementation of MBKM
e. Unclear MBKM guidelines for industry students	

Discrepancy	Expectations
f. Education and teaching not well-planned g. Unstructured human resources preparation	e. A clear guide to student internships in synchronous industries f. The development of an ideal MBKM assessment system g. The creation of an internship program evaluation model for MBKM that is valid, practical and effective.

(Source: PNP, 2022)

Evaluation of a program is a way of determining its performance by comparing predetermined parameters, criteria or objectives with the results. The results achieved are in the form of information that is used as a consideration in making decisions and deciding on policies (Retnawati, 2013). There are several evaluation models that can be used to evaluate a program, one of which is the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam. (Stufflebeam, 2001).

Evaluation is of great importance because from which appropriate recommendations for solving problems found in the implementation of freedom-to-learn-based online learning can be obtained. This is in line with the arguments, studies and statements presented by researchers such as Mahayukti et al. (2017); Ardana, Ariawan and Divayana (2017); Jampel et al (2017); and Divayana (2017). They essentially argue that a profound evaluation should be done to obtain specific and clear information as well as an overview of the constraints/problems that occur in the program being evaluated, so that appropriate recommendations can be provided for its refinement and in order to facilitate decision making. To obtain good evaluation results, an appropriate evaluation model is needed. CIPP dapat digunakan pada evaluasi program pembelajaran (Ebtesam & Foster, 2019).

As we are aware of, the rapid pace of development of science and technology has affected various areas of life. Some of these impacts are changes and revolutions in many types of work, disappearing professions and the emergence of new types of professions. This phenomenon compels the world of higher education to transform educational and learning practices in order to produce graduates who are responsive to the challenges of the times and the needs of society (Suwandi, 2020). Universities must prepare curriculum development and curriculum implementation guidelines

which include curriculum monitoring and review that takes into account feedback from stakeholders and the results of achieving strategic issues to ensure its suitability and relevancy (Baharuddin, 2021).

In curriculum development, there are several necessary stages so that CPL can have ideal outcomes, such as: 1. The results of a tracer study to find competencies that are in accordance with the developments formulated into the CP. 2. Mapping based on educational needs, national and state life, world of work, industry, and scientific development. 3. Setting priorities or considerations based on needs analysis. 4. Exploration and mapping of relevant materials. 5. Making a choice between: a. Bringing up new courses, b. Integrating new competencies that are formulated into existing CP courses, and/or c. Discarding some of the existing courses (Mariati, 2021).

Internship programs are born from the glaring lack of work experience of college graduates, making them not suited to work in the industry/professional world. Internship programs typically runs for 1 or 2 semesters where students learn directly on the job (experiential learning). 6 months of activities equivalent to 20 credits are expressed **in the form of hard skills and soft** skills. Students learn hard skills such as expertise, complex problem solving and analytical skills. While soft skills include professional/work ethics, communication, cooperation and so on. Students learn problem solving skills and skills in industry, and soft skills including ethics, communication, collaboration and others.

By studying in the industry, students can learn according to the world of work and gain experience. In the mechanism of implementing internships, universities must, among others: **1)** make an agreement for the internship program, 2) arrange an internship program, 3) assign supervisors who will guide students during the internship, 4) if possible, arrange visits by supervisors at the internship site for monitoring and evaluation, 5) instruct supervisors to compile a logbook and conduct an assessment of student achievements during the internship, and 6) monitor the internship process through the higher education database. The benefits of the internship/professional placement program must be perceived by students, study programs and institutions/internship industry partner.

METHODS

This type of research is research and development (R&D). This development research refers to the development model and Borg & Gall, which is limited to 4 stages. (Emzir, 2010: 271). The limited research steps adjust the needs and research objectives through 4 steps:1). Research and data collection stage, 2). Design Stage, 3). Product development, 4). Validation and testing, 5). Product Revision. The research subjects involved model experts, evaluation experts, linguists to validate the MBKM internship evaluation model, model books and guides. And involving students and lecturers at the Politeknik Negeri Padang. As well as involving industrial instructors.

RESULTS AND DISCUSSION

In the MBKM evaluation model, especially the currently developed internship program, there is a scheme or evaluation model steps as follows:

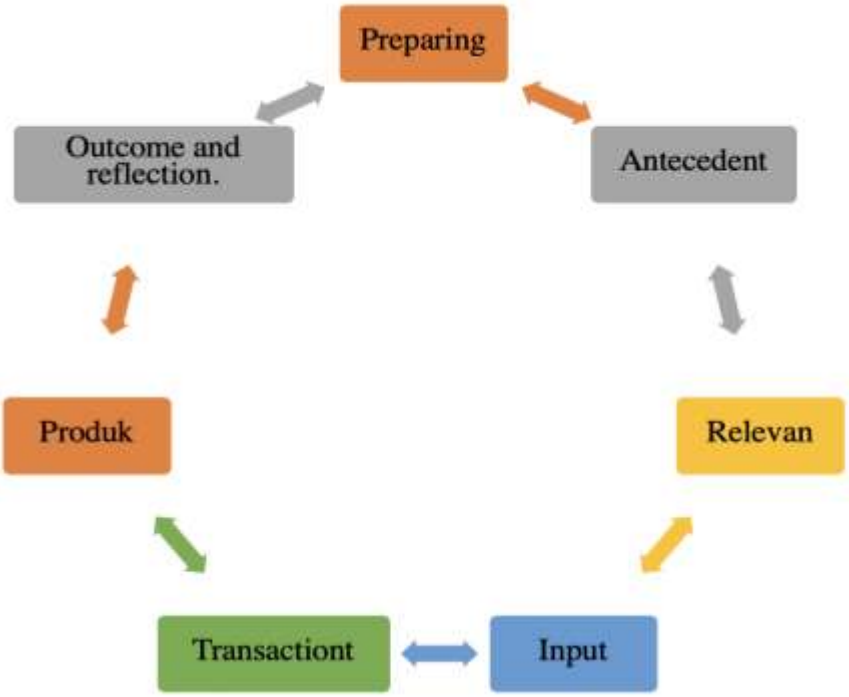

Figure 1 Schematic of the MBKM Apprentice Program Evaluation Model

The following describes each model scheme:

a. Preparing: Evaluators make evaluation preparations, target objects, prepare material for evaluation.

b. Antecedent: The evaluator identified various factors, starting from the background of the MBKM apprenticeship program, the objectives of the MBKM apprenticeship program, the role of students in the MBKM apprenticeship program, the role of universities, the role of industry, the assessment system, the conversion system, the registration process, the requirements for joining the program, the length of the program , and other factors that may influence the MBKM apprenticeship program.
c. Relevant: When conducting an evaluation, the evaluator must be relevant to each MBKM apprenticeship program.
d. Input: The evaluator determines the level of utilization of the various factors studied in the context of the MBKM apprenticeship program. These considerations form the basis for the evaluator to determine whether revisions or changes are needed.
e. Transactiont: The evaluator collects various information regarding the implementation of the MBKM apprenticeship program, various strengths and weaknesses in the strengths of the implementation process. The evaluator must record the various influences of input variables on the process of implementing the MBKM apprenticeship program. Monitoring uses next cloud-based technology which is an application capable of reporting online internship activities, video streaming, audio calls, large storage capacity, easy document uploads.
f. Product: The evaluator collects various information regarding the results of the MBKM internship program activities, in the form of reports, assessment sheets, transcripts, converted course grades, compares them with predetermined standard criteria.
g. Outcome and reflection: The evaluator makes observations on the MBKM apprentice program participants after attending to see the impact of the program on the participants' competencies, the results will be compared with the criteria to provide recommendations for the MBKM apprentice program.

The validation of constructs of the developed model is performed from several indicators such as: model rationale, model supporting theories, model characteristics, model scheme, social systems, reaction principles, supporting systems, model syntax, social systems, reaction principles, supporting effects, and instructional and accompanying impacts.

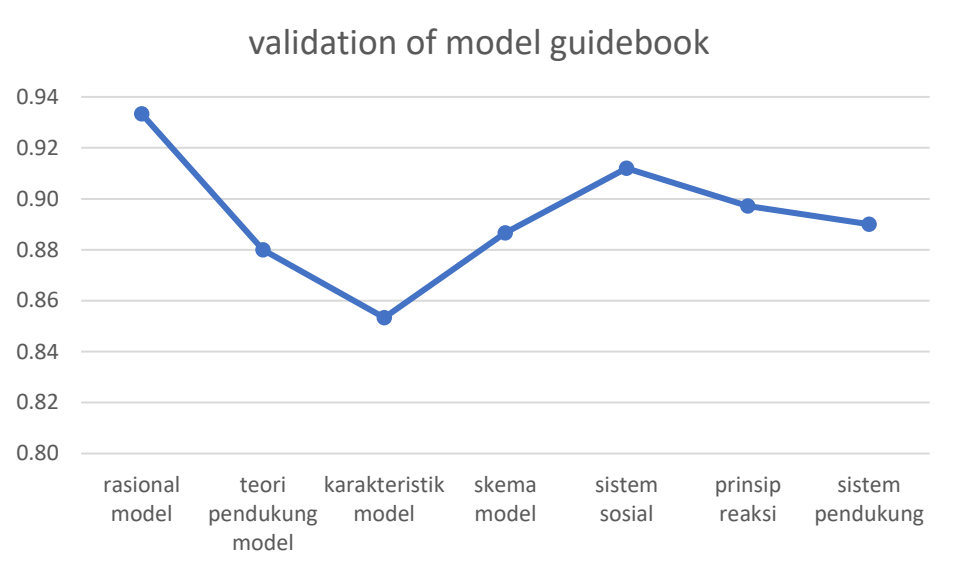

Figure 2. Validation results of the model guidebook

In the above figure we can see that the model rationale aspect showed a value of 0.93, model supporting theories showed a value of 0.88, model characteristics showed a value of 0.85, model scheme showed a value of 0.89, social system showed a value of 0.91, reaction principles showed a value of 0.90, and supporting systems showed a value of 0.89. All of the aspects showed a value above 0.80, which means that the developed internship program evaluation model is valid and acceptable and all aspects used are good enough in measuring the model developed. The validation of lecturer guidebook for the internship program evaluation model is performed in accordance with aspects such as writing format, use of language, introduction, and content. The results of validation of lecturer guidebook can be seen in the following table and figure.

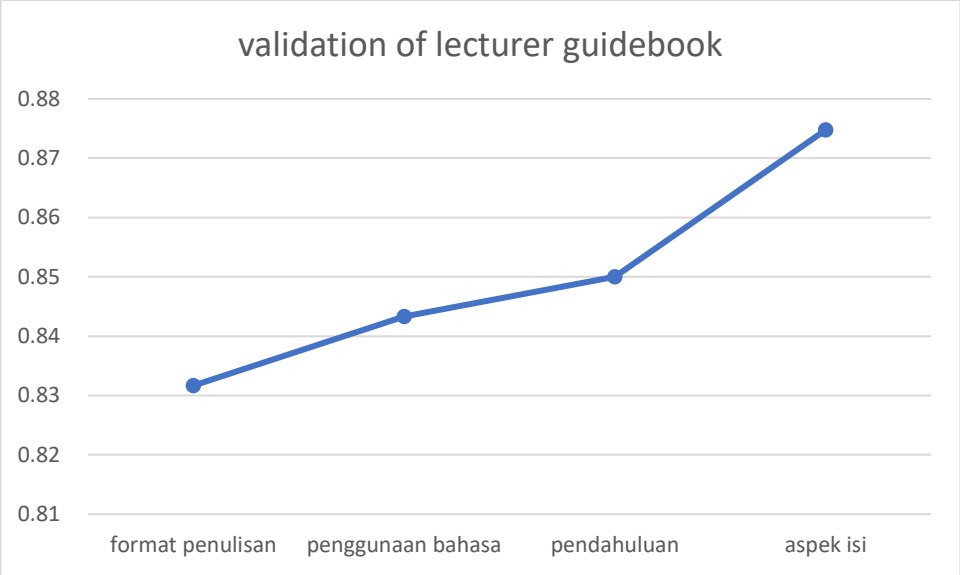

Figure 3. Validation results of the lecturer guidebook

In accordance with the expert judgment presented in the validation image, the lecturer guidebook for the developed internship program evaluation model showed a valued of 0.83 for writing format, 0.84 for use of language, 0.85 for introduction, and 0.87 for content. All of the aspects showed a mean value of 0.85, meaning that the lecturer guidebook for this internship program evaluation model is declared valid for use because it has a value of above 0.80. The validation of student guidebook for the internship program evaluation model is performed based on aspects such as writing format, use of language, introduction, and content. The results of validation of student guidebook can be seen in the following figure.

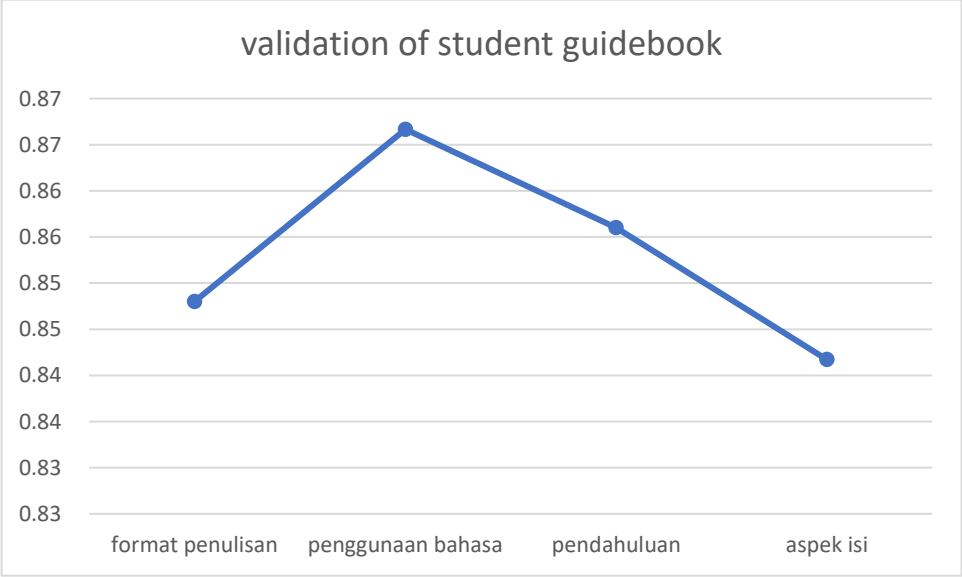

Figure 4. Validation results of the student guidebook

In accordance with the expert judgment presented in the validation image and table, the student guidebook for the developed internship program evaluation model showed a valued of 0.85 for writing format, 0.87 for use of language, 0.86 for introduction, and 0.84 for content. All of the aspects showed a mean value of 0.85, meaning that the student guidebook for this internship program evaluation model is declared valid for use because it has a value of above 0.80. The validation of instructor guidebook for the internship program evaluation model is performed based on aspects such as writing format, use of language, introduction, and content. The results of validation of instructor guidebook can be seen in the following figure.

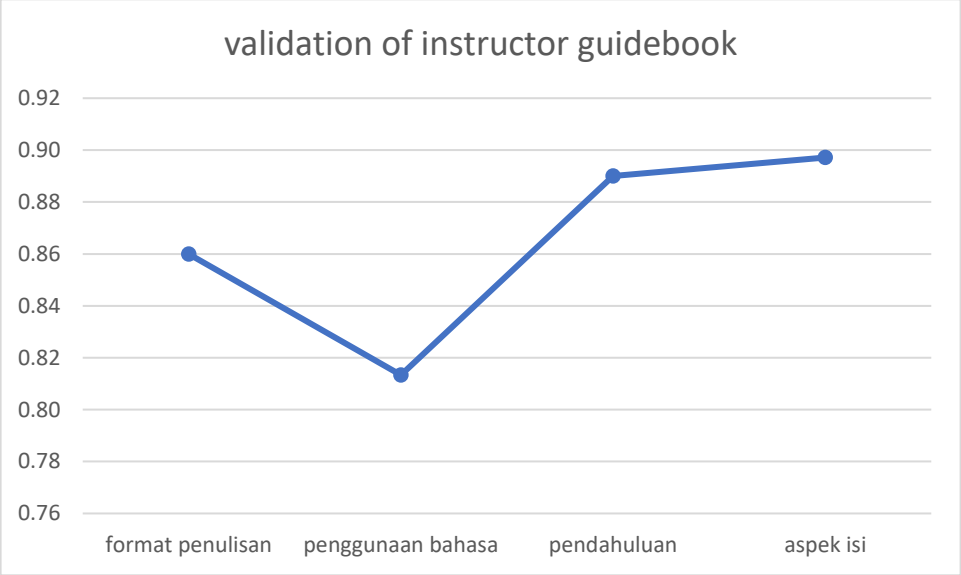

Figure 5. Validation results of the instructor guidebook

In accordance with the expert judgment presented in the validation image and table, the instructor guidebook for the developed internship program evaluation model showed a valued of 0.86 for writing format, 0.81 for use of language, 0.89 for introduction, and 0.90 for content. All of the aspects showed a mean value of 0.87, meaning that the instructor guidebook for this internship program evaluation model is declared valid for use because it has a value of above 0.80. The validation of model scheme for the internship program evaluation model is performed based on aspects such as preparing, antecedent, relevance, input, transaction, product, and outcome and reflection. The results of validation of the model scheme can be seen in the following table and figure.

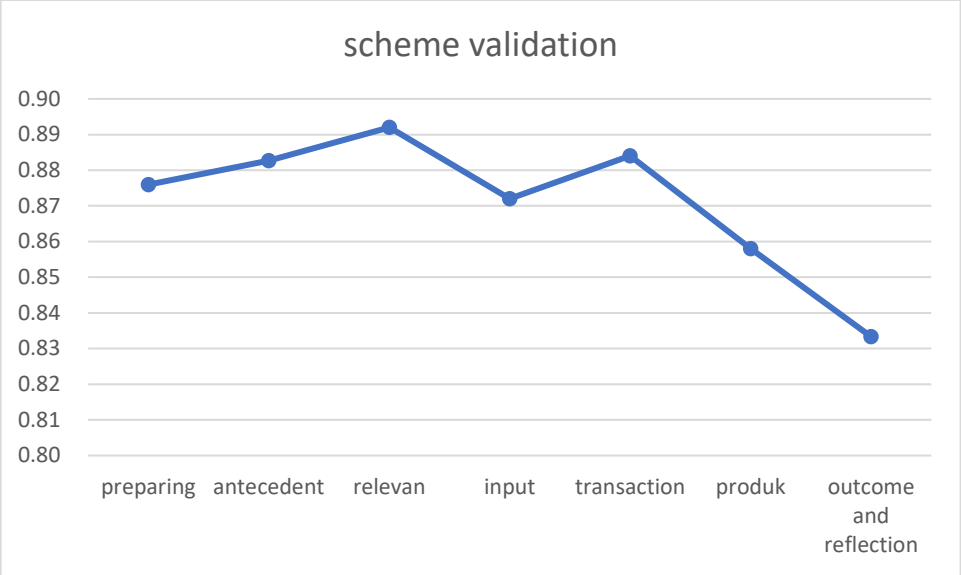

Figure 6. Validation results of the model scheme

In accordance with the expert judgment presented in the validation image and table of validation of the model scheme of the internship program evaluation model, preparing showed a value of 0.88, antecedent 0.88, relevance 0.89, input 0.87, transaction 0.88, product 0.86, and outcome and reflection 0.83. All of the aspects showed a mean value of 0.88, meaning that scheme in this internship program evaluation model is declared valid for use because it has a value of above 0.80. After the product is declared valid, next is practicality test. This practical test was conducted to determine the applicability or the learning tools used by educators and students. Practicality data was obtained from a practicality questionnaire filled in by educators and students regarding the implementation of the internship program evaluation. Educators and students were asked to provide an assessment and suggestions for improvements to the model being developed. Field test results were used to determine the practicality of the internship program evaluation model. This practicality questionnaire by lecturers was given to 5 lecturers. The practicality test of the development model included the practicality of the internship evaluation model and the practicality of the lecturer guidebook.

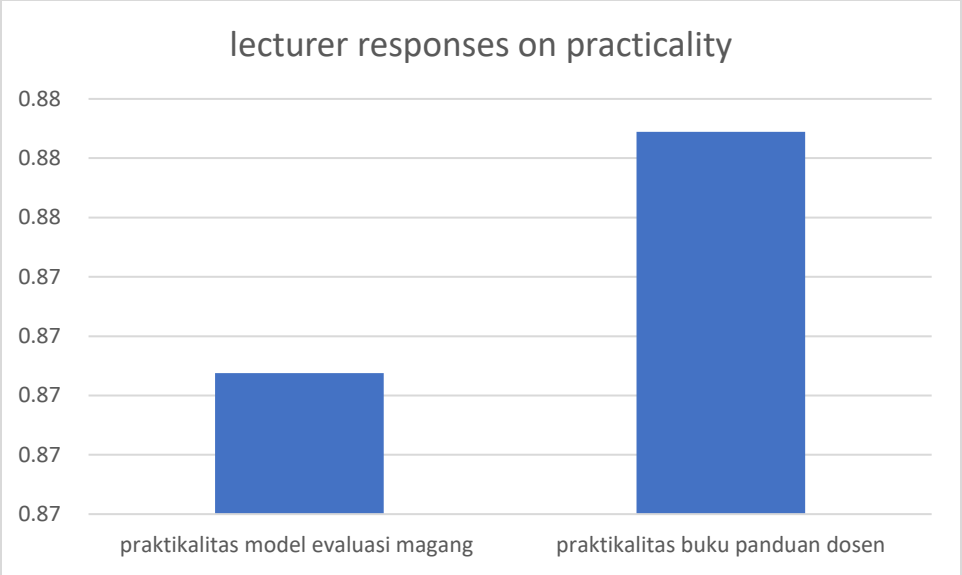

Figure 7. Results of lecturer responses on practicality

In accordance with the table and figure, the practical test of the internship evaluation model being developed from the lecturer's point of view showed a score of 0.87 for the practicality of the internship evaluation model and 0.88 for the practicality of the lecturer guidebook with highly practical criteria. Thus, it can be concluded that the internship evaluation model developed is practical to use. The practicality questionnaire by the instructor was given to 3 instructors from the industry. The practicality test of the development model includes the practicality of the internship evaluation model and the practicality of the instructor guidebook.

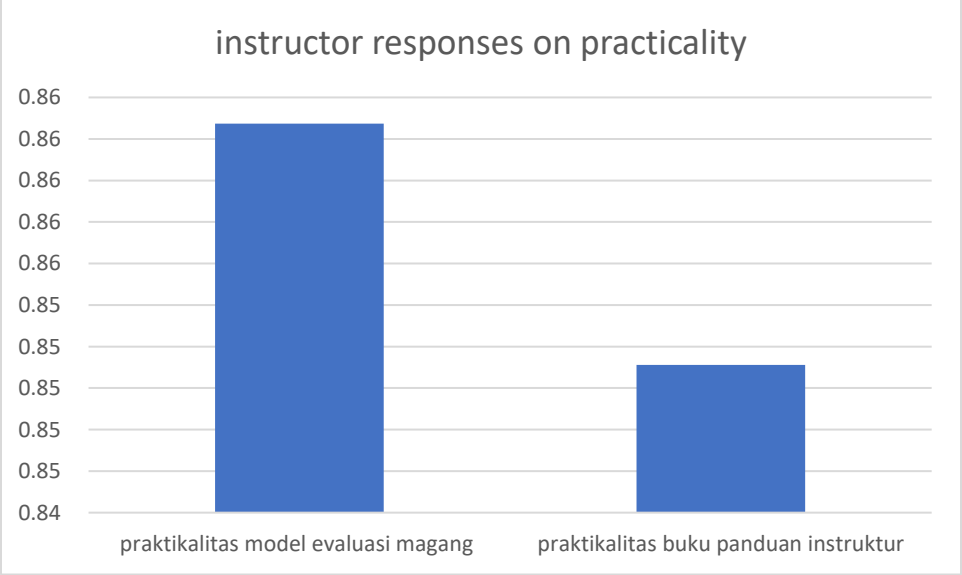

Figure 8. Results of instructor responses on practicality

In accordance with the table and figure, the practical test of the internship evaluation model being developed from the instructor's point of view showed a score of 0.86 for the practicality of the internship evaluation model and 0.85 for the practicality of the instructor guidebook with highly practical criteria. Thus, it can be concluded that the internship evaluation model developed is practical to use for instructors from the industry. The practicality questionnaire by students was given to 10 students who were doing internships in industry. The practicality test of the development model includes the practicality of the internship evaluation model and the practicality of the student guidebook.

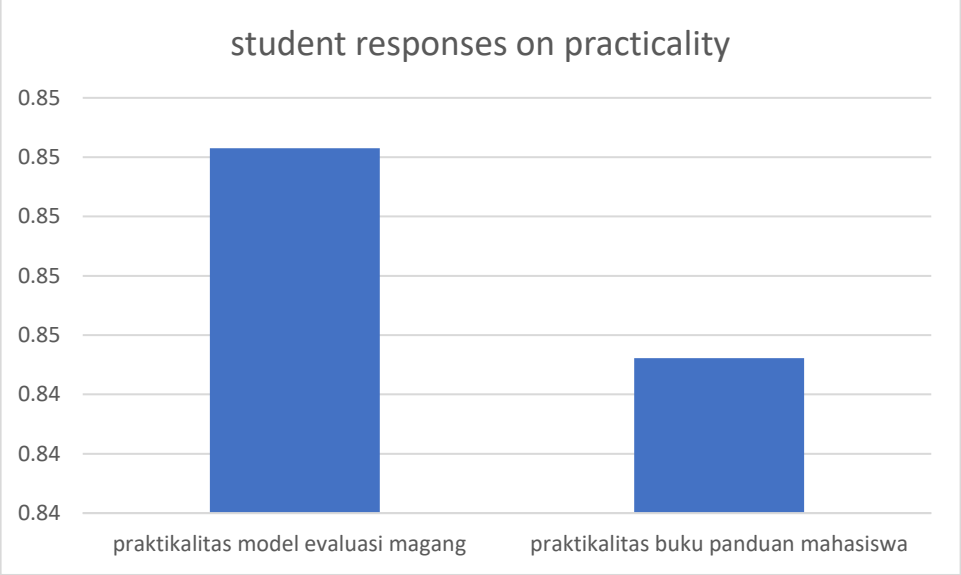

Figure 9. Results of student responses on practicality

In accordance with the table and figure, the practical test of the internship evaluation model being developed from the student's point of view showed a score of 0.85 for the practicality of the internship evaluation model and 0.84 for the practicality of the instructor guidebook with highly practical criteria. Thus, it can be concluded that the internship evaluation model developed is practical to use for students doing internships.

CONCLUSIONS AND SUGGESTIONS

The conclusion of the development of the MBKM internship program evaluation model is as follows: 1). The evaluation model for the MBKM apprenticeship program shows valid results. Products in the form of model books, internship guides for supervisors that show valid results.

2.). The evaluation model for the MBKM apprenticeship program produces a model scheme including: a). Preparing, b). Antecedents, c). Relevant, d). Input, e). Transactiont, f). Products, g). Outcome and reflection. 3.).The results of the practicality of the MBKM apprentice program evaluation model in limited trials of lecturers, instructors and students show very practical results.

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