

Impact of Improving Discipline of Vocational School Students Post Field Work Practice Program (PKL)

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Abstract

The lack of discipline of post-PKL students at vocational schools requires genuine efforts to maintain academic achievement and preparation for the world of work. This research aims to determine efforts to improve the discipline of vocational school students after the PKL program at SMK MUH 1 Sukoharjo—descriptive qualitative research using the Miles & Huberman method. Data was obtained through non-participant interviews, direct observation, and documentation studies of students, teachers, and SMK MUH 1 Sukoharjo staff. Data analysis includes data reduction, presentation, and conclusion to understand efforts to improve student discipline after PKL. The research found that the PKL program at SMK MUH 1 Sukoharjo was a strategic step in improving student discipline. This can be seen from an increased understanding of discipline application of disciplinary values, to positive changes in students' attitudes and behavior. This positive impact is not only felt in daily life at school but also leads to a significant increase in academic achievement. The PKL program at SMK MUH 1 Sukoharjo has succeeded in creating a learning environment that supports the holistic formation of student character and discipline. In conclusion, the PKL program at SMK MUH 1 Sukoharjo has succeeded in proving its effectiveness in improving student discipline, as seen by increasing understanding of the concept of discipline, application of values, to positive changes in student attitudes and behavior, as well as positive changes in student attitudes and behavior—significant increase in academic achievement.

Keywords

Field Work Practice Program (PKL); Student Discipline; Vocational Schools

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1. INTRODUCTION

Education is an essential element that is very important for the progress of a nation (Bariyah, 2019; Nawangsari, 2010; Nurkholis, 2013; Suranto et al., 2022) (Fathoni, 2021). It is a never-ending journey, starting at birth and continuing throughout life. This imperative lies in improving human resources (HR) quality and defining their role in society, making education an indispensable and profound human need (Bahri, 2022; Sholihah & Firdaus, 2019). Apart from that, education not only functions as a measure of a nation's success but is also a significant determining factor. This shows that the trajectory of progress is closely related to the quality of education (Cecep Alba, 2011; Fitrah et al., 2021; Suranto et al., 2022;



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Susanti, 2021; Tampubolon, 2001; Yufarika, 2023).

Essentially, education embodies endless efforts to shape and cultivate diverse individual personalities, including subtle and physical dimensions (Efendi & Ningsih, 2022; Hasanah & Priyantoro, 2019; Syathori, 2023). This integrated effort seeks to unlock and actualize the innate potential within students – whether physical prowess, intellectual sharpness, or creative talent – transforming these hidden abilities into tangible and functional assets that resonate across various trajectories of their life journey. This philosophy is reflected in the principles of the National Education System Law, summarized in Law Number 20 of 2003. (Ansori, 2020).

The deep insight of Ki Hajar Dewantara, who is respected as the Father of Indonesian National Education, provides enlightenment about the true nature of education (Witasari, 2021) (Mudana, 2019). This is not just an external imposition but an organic response to developing children's growth. Education, according to Dewantara, aims to guide the innate qualities inherent in children, directing them toward a realm of safety and happiness. Apart from its respective impacts, the role of the education sector also extends to the macrocosm in preparing resources and has a significant meaning. Therefore, educational programs require a firm orientation aligned with the needs of a dynamic job market. In addition, products from the business world are disguised as communal consumption, creating a complicated relationship between education, labor demand, and community welfare.

Indonesian education faces serious challenges and complex complexities when navigating the global era. The current environment is characterized by a relentless surge in technological innovation, forcing a paradigm shift in the education system. This shift is significant, to align educational pathways with the needs of the rapidly developing world of work. In this way, the education and training process metamorphoses into a deep and purposeful journey, in line with the main objectives outlined in the scope of national education.

One of the main problems in Indonesia's education world is the low level of student discipline (Akbar & Noviani, 2019; Rohman & Ningsih, 2018), Especially after participating in the Field Work Practice (PKL) program. (Gani et al., 2023; Musdalipa, 2020; Priyono et al., 2023). Many students experience challenges maintaining their discipline level after returning to the school environment. Factors such as environmental changes, lack of supervision, and the influence of the social environment outside the school can cause a decline in student discipline. Therefore, concrete efforts are needed to improve student discipline, especially at the Vocational High School (SMK) level, which has diverse student characteristics. Student indiscipline after the Field Work Practice Program (PKL) can have quite a significant negative impact. Students who do not maintain discipline tend to experience a decline in academic achievement due to a lack of focus and involvement in learning activities (Isnani, 2019; Hidayah, 2020). Therefore, maintaining post-PKL student discipline is very important to ensure continuity of learning and preparation for the natural work environment.

Meanwhile, several essential theories in analyzing this work, namely Saydam (1996: 284), put forward the concept that "Discipline embodies an individual's willingness and voluntary commitment to obey and comply with all norms and regulations that apply in their immediate environment." This view underlines that the fundamental elements of work discipline rest on attitudes and behavior characterized by obedience and willingness to comply with existing regulations, which are carried out with full awareness. (Prayogi et al., 2019). In line with this, Hasibuan (2012: 115) defines discipline as "an employee's awareness and voluntary commitment to obey all regulations and norms within the framework of a government organization" (Cesilia et al., 2018). Meanwhile, Mangkunegara (2012: 129) states that "discipline is a managerial effort aimed at strengthening organizational guidelines" (Kohar et al., 2023).

(Hurlock, 2017) identified three types of discipline, namely authoritarian discipline, that relies on strict rules and regulations, enforcing desired behavior through external force, often involving physical punishment. On the other hand, permissive discipline lacks structure and guidance, circumvents social

norms, and avoids punishment, allowing children to navigate difficult situations without intervention. Democratic discipline uses explanation, discussion, and reasoning to help children understand expected behavior, emphasizing an educational approach over punitive measures. It combines rewards and light punishments when necessary, focusing on recognition and praise for meeting expected standards and fostering a positive learning environment (Sholeha & Widiyastuti, 2021).

Vocational High Schools (SMK) are important in developing professional skills (Mujiati, 2020; Theana, 2023) following Government Regulation 19 of 2005. Vocational Schools aim to equip students to become productive individuals, guide career choices, and provide science and technology, as well as art for self-development (Sriwahyuni et al., 2019). Vocational education must align with the demands of the world of work and industry, adapting vocational education to be relevant to Indonesia's national development (Wardina et al., 2019).

The importance of continuous education and training in vocational schools, primarily through Internship Programs (PKL) and Field Work Practices (Prabandanizwaransa, Ahmad and Susanto, 2023), is reflected in the Minister of Industry Regulation Number 03/M-IND/PER/1/2017 (Rachmawati and Totalia, 2018; Rudhiani, 2020; Yuliana, Fitria and Martha, 2021). Fieldwork practice is a crucial element in connecting vocational education with the real world of industry, making vocational schools increasingly relevant to the needs of the business and industrial world. (Mahande, 2023).

Several previous studies with similarities include Arfin Juri et al (2021) that the implementation of the Field Work Practice Program (PKL) has an average standard score of 79.09%, which is sufficient. Assessment of the context and product aspects shows the excellent category, while the input and process are adequate. Improvements are needed in various aspects to increase the effectiveness of street vendors as an industrial work practice (Jury et al., 2021). Deddy et al. (2023) that this research found that SMK Negeri 2 North Toraja has been effective in implementing the Prakerin Program, aligning the curriculum with market needs, and improving communication with IDUKA. However, there is still room for improvement in achieving program objectives and increasing its impact on the absorption of graduates into the world of work (Nur & Arfandi, 2023). Musdalipa (2020) stated that the work discipline of students at SMK Negeri 2 North Luwu who took part in Field Work Practices (PKL) was in good condition. Management of street vendor supervisors includes planning, implementation, and supervision stages by facing internal and external obstacles. Solutions to improve work discipline include motivating role models and implementing sanctions for violations (Musdalupa, 2020). Farales Sindy (2022) stated that the implementation of the curriculum and management of Field Work Practices (PKL) at Vocational Schools had gone according to plan by involving the curriculum team, skills program, and the Business/Industrial World (DU/DI). The increase in student competency is reflected in the increase in class XI report cards and the average PKL score above Minimum Completeness (KKM) (Sindy, 2022). Erni Asmarayani et al. (2020) Research results show that the Field Work Practice (PKL) program in the Furniture Engineering Department of DKI Jakarta State Vocational School has been implemented well, with an upbeat assessment of the context, input, process, and product stages. The study suggests improvements, including more explicit planning goals, expanded cooperative agreements, and increased continuous learning activities to align with the dynamic furniture industry. (Asmarayani & Rahmayanti, 2020).

Although there have been several studies discussing the implementation of the Field Work Practice Program (PKL) in various vocational schools, as well as evaluating certain aspects related to its implementation, there is still a lack of understanding regarding its impact on student discipline after PKL, especially at SMK MUH 1 Sukoharjo. Several previous studies focused more on evaluating the implementation of PKL or its impact on increasing student competency, while aspects of student discipline after PKL must be researched further. Therefore, it is necessary to carry out more in-depth research to determine the factors that influence student discipline after attending PKL at SMK MUH 1 Sukoharjo, so that concrete recommendations can be produced and implemented to improve student discipline in this context. The research aims to determine the impact of improving the discipline of

vocational school students after the Field Work Practice Program (PKL) at SMK MUH 1 Sukoharjo.

2. METHODS

The research method used in this research is descriptive qualitative. This approach is used to understand and explain phenomena in depth, especially related to efforts to improve student discipline after the Field Work Practice Program (PKL) at SMK MUH 1 Sukoharjo. The primary data sources in this research are students, teachers, and related staff at SMK MUH 1 Sukoharjo. Data collection techniques were collected through interviews, observation, and documentation studies. Interviews were conducted with students, teachers, and related parties to gain an in-depth understanding of their experiences regarding student discipline after PKL. Observations are carried out to directly observe student behavior and interactions in the school environment, especially after participating in PKL. Documentation studies are carried out by collecting data from school records, such as student attendance records, behavior records, and documents related to street vendors. The data analysis technique used refers to the Miles & Huberman approach. The qualitative data will be analyzed through data reduction, presentation, and conclusion. The analysis involves grouping data, identifying patterns, and developing findings. Conclusion The results of the data analysis will provide a comprehensive picture of efforts to improve student discipline after PKL at SMK MUH 1 Sukoharjo.

3. FINDINGS AND DISCUSSIONS

Education at Vocational High Schools (SMK) requires the formation of students' character and discipline as preparation for entering the world of work. The Field Work Practice Program (PKL) is crucial in strengthening students' practical skills but often creates challenges in maintaining discipline after the program. This research aims to explore and implement concrete efforts that can increase students' discipline level at SMK MUH 1 Sukoharjo after participating in the PKL program. An in-depth understanding of the factors that influence post-PKL student discipline is the basis for designing and implementing effective strategies.

The research results show that the Field Work Practice (PKL) program at SMK MUH 1 Sukoharjo significantly influences students' understanding of the concept of discipline. Students' participation in PKL allows them to experience firsthand the importance of discipline and obedience to regulations in the world of work. Awareness of these disciplinary values appears to become integral to students' mindset, reflected in their behavior and attitudes.

Applying the disciplinary values obtained during PKL also changes students' daily lives in the school environment. They demonstrate adherence to schedules, respect teachers, and contribute to keeping the school environment clean. This positive change proves that PKL provides practical experience and integrates the values of scientific disciplines that have a long-term impact. Next, the research highlights student attitudes and behavior changes after PKL. Students demonstrate increased responsibility, persistence, and motivation to learn. These changes encourage increased student participation in school activities, creating a more active and productive learning environment.

The positive impact of implementing discipline can also be seen on student academic achievement. Students who apply discipline tend to be more focused and have adequate study time. This contributes to improving their academic grades. Thus, efforts to improve student discipline after PKL at SMK MUH 1 Sukoharjo can be said to have created a conducive learning environment and positively impacted overall student achievement.

In the discussion section, the author analyzes the data using the theory the author has put forward above. As a first step, field data results show an increase in students' understanding of the concept of discipline through implementing the PKL Program. Students' awareness of the importance of order and

obedience to regulations in the school environment is reflected in their participation in street vendors. According to Saydam (1996) and Hasibuan (2012), this finding aligns with discipline theory, which emphasizes that discipline involves awareness and voluntary commitment to comply with regulations. Meanwhile, the concept of discipline, according to Mangkunegara (2012), which emphasizes managerial efforts to strengthen organizational guidelines, is also seen in the implementation of PKL. This program not only forms student awareness but also creates compliance with the rules and regulations, which are the basis for discipline in the school environment.

Analysis of the types of discipline according to (Hurlock, 2017) shows that the PKL Program tends to apply a democratic disciplinary approach. Students are involved in explanations and discussions, following the principles of an educational approach, not a punitive one. This is in line with the aim of SMK as institutional vocational education that provides professional skills and shapes student character. In the context of the role of vocational schools in vocational education and training, field data results reflect the critical role of vocational schools in developing students' professional skills. This theory follows the opinion that vocational schools aim to equip students with skills and knowledge relevant to the demands of the world of work. The PKL program is a concrete manifestation of this role, strengthening relations between education and industry.

The importance of street vendors in vocational schools, per the Minister of Industry's regulation Number 03/M-IND/PER/1/2017, is illustrated from the field data results. This program is recognized as having a crucial role in connecting the world of vocational education with the world of industry. Therefore, SMK MUH 1 Sukoharjo plays an active role in aligning vocational education with industry needs, following regulations emphasizing the importance of PKL as a bridge between education and the industrial world. Overall, the integration of field data and theory proves that the PKL program at SMK MUH 1 Sukoharjo provides benefits in developing students' professional skills and positively impacts the formation of students' character and discipline. This program's success reflects the synergy between vocational schools, students and the industrial world who work together to create relevant and quality vocational education.

The field data collected shows a concrete implementation of theories related to scientific disciplines, which provides a deeper understanding of how the PKL program at SMK MUH 1 Sukoharjo can improve student discipline after industrial internships. One important finding is that students apply the disciplinary values obtained during PKL in their daily school life. Discipline theory, according to Saydam (1996), Hasibuan (2012), and Mangkunegara (2012), emphasizes the awareness and voluntary commitment of individuals to comply with norms and regulations. Applying post-PKL student disciplinary values in this context shows high conformity with this theory. Students' willingness to stick to a schedule, respect teachers, and maintain a clean environment reflects their voluntary commitment to disciplinary values.

Furthermore, Hurlock's (1999) theory regarding types of discipline helps us understand the approaches applied to improving student discipline. In this context, the field data reflect a democratic disciplinary approach where students are invited to understand expected behavior through explanation and discussion. Focusing on an educational approach rather than punitive measures produces positive results, as rewards and mild punishments are implemented. In addition, the role of SMK and PKL programs aligns with government regulations and related theories. Vocational Schools are considered important in developing students' professional skills and preparing them for the world of work. The PKL program at SMK MUH 1 Sukoharjo, as stated by the Minister of Industry Regulation (2017), is a crucial element connecting vocational education with the industrial world.

In other words, the field data and theories provide a holistic picture of efforts to improve vocational school student discipline after the PKL program at SMK MUH 1 Sukoharjo was successfully implemented. This success includes awareness, voluntary commitment, a democratic approach, and the relevance of vocational education to the world of work. The implication is that the PKL program is not

just an academic requirement but also a forum for continuing to develop good student character and discipline.

It can be seen that the research results consistently support the concept of discipline as awareness and voluntary commitment to obey the rules, as expressed by (Hasibuan, 2019; Mangkunegara, 2019 Saydam, 2014). Field data reflects positive student attitudes and behavior changes after participating in PKL. They show increased responsibility, persistence, and motivation to learn. Students' active involvement in school activities has also increased; this shows increased student participation. This aligns with discipline as awareness and voluntary commitment, where students voluntarily adapt to better behavior after PKL.

The theory of democratic discipline, emphasized by (Hurlock, 2017), describes a more educational approach to achieving discipline. Applying democratic discipline principles such as giving rewards and light punishments can effectively create a positive and motivating student environment. Field data shows that students who experience positive discipline changes are more responsive to this approach. The PKL program, as an integral part of vocational education, has been proven to impact student discipline development positively. Experience in the world of work helps students connect theory with practice, better understand the demands of the world of work, and strengthen discipline through the responsibilities given.

In this context, recommendations can be put forward, such as implementing a democratic disciplinary approach in managing classes and school activities, strengthening the role of the PKL Program as an integral part of the curriculum, and involving students in the decision-making process to develop education. Sense of responsibility and collective consciousness. Thus, it appears that integrating disciplinary theory with field data provides a comprehensive view of the impact of increasing disciplined students at SMK MUH 1 Sukoharjo after PKL.

Furthermore, field data provides a robust picture of the positive relationship between the level of student discipline at SMK MUH 1 Sukoharjo and academic achievement. Survey results show that students who apply a high level of discipline tend to be more focused and have adequate study time, ultimately improving their grades. This finding aligns with the concept of discipline according to Saydam, which defines discipline as the willingness and voluntary commitment to comply with applicable norms and regulations. The importance of vocational education, especially at vocational schools, is also illustrated in the field data. The role of vocational schools in developing students' professional skills is significant, as shown by Sriwahyuni et al. (2019). Apart from that, the Field Work Practice Program (PKL) at SMK MUH 1 Sukoharjo is an essential part of connecting the world of education with the needs of the industrial world, following government regulations.

Hasibuan and Mangkunegara's discipline theory emphasizes awareness and voluntary commitment to obeying organizational regulations. This concept is reflected in field data, where students participating in the PKL Program show a higher level of discipline. This could mean that field experience provides a better understanding of the importance of discipline in facing the demands of the world of work. In addition, Hurlock's concept of discipline provides an understanding of various types of discipline. Field data shows that a democratic disciplinary approach is more dominant in the SMK MUH 1 Sukoharjo context, which supports student participation in understanding rules and norms. This aligns with the idea that discipline built through rewards and educational approaches can be more effective in achieving positive results. Thus, it can be concluded that implementing the PKL Program at SMK MUH 1 Sukoharjo consistently supports the formation of student discipline. Through field experience, students can develop attitudes and behaviors appropriate to the demands of the world of work. This effort aligns with vocational education goals, which demand relevance between the skills acquired and the industrial world.

4. CONCLUSION

The results of this research conclude that the Field Work Practice (PKL) program at SMK MUH 1 Sukoharjo provides an effective strategy for increasing students' level of discipline. This step is visible through the achievements of various aspects, from increasing understanding of the concept of discipline and applying disciplinary values to positive changes in students' attitudes and behavior. This positive impact is not only limited to the school environment but also extends to creating a significant increase in academic achievement. The success of the PKL program at SMK MUH 1 Sukoharjo can be seen as a real contribution to shaping students' overall character and discipline in the learning environment. The research results show that Field Work Practices (PKL) positively impact student discipline. This could be the basis for developing a curriculum more integrated with real-world practical work experience. This research could be the basis for further research exploring other aspects of PKL, such as its impact on specific technical or soft skills.

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