



Industrial Work Practice Management Accounting and Institutional Finance Expertise Program at Vocational Secondary School (smk) n 1 Jogonalan Klaten

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ABSTRACT

This thesis is intended: 1. To describe the planning of Industry Work Practices in SMKN 1 Jogonalan. 2. To describe the organizing of Industry Work Practices in SMKN 1 Jogonalan. 3. To describe the process of Industry Work Practices in SMKN 1 Jogonalan. The method of this research is Descriptive Qualitative. The researcher locates his research in SMKN 1 Lintang. She found that headmaster's management of Industry Work Practices. Practices- planning, organizing, actuating, and evaluating- tends to do well as the guidance book of industry employment Practices. Hence it increases the students work skills of motorcycle Technique Department of SMKN 1 Jogonalan. He expects that the management of Industry Work Practices would directly involve more business and industry world owners in the planning process so that the Industry Employment Practices could run as its Standard of Procedure.

Keywords: Management, Industry Employment Practices, Work Skills.

Abstrak

Penelitian ini bertujuan: 1) Mendeskripsikan perencanaan prakerin di SMKN 1 Jogonalan. 2) Mendeskripsikan pengorganisasian prakerin di SMKN 1 Jogonalan. 3) Mendeskripsikan penerapan prakerin di SMKN 1 Jogonalan. Tata cara Penelitian ini merupakan kualitatif deskriptif dengan mengambil posisi di SMKN 1 Jogonalan. Hasil Penelitian ini merupakan kalau manajemen prakerin yang dicoba mulai dari perencanaan, pengorganisasian, penerapan, serta penilaian mempunyai kecenderungan dilaksanakan dengan baik cocok dengan pedoman petunjuk penerapan prakerin. Sehingga dalam penerapannya bisa tingkatkan kompetensi kerja siswa pada jurusan metode sepeda motor. Di harapkan dalam pengelolaan prakerin lebih banyak lagi mengaitkan dunia usaha serta dunia industri (DU/ DI) secara langsung dalam perencanaan supaya siswa yang ditempatkan cocok dengan prosedur yang berlaku.

Kata kunci:Manajemen, Praktik Kerja Industri, dan Kompetensi Kerja

INTRODUCTION

Vocational Secondary School in accordance with Law No. 20 of 2003 on the National Learning system is explained "Vocational secondary education is learning that prepares the participation of students to be able to work in certain fields". Furthermore, it is explained in Government Regulation No. 19 of 2005 on National Learning Standards, which is described as "Vocational Secondary Learning is learning at the secondary level of learning that prioritizes student skills for certain types of jobs".

Competence is a unity of knowledge, expertise, values and behaviors that are reflected in the routine of thinking and acting. The Ministry of National Education defines student competencies as knowledge, behavior, skills and creativity that are actualized in the skills of carrying out a particular job supported by commitment, great enthusiasm with the right procedures. Work competence is one of the competencies that must be possessed by Vocational High School (SMK) students. This competency is what differentiates Vocational Secondary School (SMK) students from other upper advanced school learning levels. Competencies provide basic supplies in work applications in the business world and the industrial world (DU/DI) in the form of cognitive, affective, and (psychomotor) skills. Management is usually related to the activities of planning, organizing, controlling, placement, directing, motivating, communication and decision -making with the aim of coordinating the various energy sources owned by the industry. If the whole process of activities can be implemented from the beginning and done well, so that the management can create a product or service effectively. Management activities must have a clear process stage that begins with a mature planning, clear organization creation, the presence

of a leader who is able to centralize and manage human energy resources and data that are needed by the organization. Industrial Work practices (Prakerin) is one of the existence of learning maintenance and vocational training that integrates systematically and synchronously with learning programs in schools and membership programs obtained through direct work in the business world, to achieve a certain level of reliable expertise. In the interpretation, there are 2 parties: Training Learning Institutions and Workplaces (industry/industry) as well as certain institutions. Both parties participate and are responsible from the program planning session, the implementation session, to the evaluation session and the determination of student graduation, and the marketing efforts of the graduate.

The reality in the field of industrial work applications is still not free from various shortcomings, obstacles, and problems. The various problems found are (1) There are DU/ DI who do not accept learners in their place, (2) There is inequality of skills in each learner, (3) Lack of monitoring and supervision from the school, (4) DU / DI does not yet have a standard in the evaluation process. (5) Guidance for students by DU/ DI Instructors still can not be tried intensively given the many work activities. (6) The process of applying Prakerin is less efficient. (7) There are learners who do not end or stumble in doing the industrial work application program.

Based on the problems presented, this study is focused on "Management of Industrial Work Practices Accounting and Institutional Finance Expertise Program at SMKN 1 Jogonalan, Klaten". "Management is a typical process, which consists of actions: planning, organizing, mobilizing, and supervising, which are tried to ensure and achieve the goals that have been formalized through the use of human energy resources and other sources. Comments Anthony and Govindarajan (1995: 5) Management, An Organization consists of group of people World Health Organization World Health Organization work together ". That means management is a group of people who work together in one organization. Sourced from the Curriculum of Vocational Secondary School (SMK) Dikmenjur (2010: 12). Prakerin is a pattern of training that is managed jointly between the Vocational Secondary School (SMK) and industry, from planning sessions, implementation to assessment and certification which is a unit program. The business world and the industrial world (DU/DI) is a companion institution that is a working partner and has held a convention with the Vocational Secondary School (SMK) both orally and in writing for the business world and industry appointed by the Vocational Secondary School (SMK) is an institution that have work activities appropriate to the field of expertise. Indonesian National Work Competency Standards (2007: 3) work competence is a formulation of work skills that includes aspects of knowledge, skills and/ or skills and minimum work behavior that a person must have to occupy a certain position that applies nationally. Sourced from research written by Choirul Umam Mujaddi (2014: 61) the seriousness of application education facilities and application infrastructure and student learning motivation in relation to the work competence of students of Vocational High School (SMK) in Surabaya application education is categorized as large with an average of 4, 03. Facilities and infrastructure are categorized as good with an average of 3, 87. Motivation of students to learn is categorized as good with an average of 3, 89. Students' work competence is categorized as good with an average of 3, 89. And there is a significant relationship between the seriousness of education facilities application and application infrastructure and learning motivation students related to student work competence with a correlation value of 0, 720.

Sourced from the above Research on the management of industrial work applications that include planning, implementation, organization, and assessment conducted in Vocational High School (SMK) Negeri 1 Jogonalan perform work applications the industry can run optimally, maximally and efficiently.

RESEARCH METHODS

This research used a qualitative research approach. For Sugiyono (2013: 1) Qualitative research is naturalistic research tried in natural conditions (natural setting), used to study natural objects where research is like a key instrument, information collection method by triangulation, inductive information analysis, and research results emphasize meaning of the generalization. This type of research is descriptive research that seeks to obtain a clear reflection of a condition. Qualitative research, research is like the main instrument (key Instrument) in information collection, where all research is the planner, executor of information collection, analysis, interpreter of information, and conclusions, so that it is expected that qualitative research must be responsive, can familiarize themselves, emphasize integrity, base themselves on knowledge expansion, processing information as quickly as possible, clarifying and summarizing, using opportunities to seek reactions.

The research position was conducted at Sekolah Menengah Kejuruan (SMK) Negeri 1 Jogonalan which is located in Tegalmas, Prawatan, Jogonalan, Klaten. For Lofland & Lofland in lexy J Moleong (2008: 112) "The main source of information Qualitative research is words and actions, the rest is bonus information such as documents and others. In accordance with the problems and research, until the method of selecting respondents is tried with the method of purposeful illustration (purposive sampling technique) which in this case is determined by research with The Snowball sampling.

The process of collecting information in this study consists of observations, interviews, and documentation. The analysis consists of 3 activity streams that are involved in information reduction, understanding and presentation of information, as well as drawing conclusions or verification. Qualitative research has 3 criteria to check the validity of information: Credibility test, transferability test, dependability test, and confirmability test (Sugiyono, 2013: 121).

RESULTS AND DISCUSSION

Research Results

The researchers at SMKN 1 Jogonalan applied for permission to conduct research. Information retrieval by Research involves principals, deputy principals, Prakerin leaders, teachers, and student participants. The results of interviews, observations and documentation conducted Research in Prakerin planning obtain information as follows:

The results of interviews that have been tried by the Research with principals, deputy principals (waka), Prakerin leaders and teachers about Prakerin planning. Industrial work application and Prakerin is a national program sourced from the curriculum of the Directorate of Vocational Secondary Education, Prakerin is planned nationally since 1994. Prakerin is part of the education planned in the curriculum, schools live to implement it. So that in the planning of associating public relations related to the industry. When designing a project for teachers to develop it in the syllabus, there are 3 sections in the syllabus, namely face-to-face education (TM), school applications (PS), and industrial practice (PI). So such industrial practices are planned by teachers in the department to try education in the world of business as well as industry.

The expected goal of Prakerin is a dual learning system (education in 2 schools and industry and companion institutions) is the knowledge and work experience of students in the world of business and industry, to improve students' skills and competencies with direct application in industry. The level of achievement of the expected goals is close to 90% has been achieved and in accordance with what is planned by the school, there are some goals that have not been achieved with what is planned. The documentation aims to obtain data on planning. Information on industrial work application planning documentation on the preparation, determination of work areas, cooperation or MoU, can be seen in the minutes of the expertise competency meeting. School committee meeting minutes, committee meeting pictures, Prakerin program socialization pictures.

The area of organization in SMKN 1 Jogonalan covers 2 areas is Curriculum with Public Relations. Curriculum and Public Relations work together to create a work team appointed by the principal, this team consists of people majoring. The organization of Prakerin upon election by the principal, through the public relations staff, after that there is the appointment of the Prakerin leader, the Prakerin leader together with the public relations staff to form a working group or pokja. The draft committee or pokja consists of leaders, secretaries, treasurers, and members. The Prakerin working group consists of all program heads available at SMKN 1 Jogonalan. Obtaining observation information was tried throughout the process of organizing Prakerin in Sekolah Menengah Kejuruan (SMK) Negeri 1 Jogonalan.

Sourced from the results of observations obtained shows that the process in organizing the formation is done by the principal through a meeting of the Prakerin committee. Prakerin organizing factors consist of committees, parents of students, principals, teachers, and students. The layers of the Prakerin organizational structure include those responsible for the committee leader and principal, Prakerin universal coordinator, Prakerin working group leader, deputy leader, secretary 1, secretary 2, secretary 3, secretary 4, surgeon, members, department coordinators, and guidance teachers. Management is very meaningful because with this purpose until the plan can be implemented, but it requires coaching and motivation so that all components in the organization can make the process of achieving organizational goals an integral part in achieving each goal, so that its implementation can run easily without conflict. orientation in achieving those goals.

The results of interviews that have been tried by the Research with principals, deputy principals (waka), Prakerin leaders and teachers about the application of Prakerin, a summary of the following interviews. The initial Prakerin preparation stage initially makes the work team with the competency standards in the department, Prakerin participant data collection. The work team carried out a field survey to find DU/DI. After the survey, implement the mapping for each district and the students that we want to send are mapped from economic terms, in terms of security. After that, invite parents to tell where the work area is. Prakerin preparation sessions were tried and prepared by the committee, department leaders, teachers and class teachers, as well as the readiness of the industry and DU/ DI who want to be the purpose of the internship. The next session there was a supply of Prakerin participants which was implemented for three (3) days.

Based on the results of the observation, the application of Prakerin is a preparation session, Prakerin application session in DU/DI, and evaluation session. The preparation session was tried with the supply of participants for 3 days, the supply aims to equip students before they jump directly into DU/DI with the method of sharing modules and knowledge of the industry. Throughout the application of industrial work applications students work well and responsibly. Assessment strongly ensures the application of the management process, therefore it must be done properly.

The method of evaluating the application of Prakerin is to distribute tasks to students who are interns to do the job, teachers who monitor the DU/DI share notes and input to the school. The last assessment was tried in school. If in the assessment there are students who are stranded until the failure of students becomes the failure of the school in managing, if the failure is indeed very significant, then we change. However, if the failure is individual in nature, then the student becomes the responsibility of the school to guide him.

The equipment used for evaluation in the industrial world uses questionnaires, daily/report sheets, filling out evaluation sheets, and sharing suggestions and recommendations to schools through teacher monitoring. Instead, evaluate the performance of the committee by the method of inventorying the problems in the field. The time for the application of the assessment is at the end of the application of Prakerin and each month to carry out the assessment. Assessment of Prakerin in schools is tried by the principal and the Prakerin committee. Cases that arise from the first session to the last in the discussion are resolved together. The presentation from the committee on the course of Prakerin was also discussed, so as to obtain a good solution through the meeting of the Prakerin committee's accountability report.

Monitoring attempted by the monitoring officer is when the teacher arrives in the industry with an assignment message from the principal. Monitoring is carried out every month. The task of monitoring is to ask and check the growth of students, ask about the behavior, attendance, and ask about the problems experienced by students. Those who participate in the monitoring are schools, the world of business and industry (DU/DI) Prakerin certificates are given to students who have graduated and finished doing Prakerin in the world of business and industry and have obtained grades. The certificate is given by the industry to the school and will be given to all Prakerin participants. When there is an industry that does not make a certificate then the school has the right to make a certificate that is not issued by the industry.

The application of industrial work application indeed expects students to be able or even more so able to improve their knowledge, behavior, skills and competencies. It is not only the knowledge that must increase the behavior and attitude of a kind of discipline, cooperation, initiative, responsibility, and clean culture when the application must also change. The increase in student behavior before and after doing Prakerin, for example, from less active to active, not often going to school so often entering during Prakerin. Be polite to fellow teachers, respect others, and do not violate the rules made at school.

Review 1. Industrial Work Application Planning Planning is like the basis of thinking of the goal and the arrangement of steps to be used to achieve the goal. Designing means preparing all the needs, taking into account any obstacles, and formulating a form of application of activities that are intended to achieve the goal. Planning plays a meaningful role in every activity or program. Planned together to match the goals to be achieved.

The process of deciding on the job/ activity to be carried out for a certain period of time requires careful thought and analysis. So that the results of these plans are meaningful in the future that is planned for a specific purpose. Prakerin is a National program for Vocational Secondary Schools (SMK) as part of the implementation of the dual system learning set by the Directorate of Vocational Secondary Education. The Prakerin program is in the Syllabus for each Competency. Skills are described in the form of Competency standards and Basic Competencies that have not been achieved during school education. Technically, Prakerin planning is a competency activity of skills in a school that is incorporated into a committee called Prakerin working group (pokja Prakerin). So each skill competency that recognizes the Competency Standards and Basic Competencies that they must achieve or deepen in the world of business/ industry.

Sourced from the exposure of information and observation that the purpose of Prakerin is to increase students' knowledge and work experience in the world of business and industry, and to instill students' personality throughout Prakerin in DU/ DI. After that, the level of skills and competencies of students with direct application in workshops and industry, further increasing knowledge and work experience directly in the field. Prakerin's goals are expected to be close to 90% achieved and in line with what the school has planned. As a goal that has not been achieved matches

what is planned but only a small part of the planned goal. Consistent with Suyanto's comment in Made Wena (1997: 106) there are 4 principles of Prakerin: (a) make DU/ DI and residents as a learning area for learners, (b) connect work experience with academic teaching, (c) provide a position for learners are like workers accompanied by responsibilities, (d) instill a close bond between learners and Instructors like mentors in the industry. The reality in the field is that the materials presented in Prakerin are actually many, but taken which is very meaningful and appropriate for students who want to leave Prakerin, the material is about student order at the place of application, then there is also the basic concept of Prakerin, task as well as the responsibilities of Prakerin participants, learning methods in the world of business and industry, Work Ethics and Health and Occupational Safety or K3, Ethics, Norms, Manners, and Manners in Citizens, methods of filling in daily activities, and methods of preparing application reports after Prakerin.

For Made Wena (1997: 114) "Some of the steps that schools must try in working with DU/ DI include sorting out the partner industry, the school attends the relevant DU/ DI, makes a message of cooperation agreement between the two parties, after agreement, start making real activities stuck Prakerin".

For research, the Prakerin planning model should be adapted to the needs of each department, this matter is related to the readiness of students' skills, the availability of Prakerin places. Because these 2 issues greatly affect the success of the application of Prakerin in the future. In the 4th semester, class 2 students have been able and there is a place to practice, it is better because during the 3rd grade they can study for 2 semesters in preparation for the National theory and application test. For Soewarni in Made Wena (1997: 177) the process of implementing Prakerin is tried by students in industry, both large, medium or small industries and household industries. In the implementation of this Prakerin, the process of application implementation steps must always refer to the educational design that has been formalized. The planning steps for Terry (2005: 24) are as follows: (A) Explain the problem. (B) Try to reach explanations about the activities to be implemented. (C) Analyze and classify the explanations obtained. (D) Determine the planning premise and obstacles to the plan. (E) Determine the alternative plan. (F) Select the proposed plan. (G) Set the order and timing in detail for the proposed plan. (H) Conduct checks on the progress of the proposed plan. For Research, the funding used in Prakerin activities is very large, so it needs special attention from schools, committees, parents and local governments. Prakerin is a national program that is only available in vocational secondary schools in totality and has been raised for more than 10 years. The government should have allocated special funds for Prakerin activities. So that the funding no longer takes from parents or committees.

For the 1945 constitution, Article 31 paragraph 2 is affirmed to override the government's obligation to finance the basic education of every state community. Based on the description and presentation of information and observations, it can be concluded that the stages and procedures in the planning of the initial Prakerin of the school team want to form a committee, where the committee is programmed in the Prakerin committee. The Prakerin committee coordinates with each of the majors and how many students there are, and later the department wants to ensure where to place the students who will do the Prakerin. The next stages include surveying, supplying, delivering them directly to the Business World, once a month monitoring and withdrawal of Prakerin students. Similarly, the parties involved in the planning of Prakerin include the education department, school committees, principals, curriculum coordinators, students, citizen ties as well as industry and teachers in the organizational structure and leadership of the relevant expertise competencies.

The benefits of planning have a clear and planned goal in formulating a work to be implemented so that the desired results match the planned goals. For Hasibuan (2001: 112), There are some provisions of good planning are: (1) Formulate first the problems to be planned, (2) Planning must be based on information, information and facts, (3) Set some alternatives, (4) Decide a decision that becomes a plan.

Organizing Industrial Work Applications Organizing is tried to gather and control all the resources needed, including human beings so that the desired work can be carried out successfully. With the method of organizing, people are united in the application of interrelated tasks. Sourced from the exposure of information and findings in the field if the organization of Prakerin tried by the principal sourced at the meeting of the committee consisting of some representatives and coordinators. Because Prakerin is a work program from public relations and industry. Until the Prakerin committee coordinates continuously with public relations and industry.

The Prakerin committee itself is separate from the school organizational structure, the Prakerin has a specific organizational structure consisting of the person in charge, the Prakerin working group leader, deputy leader, secretary, treasurer and coordinator of each department. Prakerin's organizational structure is included in Waka Humas. The first part of the structure is the principal, then there is the Prakerin coordinator, Prakerin leader, then there is the secretary, and the treasurer, then there are some section items, then the last there are members, then the monitoring team and teachers in the department. . For the author, the organizing section is handed over to each school to manage the Prakerin program adapted to the school situation as well as the local Business/ Industry World. The school itself appoints a coordinator of citizen and industry relations to form a working group with an industrial work application group (Prakerin) which consists of most of the productive teachers in each of the skill competencies. Prakerin is a specific working group under the Public Relations coordinator consisting of leaders, representatives, secretaries, treasurers and skill competency coordinators and the committee only associates productive teachers in the department because productive teachers better understand SK/ KD that students want to achieve and better know where Prakerin that match the personality as well as the skills of the student.

Organizing for Terry (2005: 82) is a process of grouping activities to achieve the goals and assignment of each group to a manager, who has the power, who needs to supervise group members. Organization is a series of activities to create a collaborative process that plays a role in a total system, in order to move towards the same goal. The first step in organizing is to create subsystems (elements) of the organization, so that all the main tasks can be broken down to be implemented. The second step is to carry out the activity of formulating the description of the job description and placing personnel as executors. The result of this organizational step is the creation of an organizational structure that contains work units/ units that have working ties with each other. This organization covers all management activities that are embodied in the structure of duties and authorities.

The organization controls the activities that must be carried out by the organizational units such as delegation of authority to do the work, vertical and horizontal data binding, in an efficient and effective coordination. For Dharma Salam (2004: 19) there are some sessions in the organizing process: 1.) Determination of activities is a leader must recognize and formulate the activities needed and compile records of activities to be implemented. 2.) Grouping of activities must group activities on the basis of the same purpose, this matter is sourced on the basis of processes or equipment needed to carry out activities. 3.) Delegation of authority is when a leader must determine the amount of authority to be delegated to subordinates.

Based on the findings of the research on the organization of Prakerin has not linked the business world/ industry as a companion institution in achieving goals together and is the place of application of students in doing Prakerin for the next 4-5 months. For the author, the involvement or participation of DU/ DI in Prakerin activities should be observed because the involvement of members causes them to work together, either with the leadership or other committees. With the involvement in the organizational structure Prakerin in various opportunities such as decision making that can

increase trust in the committee if what has been decided is a joint decision. DU/ DI feels that if they are accepted as part of the organization, as well as further consequences, they feel they have to do what they have decided, because there is a sense of attachment to what they are doing. The result is that the level of attendance of the committee in the meeting has a great sense of involvement to always be disciplined in working. Comments on involvement in the organization are consistent with Winardi's comment (2003: 323) that the participation of members or administrators of a person's physical and emotional involvement to share contributions in the decision-making process in which he accepts responsibility in implementing it. Involvement of a person develops self-understanding on a voluntary basis without coercion to meet some or all members and managers of the organization.

Application of Industrial Work Application Application is closely related to humans and is a very environmental problem and difficult to try from all management purposes. This application is very meaningful because no matter how good the equipment is, without human support it does not mean anything. Application is an activity that is tried by the leader to guide, centralize, control all activities that have been given the task in performing a business activity. In order for the implementation to run efficiently, it is a must for a manager to master human attitudes, so that he can lead a good organization, carry out communication efficiently, can share the right motivation and can produce a harmonious bond with subordinates.

Based on interviews and findings in the field of Prakerin application process carried out at level III semester 5 for 4-5 months, first gather the number of students of SMKN 1 Jogonalan then sorted based on the competence of each expertise. SK/ KD that DU/ DI wants to achieve, DU/ DI records are returned again to place students. After that, before the students were left/ escorted to DU/ DI, the Prakerin committee shared a 3-day supply on the behavior and methods of students when they were located in the industry. After the new supply is sent to the industry/ institution, carry out monitoring once a month and finally the withdrawal of Prakerin students. Based on the findings of the Research, there are competency competencies that place students not yet relevant to the Graduation Competency Standards (SKL) in Schools. Reality in Competencies The expertise of the motorcycle placement method of students still exists that does not match the standard matching competencies. Sometimes there are still students who are placed in workshops with standard quality facilities and application infrastructure at the base of the workshop located at SMKN 1 Jogonalan. For Terry (2005: 181) sharing the definition of application is to make all members of the group to want to collaborate and work sincerely and passionately to achieve a match with the planning and organizational efforts.

Assessment of Industrial Work Applications Based on the results of interviews and observations in the field if the assessment process is in the form of an accountability report at the end of each period. In the form of a Prakerin assessment meeting attended by the committee, the committee shared assumptions and solutions if there were errors during the implementation of Prakerin after which the principal shared instructions/ enlightenment on the responses and problems.

Assessment on Prakerin is carried out with 2 methods, beginning partially (partially), assessment is carried out at the end of working on one item that is planned. Secondly, the evaluation at the time of closing or the report of the committee's accountability by holding a meeting attended by all committees and principals. Posavac and Carey in Made Wena (1997: 81) said "the main purpose of evaluation is to obtain feedback on the planning and implementation of the program". Comments Irham Fahmi (2011: 237) Performance evaluation is an evaluation that is tried to the industry management both employees and managers who have been carrying out work. Evaluation will be tried later to be a meaningful input material in taking into account the performance that is tried and then can be tried revision or usually called a prolonged revision.

Based on the findings of the research, if the evaluation of Prakerin is tried at the end of the application, the evaluation for students is tried entirely by DU/ DI, instead the school only takes into account the process of reporting the application of the application in the place of Prakerin. The form of evaluation in the form of a form or report provided by the Prakerin committee, on the other hand, the technical aspects of the work are filled in by DU/ DI, but the evaluation of Prakerin student performance by DU/ DI has not been structured so it seems to give an evaluation without standard standards. For students who have a good evaluation, less appreciation is given or a reward that is clearly only in the form of a word of thanks.

Problems of Improving the Work Competence of Students in the Department of Accounting and Finance Institutions Sourced from the problems of students who carry out Prakerin/ internship only a small part have not met the work standards in the industry, most importantly related to the work skills they have. Therefore, students need to practice more optimally, both before Prakerin in the industry and during Prakerin, so that in the future they can have a great opportunity to obtain competency certification. On the contrary, in terms of behavior, attitude, work ethic of students, as far as can be observed, so far there has been quite an improvement. This indicates that the students who carry out Prakerin in their place, are seen to continue to grow old and have a work ethic that continues to grow.

These competencies or skills are acquired when they study in school or outside of school hours. In accordance with Government Regulation of the Republic of Indonesia No. 31 of 2006, states "Work competence is the work skills of each person that includes aspects of knowledge, skills, and work behavior that match the established standards". In line with Gordon's comments in Vienna Sanjaya (2006) some aspects listed in competence are knowledge (knowledge), description (understanding), expertise (skill), value (value), behavior (Attitude), and attention (Interest). Indonesian National Work Competency Standard (2007: 3) work competence is a formulation of work skills that includes aspects of knowledge, skills and skills and minimum work behavior that a person must have to occupy a certain position.

CONCLUSION

The Industrial Work practices (Prakerin) planning process in SMKN 1 Jogonalan has gone well, starting from formulating the objectives of industrial work practice, industrial work practice module, cooperation procedures, administration used for the application, allocation of industrial work application time has been in accordance with the planned, planning model used has referred to Prakerin application guidelines, and committees as well as parents as well -socialized to parents of students. The organizing procedure in SMKN 1 Jogonalan has been implemented well sourced from the organizing system, the organizational structure involving productive teachers and the committee to perform tasks in accordance with their duties and authorities. The organization of Prakerin was tried by the principal to involve the Deputy Principals, Teachers Council, Prakerin Working Group (Pokja) which consists of leaders, representatives, secretaries, treasurers and members.

The implementation of Prakerin in SMKN 1 Jogonalan has run well from mental readiness and maturity of competence to optimal, Prakerin participants perform the supply process before leaving the industry, there is a sealed parental permission message, surveying as needed, monitoring every month without any significant problems, withdrawals in accordance with the agenda.

Researchers provide suggestions to realize better management of industrial work practices: 1. In the planning process Prakerin should optimize all the components of planning used, committee involvement, systematic planning and immediate socialization. 2. In the organization, it is

expected to create a clear coordination, what the school wants and what must be tried by the business world and the industry world in the application of Prakerin with the method of involving the industry in the coordination meetings of the Prakerin committee. 3. In the application of Prakerin, mental readiness and maturity of competence are improved optimally, so that in the future there will be no more Prakerin participants who do not.

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