



Management of Fieldwork Practice Supervisors (PKL) in Improving Work Discipline Students of SMK Negeri 2 Luwu Utara

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Abstract: This research examines the management of the Fieldwork Practice Supervisors (PKL) in improving work discipline and the obstacles faced by the Fieldwork Practice Supervisors (PKL) at SMK Negeri 2 Luwu Utara. The type of research used is qualitative research with a descriptive approach. The subjects of this study were the supervisors of the Fieldwork Practice (PKL) program for students of SMK Negeri 2 Luwu Utara, totaling eight people. Data was obtained by conducting observations, interviews, and documentation. The results showed that: 1) The discipline of students at SMK Negeri 2 Luwu Utara who carried out Fieldwork Practices (PKL) was in good condition. 2) Management supervision of Fieldwork Practices (PKL) in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL) is carried out through three stages, namely: a) planning, b) implementation, and c) supervision consisting of direct supervision and indirect supervision; 3) Obstacles faced by supervisors for fieldwork practices (PKL) in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL) include internal factors originating from students, namely the nature and character of students and external factors, namely those originating from outside students such as the environment; and 4) Solutions to increase the work discipline of students at SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), namely by setting an example, providing motivation in applying discipline and imposing sanctions for violations committed.

Abstrak: Penelitian ini bertujuan untuk mengkaji manajemen Pengawas Praktek Kerja Lapangan (PKL) dalam meningkatkan disiplin kerja dan kendala yang dihadapi Pengawas Praktek Kerja Lapangan (PKL) di SMK Negeri 2 Luwu Utara. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitian ini adalah pengawas program Praktek Kerja Lapangan (PKL) siswa SMK Negeri 2 Luwu Utara yang berjumlah 8 orang. Data diperoleh dengan melakukan observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Kedisiplinan siswa SMK Negeri 2 Luwu Utara yang melaksanakan Praktek Kerja Lapangan (PKL) dalam kondisi baik. 2) Manajemen supervisi Praktek Kerja Lapangan (PKL) dalam meningkatkan disiplin kerja siswa SMK Negeri 2 Luwu Utara yang mengikuti Praktek Kerja Lapangan (PKL) dilakukan melalui tiga tahap yaitu: a) perencanaan, b) pelaksanaan dan c) pengawasan yang terdiri dari pengawasan langsung dan pengawasan tidak langsung; 3) Kendala yang dihadapi pengawas praktik kerja lapangan (PKL) dalam meningkatkan disiplin kerja siswa SMK Negeri 2 Luwu Utara yang mengikuti Praktek Kerja Lapangan (PKL) antara lain faktor internal yang berasal dari diri siswa yaitu sifat dan karakter siswa dan faktor eksternal yaitu yang berasal dari luar siswa seperti lingkungan; dan 4) Solusi peningkatan disiplin kerja siswa SMK Negeri 2 Luwu Utara yang mengikuti Praktek Kerja Lapangan (PKL) yaitu dengan memberikan keteladanan, memberikan motivasi dalam menerapkan disiplin dan memberikan sanksi atas pelanggaran yang dilakukan.

A. Introduction

In the era of globalization, education is the main element that can build and develop everyone's creativity to compete in the present. Therefore, to form creative people, of course, with various learning methods and management of learning in theory and practice, an educator or teacher must have pedagogical competence, personality competence, social competence, and professional competence.

Education is an absolute need that must be met. Education is necessary for a group of human beings to live in line with the ideals of progress, well-being, and happiness according to the concept of their outlook on life, according to the words of John Dewey, who states that education is one of the human needs that is useful in shaping and preparing a person to live with discipline (Yasin, 2016). Human education is a subject that determines the pattern and direction of human education itself, especially those who are adults responsible for organizing education and are morally obliged to the personal development of students. Meanwhile, as an object, human beings are the focus of attention in educational theory and practice. So, the concept of education should refer to understanding who the human being is (Siregar, 2015).

Learners or students are an essential asset for every country in the world in achieving the future. Therefore it needs to be appropriately managed. All parties, especially schools, must give full attention to students to develop their talents, interests, and potential (Anwar, 2015). This is to the objectives of national education, which functions to develop abilities, form a dignified national disposition and civilization in order to educate the nation's life, and also develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. So this is where education plays a vital role in achieving it all.

Vocational High School (SMK) is one of the educational institutions responsible for creating human resources with the ability, skills, and expertise so that graduates can develop their performance when entering the world of work (Isjoni, 2013). Furthermore, Law Number 20 of 2003 states that the purpose of SMK is to improve students' ability to develop themselves in line with the development of science and technology and prepare students to enter the world of work.

In this case, SMK teaches about the world of work. It requires its students to participate in fieldwork practice activities to facilitate students regarding personal, social, tutoring, and career guidance issues. Fieldwork Practice (PKL) is a training model held in the field, aiming to provide the necessary skills in specific jobs by the demands of ability for workers (Wardani et al., 2019). The implementation of this fieldwork practice aims to enable a student to develop skills and understand ethics in working by going directly to the field to obtain opportunities to apply the knowledge and skills gained when participating in learning activities at school, with the hope that students can compete in the real world of work after graduation.

One of the essential things in implementing fieldwork practices is the disciplined attitude of fieldwork practice participants. In this case, students who act less well when carrying out fieldwork need more discipline. Therefore, students must learn discipline, and the teacher who must start in this case is the fieldwork practice guidance teacher who supervises and provides direction to students who are doing fieldwork practice.

Discipline is a way to shape a child's character and educate children to practice self-control, be attached to good behavior, and be accepted by society (Papalia & Feldman, 2014). The discipline itself is an exercise that aims to develop oneself to behave in an orderly manner. A teacher must undoubtedly have a disciplined, thoughtful, and authoritative person. This is important because we still often witness and hear learners whose behavior is inappropriate, even contrary to good moral attitudes. This condition requires the teacher to be disciplined, wise, and authoritative in all his actions and behaviors and always discipline students to improve their quality.

SMK Negeri 2 Luwu Utara is one of the schools that requires its students to practice fieldwork as one of the requirements for student graduation. For this reason, SMK Negeri 2 Luwu Utara must establish good relations with various companies or agencies to support the implementation of fieldwork practices for its students. In this case, SMK Negeri 2 Luwu Utara collaborates with companies or agencies, which will later be used as a place for fieldwork practices for students of SMK Negeri 2 Luwu Utara.

One of the problems faced by company or agency leaders in implementing fieldwork practices is the need for more discipline possessed by the participants of fieldwork practices. This can be seen from the late students, who still do not obey the rules and orders given to them. Discipline is respecting and implementing a system that requires people to submit to applicable decisions, orders, and regulations. In other words, discipline is the attitude of obeying the rules and regulations that have been set selflessly. Discipline also means obedience to the commands of the leadership, intense attention and control over the use of time, responsibility for mandated tasks, and sincerity in the area of expertise pursued. In this case, discipline is the key to the success of a company or agency in achieving its goals (Silalahi, 2017).

Work discipline that could go better will have an impact on the progress of the organization or company. With good employee discipline, it is easier for the company to achieve optimal results. Discipline is essential for the growth of the company. In this case, discipline is used by management in an organization or company to motivate employees to be able to discipline themselves in carrying out work both individually and in groups. In addition, discipline is beneficial in educating employees to comply with and enjoy existing regulations, procedures, and policies, resulting in good performance.

Ownership of discipline requires a learning process. At the beginning of the learning process, there is a need for external control efforts. This can be done by training, getting used to behaving by values based on moral standards, and the need for discipline from outside (self-control) (Shochib, 2016). The purpose of discipline is not to prohibit freedom or the exercise of emphasis but rather to give freedom in its ability to govern itself. On the contrary,

if various prohibitions are emphasized to him, he will feel threatened, frustrated, rebellious, and even experience anxiety, which is an alarming symptom in a person's growth (Semiawan, 2002).

In Islamic teachings, discipline orders in obeying work are obligations that must be fulfilled and not violate the rules that have been set. As explained in the word of Allah SWT in the Al-Qur'an QS An-Nisa' /4: 103.

فَإِذَا قَضَيْتُمُ الصَّلَاةَ فَلَاذْكُرُوا اللَّهَ قِيَامًا وَقُعُودًا وَعَلَى جُنُوبِكُمْ فَإِذَا أَطْمَأْنَتْمُ فَاقْعِدُوا الصَّلَاةَ إِنَّ الصَّلَاةَ كَانَتْ عَلَى الْمُؤْمِنِينَ كُلُّا مَوْفُورًا ١٠٣

Translation:

So when you have finished (your) prayer, remember Allah while standing, sitting, and lying down. When you feel safe, then establish prayer (as usual). Indeed, prayer is fardhu which is timed for those who believe (Departemen Agama RI, 2017).

The verse explains that a Muslim must always obey the rules set before, whether in the form of rules or norms made by himself, family, community, government, organization, or religion, to achieve the expected target. So it can be concluded that discipline is self-control of regulations made by yourself or made together to develop a disposition to control oneself so that one can behave in an orderly and efficient manner which will eventually create harmony in life in the family environment, national society, and state.

The problem of low levels of discipline is caused by the need for more knowledge of students or students of fieldwork practices (PKL) about the regulations, procedures, and policies that exist in the company. One of the efforts to overcome this is that companies must provide orientation programs to participants of fieldwork practices. In addition, companies must also provide detailed explanations of regulations that are often violated, as well as rationale and consequences. On the other hand, if these two things are not done, they (participants in fieldwork practices) cannot be expected to work correctly and comply. Even the existing regulations/procedures or policies still need to be discovered, unclear, or implemented as they should be.

Disciplinary activities for students must also start with a disciplined, wise, and authoritative teacher. We cannot expect much from the formation of disciplined students from teachers who are less disciplined, less wise, and less authoritative. Therefore, now is the time for us to foster student discipline with disciplined, wise, and authoritative teachers. In this case, discipline must be aimed at helping students find themselves to prevent disciplinary problems from arising and try to create pleasant situations for learning activities so that they comply with all the rules that have been set. Instilling a solid attitude of discipline in students will have a positive impact on their development of students in the future.

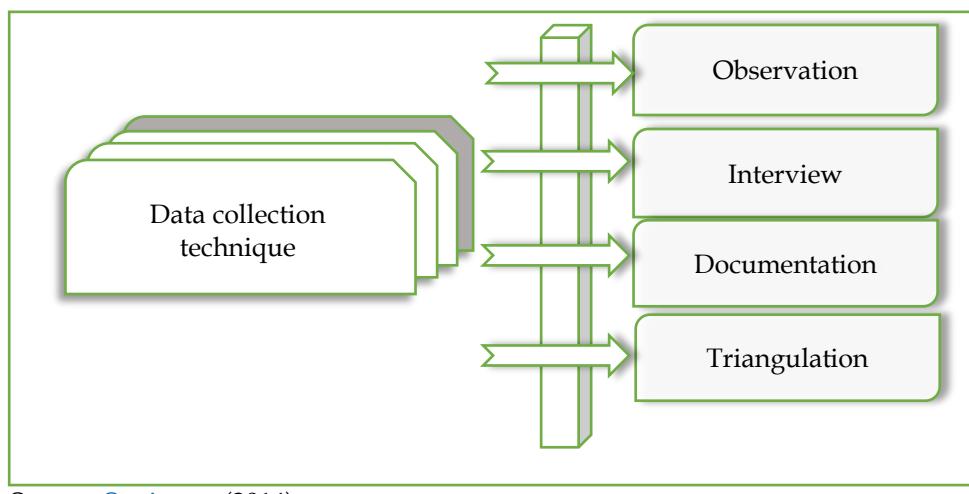
Based on this description, the purpose of this research is as follows; 1) To find out the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), 2) To find out the supervisory management of Fieldwork Practices in

improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), 3) To find out the obstacles faced by Supervisors of Fieldwork Practices (PKL) in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), 4) To find out solutions in improving the work discipline of students of SMK Negeri 2 Luwu Utara who following the Fieldwork Practice (PKL).

B. Method

This descriptive research uses a qualitative approach, which does not use statistical procedures or quantification methods to find the truth of a problem. Qualitative research is where researchers are placed as crucial instruments, and data collection techniques are carried out by combining and inductive data analysis (Sugiyono, 2014). Qualitative research is carried out because researchers want to explore phenomena that cannot be quantified descriptively, such as work steps, recipe formulation, various conceptual understandings, characteristics of goods and services, images, style, cultural procedures, physical models of artifacts, and so on (Komariah & Satori, 2014).

This research was conducted at SMK Negeri 2 Luwu Utara with a focus on supervisor management in carrying out their duties to guide the Fieldwork Practice activities carried out by students at SMK 2 Luwu Utara. Data collection techniques were carried out, as shown in Figure 1 below.



Source: Sugiyono (2014)

Figure 1. Research Data Collection Techniques

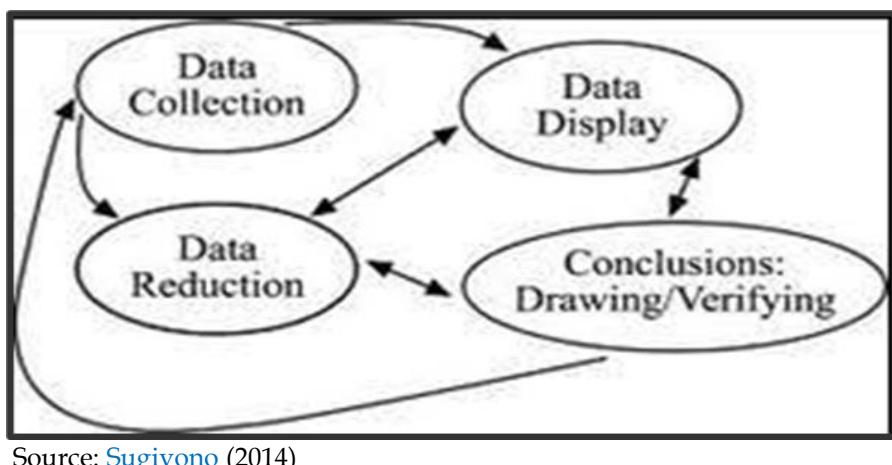
Collecting data in the field is done by observation, interviews, documentation, and triangulation. Observations are made in order to observe the conditions in the field directly, and this is to make it easier for researchers to obtain research data. In this observation, the researcher is involved with the person's daily activities being observed or used as a research data source (Sugiyono, 2014). In this study, researchers observed directly in the field, such

as observing the activities carried out, listening to what was said, and participating in the activities carried out by the object of research.

For interview data collection techniques, researchers used structured interviews by preparing research instruments in the form of written questions that would be used as guidelines when conducting interviews with research informants. The research informants in this study were selected purposively, deliberately choosing people who were considered relevant and knowledgeable about the research problem. Research informants interviewed in this study were Principals of SMK 2 Luwu Utara, Teachers, Students, and Supervising Instructors from companies/agencies that were used as Places for Fieldwork Practices (PKL) for SMK 2 Luwu Utara students. At the same time, documentation is used to analyze documents in the form of analysis of personal, official, and institutional documents, references or literature reports, and writings related to the focus of research problems.

Data validity was carried out by source and method triangulation. Triangulation of sources by interviews with school principals, Chairpersons of PKL Implementation Working Groups, PKL Guiding Teachers, Supervising Instructors, and SMK Negeri 2 Luwu Utara students. Triangulation methods using observation, interviews, and analysis of documents and archives. Data is likely valid if the information obtained from the two techniques has similarities.

The data that has been collected is then analyzed using an Analysis Interactive Model from Miles and Hubberman (Sugiyono, 2014), namely through data reduction, data display, and data verification/conclusion.



Source: Sugiyono (2014)

Figure 2. Interactive Data Analysis Techniques

Data reduction is used to sort or summarize the main points of the data obtained in the field, then focus on the problems in the research. After the data has been reduced, the next step is to display the data/presentation by making several tables and graphs to make it easier to conclude the research results in the field. Next is to verify/draw conclusions, namely describing all data that has been previously processed and answering problems that occur in research.

C. Results and Discussion

Results

Fieldwork Practices (PKL) in the 2013 Curriculum or better known as Industrial Work Practices (Prakerin) or Dual System Education (PSG) in the 2006 curriculum, are learning programs that are carried out specifically by taking a specific time allocation and involving other parties outside the school. Dual system education is by the demands of the world of work with competencies that graduates must have. This education also equips students with theoretical knowledge and work skills according to their competencies to be used as a basis for entering the world of work (Remington, 2018).

The fieldwork practice program at SMK aims for students to gain hands-on experience working in industries. The Fieldwork Practice Program (PKL) plays a vital role in preparing students to enter the world of work. This certainly has a positive effect on students to gain practical work experience both in industry and in the business world. The training aims to prepare and develop a structural and functional workforce with good discipline skills. Thus, this activity is expected to improve students' abilities and skills so they feel ready to enter the world of work (Oemar Hamalik in Wardani et al., 2019).

By his vision SMK Negeri 2 Luwu Utara Luwu is; Realizing educational institutions that can produce a professional secondary workforce based on IMTAQ and science and technology. In order to achieve this vision, the missions carried out by SMK Negeri 2 Luwu Utara Luwu are as follows;

- 1) Improving the efficiency and effectiveness of teaching and learning activities (teaching and learning activities);
- 2) Educating students to become graduates who are professionals in their fields based on imtaq and can be independent and fill the job market;
- 3) Collaborate with the business community and the industrial world.

To realize the vision and mission of SMK Negeri 2 North Luwu, it needs support from various parties, the school, teachers, students, and stakeholders. Work readiness is a process to achieve a goal involving the development of student work, including attitudes, values, knowledge, and skills. One of the attitudes that became a reference in this study was the discipline of students in participating in Fieldwork Practices (PKL). In implementing PKL, some obstacles occur, namely the need for more guidance and knowledge from institutions and industries. Therefore, in implementing the PKL program, students are given theory and skills in schools supported by practical activities that align with the expertise program by the needs of the business world and industry. With the hope that after the implementation of PKL, students will gain sufficient experience, knowledge, and skills to face the world of work that has entered the era of the Industrial Revolution 4.0.

Discussion

The State of Work Discipline of Students of SMK Negeri 2 Luwu Utara Participating Fieldwork Practices (PKL)

One crucial aspect in schools that is of concern is how to create a culture of discipline among students who are doing Fieldwork Practices (PKL). Student discipline is an orderly and regular condition owned by students without any violations that can harm either directly or indirectly to themselves, their friends, and the environment so that it can become a private group. Discipline is a way to shape children's character and educate them to practice self-control, be bound by good behavior, and be accepted by society (Papalia & Feldman, 2014), so it can be seen that discipline is always associated with regulations that apply in their environment. A person can be disciplined if he has fully complied with the rules, and the formation of discipline is oriented towards the formation of appropriate behavior by applicable rules or norms.

To find out the level of discipline of students at SMK Negeri 2 Luwu Utara, the researchers used the interview method with several informants who were considered relevant and knew for sure about the research problem. From the results of the interviews, it can be proven that at SMK Negeri 2 Luwu Utara related to the implementation of Fieldwork Practices (PKL) regulations have been established that can shape the student's discipline, one of which is by holding violation points in each applicable order, there is control from supervising teacher as well as warnings, directions, guidance and coaching on students' awareness of the implementation of the discipline.

Based on the information conveyed by several supervisors for Fieldwork Practices (PKL) at SMK Negeri 2 Luwu Utara above, it is known that the state of the discipline of students at SMK Negeri 2 Luwu Utara who carry out Fieldwork Practices (PKL) activities is in good condition. This can be seen from the lack of disciplinary violations during the Fieldwork Practice (PKL) activities. However, in this case, the discipline enforcement of students at SMK Negeri 2 Luwu Utara who carry out Fieldwork Practices (PKL) still needs to be improved, and there needs to be more intensive attention to students in terms of implementing this discipline. In this case, the role of parties involved in the implementation of Fieldwork Practices (PKL), such as school principals, deputy heads of student affairs, deputy heads of public relations affairs, heads of departments, and supervisors of Fieldwork Practices (PKL) must be further enhanced as an effort to improve discipline. Work of SMK Negeri 2 Luwu Utara students are carrying out Fieldwork Practices (PKL). An increase in student discipline in implementing the Fieldwork Practice (PKL) rules, of course, will have a positive impact on the various parties involved in the implementation of the Fieldwork Practice (PKL), such as the students themselves, the school and the DU/DI where students carry out the Work Practice. Field (PKL).

Supervisory Management of Fieldwork Practices (PKL) in Improving Work Discipline of Luwu Utara 2 State Vocational School Students Participating in Fieldwork Practices (PKL)

At the Vocational High School (SMK) level regarding the implementation of Fieldwork Practices (PKL), effective and efficient management is needed in the process of implementing the Fieldwork Practices (PKL) program so that the objectives of implementing the Fieldwork Practices (PKL) program are achieved. Management is a series of activities starting from planning, organizing, directing, controlling, and supervising by utilizing organizational resources to achieve a predetermined organizational goal (Safroni, 2016). Management is also said to be the art and science of planning, organizing, directing, compiling, and supervising human resources to achieve predetermined goals (Ratminto & Winarsih, 2018).

Based on this, in this research on the management of Fieldwork Practice supervisors in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), researchers focus on three series of activities in the management function, namely starting from planning, implementing and supervising.

1. Regulatory planning in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL)

Planning is the earliest function of the overall management function. Planning is an activation process that systematically prepares activities to be carried out to achieve specific goals (Kurniadin et al., 2013). Planning is an essential aspect because, with careful planning, the goals to be achieved can be achieved optimally. Planning regulations in improving the work discipline of SMK Negeri 2 Luwu Utara students who take part in Fieldwork Practices (PKL) are projections of what is needed to achieve excellent and valuable goals in the implementation of Fieldwork Practices (PKL) by students. Sudjana (2014) states that planning is a systematic process of deciding actions to be taken in the future. It is called systematic because planning uses principles that include decision-making processes, scientific knowledge and techniques, and organized actions or activities.

Regulatory planning activities in improving the work discipline of SMK Negeri 2 Luwu Utara students who participate in Fieldwork Practices (PKL) is a systematic and *sequential activity*. Therefore, activities in the planning process require stages per the characteristics of the developed plan. Planning is determining what to do, how to do it, what to do, and who will do it. Planning is the beginning of a step in determining activities to be carried out in the future. Planning is the basic process by which objectives are selected and determines the scope of their assessment.

Planning has a normative basis that appears in the Qur'an. As the word of Allah SWT in QS Al-Hasyr/59; 18;

أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلَا تَنْظُرْ نَفْسٌ مَا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ١٨

Translation:

O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter) and serve Allah SWT. Indeed, Allah is All-Knowing of what you do (Departemen Agama RI, 2017).

The verse contains the word *al - Tandur*, which means to see, pay attention, or analyze, meaning that everyone needs to pay attention to everything he will do for tomorrow. Interestingly, this verse describes an invitation to believers to be cautious and analyze their behavior so that it has implications for everyone in preparing themselves by planning future programs according to what is expected (Sukarji & Umiarso, 2014). In this case, planning for something is highly recommended in Islam because good and mature planning will certainly encourage success in achieving the objectives of carrying out predetermined activities.

Planning is determining what to do, how to do it, what to do, and who will do it. Planning is the beginning of a step in determining activities to be carried out in the future. Planning is the basic process by which objectives are selected and determines the scope of their assessment. The planning process is rethought according to the situation and condition of all management activities.

Based on the results of the research, the researchers found that regulatory planning in improving the work discipline of students of SMK Negeri 2 Luwu Utara who took part in Fieldwork Practices (PKL) included the following;

- 1) Preparation of student discipline regulations or fieldwork practice regulations (PKL).
- 2) The preparation of regulations or procedures for implementing Fieldwork Practices (PKL) at SMK Negeri 2 Luwu Utara is carried out by involving all parties so that the preparation of regulations or procedures for implementing Fieldwork Practices (PKL) in increasing student discipline is carried out correctly.
- 3) Determination of student rules of conduct or fieldwork practice regulations (PKL)

Determination of rules or regulations for implementing Fieldwork Practices (PKL) at SMK Negeri 2 Luwu Utara is carried out through a meeting mechanism attended by parties related to the implementation of Fieldwork Practices (PKL), namely school principals, deputy head of student affairs, deputy head of public relations, heads of departments and student supervising teachers in carrying out Fieldwork Practices (PKL). With the promulgation of these rules or regulations, it is hoped that the implementation of the formulation of regulations that have been carried out previously can run optimally and have a positive impact on all parties involved in the implementation of Fieldwork Practices (PKL), such as the students themselves, schools and companies that partner with schools in the implementation of Fieldwork Practices (PKL).

2. Implementation of regulations in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL)

Implementation is an activity or process of moving people to want to work alone or consciously together to achieve the desired goals effectively. In student discipline education, implementation is an action to ensure that all students, together with the executors of student discipline education, try to achieve goals by a predetermined plan effectively and efficiently.

Implementation is initiating, motivating, directing, and influencing workers to carry out tasks to achieve organizational goals (Kurniadin et al., 2013). Implementation (*actuating*) is a primary activity in management that encourages and encourages all subordinates to desire, direct, and move to achieve the goals to be achieved and feel attracted and integrated with the plans and efforts of the organization.

Moving people is challenging, so it takes someone with a leadership spirit to influence the group he leads to make joint efforts toward the goals that have been set. In the implementing regulations in improving the work discipline of students at SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL), fieldwork practice supervisors (PKL) try their best to choose executors of student discipline education because their skills and abilities are the main elements of achieving success in achieving the educational goals that have been set, so that the school, in this case, SMK Negeri 2 Luwu Utara, in selecting fieldwork practice supervisors (PKL) places people who match their skills and abilities as the right man in the right places.

Based on the results of the research, the researchers found that the application of regulations in improving the work discipline of students of SMK Negeri 2 Luwu Utara who took part in the Fieldwork Practices (PKL) included the following;

1) Guide discipline in improving student discipline

Direction is moving students to be self-disciplined and conscious together of achieving the desired student discipline education goals effectively and efficiently.

The debriefing carried out by the supervising teacher for fieldwork practice (PKL) to students is essential to improve the discipline of SMK Negeri 2 Luwu Utara, who participate in Fieldwork Practice (PKL) activities.

The direction given by the fieldwork practice supervisor (PKL) aims to provide an understanding of the importance of carrying out the rules that have been set so that the awareness of students participating in fieldwork practices (PKL) is instilled in complying with the rules for implementing fieldwork practices (PKL) that have been previously set. Several approaches were made in giving directions by fieldwork practice supervisors (PKL) at SMK Negeri 2 Luwu Utara. The approach taken is, of course, adapted to the circumstances and conditions of each student so that it can make it easier for the supervising lecturer to provide directions related to increasing the discipline of students participating in Fieldwork Practices (PKL).

2) Motivate students related to discipline in improving student discipline

The Fieldwork Practice Advisor (PKL), as a leader in discipline enforcement courses, especially student discipline issues while participating in Fieldwork Practices (PKL), seeks to provide motivation and inspiration to all students by providing an understanding of the importance of following disciplinary education students when participating in Fieldwork Practices (PKL). Strong motivation will make it easier for the supervisor of fieldwork practices (PKL) to improve the discipline of SMK Negeri 2 Luwu Utara students who participate in Fieldwork Practices (PKL).

3) Provide decisions regarding sanctions for violations of student discipline

Fieldwork Practice Supervisors (PKL) in making decisions to act decisively against violators of student discipline regulations and always consider the decisions taken. Violations have occurred so far not solely because students are naughty or intend to commit crimes but because their curiosity is the dominant cause. The violation occurred allegedly due to weak supervision from fieldwork practice supervisors (PKL) and their assistants. In making decisions, the supervising teacher for fieldwork practices (PKL) uses the guidelines he has designed so that if there is a violation, action will be taken. The decision is divided into two: Misdemeanor violations and serious violations. All types of violations have well-planned sanctions so that if a violation occurs, it is inevitable that students know the consequences they will get from the violations they commit.

3. Supervision the implementation of regulations in improving the work discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL)

Supervision or control is an element of education management to see whether all the activities that have been carried out are by the plans that have been set, the orders that have been conveyed, and the principles that have been described, with the hope that if any errors or omissions are found, they can be corrected immediately and not reoccur. In other words, supervision is a management process to see whether the implementation of agreed rules or regulations has been carried out by supervising teachers and students by predetermined regulations.

In the Islamic concept, supervision is known as *muhasabah*, namely exercising self-control over the plan that has been set. If it is successful and according to the plan that has been set, then be grateful and intend to plan the next program better. Conversely, if it fails or is not according to the plan set, immediately provide compensation while asking Allah SWT for help to be given the strength to realize this intention (Anwar et al., 2022).

Based on the results of the study, the researchers found that the implementation of teacher supervision of fieldwork guidance (PKL) at SMK Negeri 2 Luwu Utara was carried out in two ways, namely direct supervision, namely by visiting student practice places and directly observing the implementation of fieldwork practice activities and paying attention to the implementation of student discipline while participating in Fieldwork Practices (PKL) and indirect supervision through reports provided by company instructors regarding the

implementation of student discipline while participating in Fieldwork Practices (PKL) activities.

Obstacles Faced by Fieldwork Practice Supervisors (PKL) in Improving Work Discipline of Luwu Utara 2 State Vocational School Students Participating in Fieldwork Practices (PKL)

Supervising teachers have an essential role in cultivating the disciplined attitude of students participating in Fieldwork Practice (PKL) activities. This coaching is carried out formally and structured through structured and directed activities. Sometimes there are also student disciplinary actions in Fieldwork Practice (PKL) activities. This arises because the backgrounds of each student are diverse and different, as well as influences from the environment that allow students to carry out these disciplinary actions. Efforts are needed to deal with problem students so that disciplinary action when participating in Fieldwork Practices (PKL) activities carried out by students can be minimized and does not cause more worrying things. Of course, there must be cooperation from all school parties so that efforts to overcome these obstacles can run effectively.

Prevention of disciplinary actions committed by students takes work for teachers to overcome. The obstacles faced by the supervisor of fieldwork practice (PKL) are two factors, namely the obstacles from the child itself (internal) and from outside the student (external). Internal obstacles often encountered in cultivating student discipline are primarily things that arise from within students, like the habits and character of students who are still difficult to tell or still like to argue with the teacher's words. This is the internal obstacle that is most often encountered because even though the teacher has provided guidance many times, sometimes students still need to learn about the disciplinary actions they have taken and be aware of discipline from within the students. Other obstacles encountered come from outside the students or external obstacles.

These external barriers also support and influence internal barriers in fostering student discipline. These forms of external obstacles usually affect a student's disciplinary actions. These forms of external obstacles usually influence the disciplinary actions of a student that come from outside of him. The teacher must also be able to prevent external obstacles so that efforts to improve student discipline following Fieldwork Practices (PKL) can run effectively.

These external influences usually influence the school environment, society, association, and conditions of students' family backgrounds that are less supportive. External influences are where students will find new things from their social friends outside of school, peers, and different age levels with children who drop out of school, even from the conditions of their family background and the backgrounds of their various associates. With such conditions, students will imitate and do what they see from their colleagues and bring it to school and be emulated by other students. In addition, families that do not support students to be disciplined also face obstacles from outside the students, such as the condition of parents who are not harmonious, parents who are not complete or because of

busy work so that parents are less communicative and less attentive, in educating, providing direction and guidance to children or students. The family must be the most critical place for coaching because the family can control what their children do and provide more in-depth guidance and coaching because there is plenty of time. Internal and external obstacles that hinder fieldwork practice supervisors (PKL) in improving student discipline must be addressed by fieldwork practice supervisors (PKL) so that disciplinary action can be minimized as much as possible.

The solution for improving the work discipline of students at SMK Negeri 2 Luwu Utara who are participating in the Fieldwork Practice (PKL)

The solution to overcoming the obstacles to increasing the work discipline of students at SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL) conducted by Fieldwork Practice (PKL) supervisors is to set an excellent example in implementing regulations. Or regulations as a form of discipline. In this case, with good example and example from the supervising teacher will move students to participate in enforcing discipline and comply with rules or regulations in the implementation of Fieldwork Practices (PKL) that have been previously determined. Therefore, efforts to increase students' discipline in Fieldwork Practices (PKL) activities can be achieved optimally. In addition, teachers who guide Fieldwork Practices (PKL) must also take a gentle and kind approach that will make students feel comfortable so that guidance and guidance to improve student discipline during the implementation of Fieldwork Practices (PKL) will be more effective and provide motivation. To students to foster enthusiasm and encouragement to understand and implement student disciplinary values.

Proximity to students can also be used to determine the students' condition so that teachers can easily understand the conditions of these students. Monitoring during Fieldwork Practice activities (PKL) is carried out in collaboration with parents or guardians of students.

A concrete form of cooperation between the school, in this case, the supervising teacher and the student's guardian, is to summon the student's guardian if the student commits an off-limits violation so that the student's guardian knows and immediately advises his child not to commit a violation. More similar actions or other things that violate the rules when participating in Fieldwork Practices (PKL).

Another solution made by the supervisor of Fieldwork Practices (PKL) in overcoming the obstacles encountered in increasing the discipline of students participating in Fieldwork Practices (PKL) activities is to impose sanctions or penalties for violating rules or regulations for carrying out Fieldwork Practices (PKL). Previously set. The existence of sanctions or punishments will make students afraid of violating applicable rules or regulations. In addition, the imposition of sanctions or punishments also aims to provide a deterrent effect for students who violate rules or regulations so that they do not repeat the violations committed. In addition, the school also summoned parents of students who had problems as a form of parents' active role, especially in terms of education for children in

the family environment. This is done so that efforts to increase student discipline can be carried out optimally.

D. Conclusion

Based on the research findings, the discipline of SMK Negeri 2 Luwu Utara students who carry out Fieldwork Practice (PKL) activities is said to be good. This can be seen from the minimum violation of rules during Fieldwork Practices (PKL). However, in this case, the discipline enforcement of students at SMK Negeri 2 Luwu Utara who carry out Fieldwork Practices (PKL) still needs to be improved, and there needs to be more intensive attention to students in terms of applying this discipline. The management of Fieldwork Practice Supervisors (PKL) in improving the work discipline of students at SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL) is carried out through three stages, namely: a) planning which consists of formulating student discipline regulations or Fieldwork Practice rules (PKL) and the establishment of student discipline regulations or Fieldwork Practice (PKL) rules, b) the implementation consists of activities providing directions regarding discipline in improving student discipline, providing motivation to students related to discipline and providing sanctions decisions for violations of student discipline and, c) Supervision consists of direct supervision and indirect supervision. The obstacles faced by the supervisor of Fieldwork Practices (PKL) in improving the discipline of students of SMK Negeri 2 Luwu Utara who take part in Fieldwork Practices (PKL) include internal factors originating from students, namely the nature and character of students and external factors, namely those originating from outside students such as the environment. The solution to improving the work discipline of students at SMK Negeri 2 Luwu Utara who are participating in Fieldwork Practices (PKL) is to set an example, provide motivation in the implementation of discipline and provide sanctions for violations committed.

This research suggests that before dispatching students to carry out Fieldwork Practices (PKL), the school should equip students with character education. Moreover, apart from students, teachers who will be used as Supervisors or Supervisors for Student Fieldwork Practices (PKL) should be experienced and have an ethical character that students should emulate. Future researchers are expected to examine the benefits of Fieldwork Practices (PKL) for students who graduate from Vocational Schools and the benefits provided by Fieldwork Practice students to Institutions/Industries.

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