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Training management cadet work practice program, shipping polytechnic north Sulawesi province

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Abstract

This study aims to analyze and describe the problems regarding the implementation, training and evaluation of the cadet intern practice training program at the Shipping Polytechnic of North Sulawesi. This study uses a qualitative approach with the method of interview, observation and documentation. The research subjects consisted of the Director, Deputy Director 1, Head of Sub-Division of Academic & General Adm, Head of Sub-Division of Academic & Youth Adm, Work Program Preparers, Representatives of the World of Work, cadets/I, and parents of cadets. The research and data collection was carried out at the North Sulawesi Shipping Polytechnic. The results of this study can be seen in three main conclusions: (1) Job training program at the North Sulawesi Shipping Polytechnic, on the management of work practices, learning and practical work activities for cadets. In the preparation of the Character Education Management program at the North Sulawesi Shipping Polytechnic involving stakeholders to support the implementation of work practices. (2) Implementation of the Job Training Program at the Shipping Polytechnic in North Sulawesi has been integrated into school management, learning and job training activities for cadets. (3) Evaluation of the Job Training Program at the North Sulawesi Shipping Polytechnic on the management of training, programs and cadet work practices. From the results of this study it is recommended that schools: (1) remain consistent in planning work practice programs, but be adaptive and innovative, function school committees in accordance with applicable regulations, utilize school facilities to achieve common goals (2) maintain good school resource management generally good and solid as Team Work, (3) continue to implement and develop the evaluation format for the work practice program to be able to measure the success of cadets as the nation's successors.

Keywords: Training, job training program, job training program management

Introduction

Job training program training is important to form a quality and competitive Indonesian nation. By participating in the on-the-job training program, you will indirectly form a professional attitude and learn how to create a professional attitude, so that when you enter the real world you will not feel awkward and surprised by a good experience. The marine work practice program has a role in the development of the maritime industry, especially in the field of sea transportation, influencing the development of the world economy and driving approximately 80% of the total world trade. Indonesia is a maritime country with great potential as an archipelagic country and a provider of seafarers who provide marine power services that are needed by the world today. The total population in Indonesia is \pm 220 million people, it can only produce the number of sailors \pm 160,000 people. Of these \pm 83.00 people work in foreign shipping companies and ranks third after China and the Philippines. Especially for Indonesian officers, they can only supply 15,500 people (8.12% of the world's seafarers' needs) ranking 6th (sixth) after the Philippines, China, Russia, Japan, and Greece. The Shipping Polytechnic of North Sulawesi has the task of educating and training seafarers as well as providing technical input and guidance on operational education and training in the marine sector with training so that the marine work practice program is a form of training by providing learning experiences for cadets to participate with direct assignments in shipping companies., both Government Agencies and private. Training The marine practicum program provides an opportunity for cadets to devote the knowledge they have acquired on campus as a form of relevance between the theory gained during lectures and practice. The purpose of the technical intern training program is to achieve knowledge that is in accordance with skill

competencies, improve skills competency skills, and become a determination to improve attitudes (performance). The target of the technical intern training program is to produce human resources for transportation who have competence, character, technological insight, and are globally competitive. Therefore, intensive mentors are needed to guide the cadets in the training of the marine intern practice program. The readiness of cadets determines the ability to work at sea. Appropriate facilities and infrastructure as well as training infrastructure to support this. In this case, it is not just preparing skills in knowledge, but more for a capable cadet figure (Harahap, 2013). A qualified cadet is a cadet who can master his field of knowledge. Work readiness has two meanings, namely: (a) a state of readiness to react or respond, (b) the level of development of maturity or maturity that is favorable for practicing something. (Chaplin, 2000).

However, the reality is that the cadets' technical intern training program is still not appropriate, even if it is still far from the expectations of the North Sulawesi Shipping Polytechnic. The implementation of the technical intern training program is considered to still have obstacles such as the inability to provide teaching materials to participants, inadequate infrastructure facilities, so that the absorption of graduates has not achieved maximum results and skills in the profession of expertise on ships are still not in accordance with national and international standards. and there are still many cadets who have not completed work practices on time. The number of obstacles and obstacles faced by cadets during the technical intern training program where in their activities the concept and design of the technical intern training program in general has not been achieved, plus cooperation with shipping companies (stakeholders) does not go according to plan where things This is a place for work practices so that in the training process the work practice program becomes less than optimal.

There are many problems experienced by cadets that are not in accordance with the objectives of the technical intern training program at the North Sulawesi shipping polytechnic. According to Ricky W. Griffin. explained that management is a planning process, organizational process, coordination process, and control process over resources to achieve goals effectively and efficiently. So, the authors conclude that there are problems in the management of the cadets' technical intern training program where in planning, implementation and evaluation it is necessary to conduct research in order. The purpose of this study is to analyze and describe:

1. Planning the training of the part-time practical program;
2. Implementation of the cadet work intern training program;
3. Evaluation of the cadet work intern training program.

Literature Review

Training management concept

Training management is the activity of optimizing management functions related to learning in student training which must be conditioned through a process that is systematically designed to meet evaluation indicators. In ordinary training, it is pedagogical and andragogic, based on the achievements to be achieved. If the participants are participants who have not received prior knowledge, then pedagogy is the right training approach. However, if the

participants are participants who have had life experiences, then andragogy is a more appropriate approach in optimizing the learning experience of each student. Training that aims to create, explore and develop the potential that exists within oneself. According to Prasad (2014:1) states that: "Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform the job. Training is concerned with improving and developing specified skills for a particular purpose. Training and Development programs focus more on preparation for improved performance of a particular job".

According to Frank, P. Sherwood & Wallace, H. Best, in Nunu Jumena (2000), training is a process of helping participants to gain effectiveness in their current and future work, through the development of habits of thought and action, knowledge, skills, and attitudes. Planning is the first function in management. According to Herlambang (2013: 45) ^[16] planning is a process for formulating problems that develop in the community, determining the needs and available resources, setting the most basic program objectives, and compiling practical steps to achieve the stated goals. Harold Koontz and O'Donnell in the book Principles of Management stated that planning is a function of the manager in the selection of alternatives, goals, policies, procedures and programs. Implementation is the implementation of a plan that has been made previously. The implementation of the training is a learning process with the delivery of material carried out by the facilitator and the training participants (Kamil, 2012:159).

Training Management Steps

Activities in training management include:

1. Setting goals. what is meant by the training objectives are: forming, improving and changing knowledge, attitudes and behavior, as well as skills, in order to achieve certain desired standards. After setting goals, the next activity is to plan or design/build the training program.
2. Training program planning, Planning is determining training needs. Develop patterns and training programs according to training facilities. Designing a training program is the initial activity of preparation for the implementation of education and training/training which is very important. In addition to having the goal of producing quality programs that are in accordance with the needs of participants and their organizations, they can also determine the education and training strategy (determining the need for training or education outside of education and training). An education and training designer must first explore existing learning models, the use of models in the design of learning programs is very useful in producing quality and realistic programs.
3. Implementation of the Training Program. This activity describes the implementation of the training activities, the elements of the exercise implementation, methods and teaching. In this implementation process, it is stated where the activities are carried out as well as collaboration with relevant agencies and the evaluation model used. For the smooth implementation of the training, the organization/committee needs to be structured with a clear structure and job description. The organization needs to be formed by considering the

aspects of efficiency and cooperation. The element of cost required as a whole is designed as a whole and carefully. Mistakes in designing funding will result in training activities being stopped, or perhaps the available funds are small enough so that the implementation of activities is not as expected. In preparing the funding to be designed carefully and correctly. Once everything about the training has been planned, the next stage is implementation. This implementation stage can be divided into three steps, namely the preparatory step (administrative and educational preparation), the implementation step, and the reporting step.

4. Evaluation of Training Programs. The evaluation of the training program is carried out not only to determine the effectiveness and efficiency of the training implementation but also to obtain information related to existing deficiencies so that later the training program can be improved and a decision will be given whether to continue or not. Evaluation of training programs can also be used to determine the impact of the training program on improving the performance of an employee. assessing the results of the implementation of the exercises that have been carried out and knowing what still needs to be perfected. Brikerhoff (1986: ix) explains that evaluation is a process that determines the extent to which educational goals can be achieved.

Research Method

This study uses a qualitative approach, with the aim that the problems studied are more comprehensive, in-depth, and can provide an overview as a discussion of research results. The research method used by researchers in this study is a qualitative method. According to Creswell (2016: 255) qualitative research is a type of research that explores and understands meaning in a number of individuals or groups of people originating from social problems. In general, qualitative research can be used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others.

This research was conducted at the Minahasa Shipping Polytechnic in the South, Jl Trans Sulawesi Km.80 East Tawaang, sub-district, Tenga, Kab. South Minahasa, North Sulawesi. This research was conducted from November 2021 to March 2022. In qualitative research, the sample (informants) are only sources that can provide information. In accordance with the problem and focus of this research, the sources of data are:

1. Key Informants, starting from the Head of the Academic and General Administration of the Shipping Polytechnic, the Director of Poltekpel, the Deputy Director, the Sub-Division of Academic and Youth

Administration, the Work Program Preparers, the Youth Representatives, the World Work Representatives.

2. Empirical events related to research problems. In this case, it was observed the implementation of the Training Management of the North Sulawesi Marine Polytechnic Internship Training Program.
3. Relevant documents, in the form of official documents, both workshop hand-outs, meeting notes, photos and other documents related to this research.

The process of collecting data in this study was carried out in three stages.

1. The Process of Entering the Research Location At this stage the researcher first reports himself to the relevant agencies or parties, namely the Head of the Academic and General Administration Section, the Deputy Director of the Shipping Polytechnic and the Director of the Shipping Polytechnic by bringing a research recommendation letter from the Manado State University Postgraduate Program . At that time the researcher tried to study and get to know the state of the research location through observation, because it really helped expedite the data collection process.
2. Process at the Research Site. The research site visited was the North Sulawesi Shipping Polytechnic. At the research location, the researcher met parties related to the research focus, to ask for their help in the data collection process, namely from the Work Program Preparers and other related parties.
3. Data Collection Process Data collection is carried out using three approaches, including:
 - a. In-Depth Interview with Key Informants, regarding: any matters related to the implementation of character education management in Poltekpel.
 - b. Observations at the research location: through observations made, data were extracted from data sources in the form of events, behaviors, places or locations, objects and recorded images which were then poured into verbal language.
 - c. Documentation to collect various written information in the form of guidelines, regulations and other related data from the institution that is the research location.

To obtain the validity of the data, the researcher refers to the opinion of Moleong (2018:324) ^[21], namely by meeting the criteria: Degree (Credibility), Transferability (Transferability), Dependence (Dependability) and Certainty (Confirmability). The data analysis technique used in this study is an interactive model analysis from Miles and Huberman in Sugiyono (2016: 337-345) ^[25] which consists of three analysis components, namely: data reduction, data presentation and conclusion drawing. The research procedure carried out can be seen in the image below:

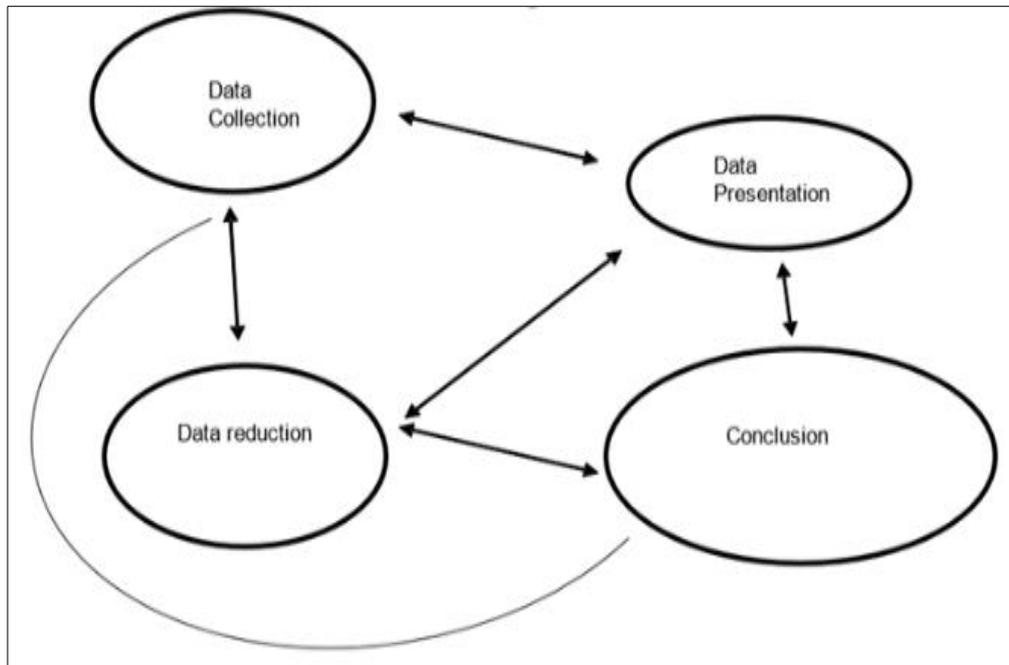


Fig 1: Components in data analysis (Sugiyono, 2016) ^[25]

Result and discussion

Description of the research site

The shipping education and training center in South Minahasa since 2019 has become the North Sulawesi Shipping Polytechnic based on the Regulation of the Minister of Transportation of the Republic of Indonesia Number. PM. 42 of 2019, that for education reform and improving the quality of human resources in the field of transportation, it is necessary to do it in a planned, directed, and sustainable manner through increasing the status of the North Sulawesi Shipping Education and Training Center to the North Sulawesi Shipping Polytechnic. North Sulawesi Shipping Polytechnic, hereinafter referred to as North Sulawesi Poltekel, is a state university within the Ministry of Transportation which is under and responsible to the Head of the Transportation Human Resources Development Agency. in the shipping sector.

North Sulawesi Shipping Polytechnic Implements Curriculum PK.07, namely the regulation of the Head of the Transportation Human Resources Development Agency regarding the curriculum for education and training programs for the formation and improvement of competence in the shipping sector. The curriculum for the Education and Training Program for the Establishment and Improvement of Competence in the Shipping Sector, is a guideline in the implementation of Education and Training for the Establishment and Improvement of Competence in the Maritime Sector for Educational and Training Institutions of Sea Transportation. The North Sulawesi Shipping Polytechnic is located on the Trans Sulawesi road, East Tawaang Village, Tenga District, South Minahasa Regency, North Sulawesi Province. North Sulawesi Shipping Polytechnic, hereinafter referred to as North Sulawesi Poltekel, is a state university within the Ministry of Transportation which is under and responsible to the Head of the Transportation Human Resources Development Agency. in the shipping sector.

Research findings

1. Planning of the Technical Intern Training Program

The Shipping Polytechnic Practice Training Program has a strong foundation in providing education. This can be seen

from the SK.5a/Poltekel.Sulut-2022 concerning the Determination of the Operational Curriculum for the Shipping Diploma III Education Program. This foundation is translated into every work unit program including to integrate the on-the-job training program. There is an appointment of instructors or trainers, training participants and teaching materials as well as facilities and infrastructure designed in such a way that their training activities facilitate on-the-job training programs. At the determination stage, the instructor or trainer first conducts a Basic Competency (KD) analysis to identify the values of the practical work training program that can substantively be integrated into the relevant Basic Competencies. The lesson plans are prepared by taking into account the aspects of the training objectives, the steps of the training activities, both preliminary, core and closing activities and assessments. The purpose of the exercise is formulated not only to emphasize the cognitive and psychomotor aspects.

Work practice program activities under the coordination of the unit preparing the practical program. This unit compiles programs as outlined in the RKAS, there are core programs and development programs. Core program Briefing activities, company visit activities, seafarer skills training activities, development programs include extracurricular activities. In addition, there are other planned activities. The supervising instructor is in charge of helping cadets who have problems with learning interests for the development of personal, social and learning activities for cadets, a program is arranged to organize everything related to assignments in order to achieve goals

2. Implementation of the Job Training Program.

Implementation of the training program of integrated work practices in the training process. This can be seen in the internalization of the on-the-job training program. the instructor follows the procedures for the onboard training record book. In the preliminary activity, the cadets are greeted by greeting, the lesson is opened with a prayer, checking attendance. Each training activity to be achieved includes caring for others, being friendly, being grateful to God and being disciplined. • Similarly, the core activities

include the provision of stimuli (stimulus), problem statements, data collection, data processing, verifications. All the steps of the training activities, including being confident, daring to express opinions, being able to establish communication and cooperation. The closing activity is the same, from conclusion drawing, closing prayer.

During this pandemic, the activities carried out are English Debate activities, every Saturday at 15.00 to 16.00 WITA. The coaches from outside the Shipping Polytechnic are accompanied by an activity coordinator from the Sailing Polytechnic. In the English Debate activity which was carried out virtually, the coach opened the activity by greeting and politely replied by the cadets. The activity was opened and closed with a prayer by the cadets. Next, the coach asked questions about the material given last week. The cadets answered after being appointed by the coach. The cadets are given the opportunity to ask questions if there are things that are not understood. At the end of the activity, the coach provides reinforcement for the cadets to study hard, be patient and thorough in memorizing vocabulary and how to speak. From this activity, it can be seen that the values of training to be formed include religious values, discipline, togetherness, courage and life skills.

3. Evaluation of Practical Program Training

The researcher's findings on the evaluation of the technical intern training program were carried out by observing the cognitive, psychomotor and affective aspects. The indicators are determined by the Instructor to measure the quality of the training of the cadets. If in training the cadets show good training or vice versa, it will affect the assessment in terms of affective. The instructor has a notebook to write down his observations. The evaluation format for the technical intern training program used is the KPA format (Cognitive, Psychomotor, Affective). Evaluation of the cadets' technical intern training program is stated in the Learning Outcomes Book or called the Study Result Card (KHS). In it there is an assessment of the Attitude aspect. Discipline of cadets in following lessons, politeness when speaking, being able to cooperate with friends are examples of indicators to measure the quality of cadet training.

In the activities of the coaches, conduct evaluations by observing the cadets from the cognitive, affective and psychomotor aspects. When the cadets ask or answer questions politely, do the tasks assigned by the coaches, take the initiative to lead prayers, everything is recorded in a book as a reference for assessment. The program preparer gives authority to all supervisors to assess the work in the training record book on board so that they can provide input so that the evaluation for the following academic year can be better

Research result

1. Planning of technical intern training program

Planning is a process of carefully thinking and determining directions, goals and actions while reviewing various resources and appropriate methods/techniques (UPI Education Administration Instructor Team, 2017; 93). This is in line with Hermino's (2017: 88) thinking which says planning is an activity to determine beforehand what must be done, the procedure and the method of implementation to achieve the goal. North Sulawesi Shipping Polytechnic with the vision of Creating Excellent, Professional and Ethical

Seafarers as well as Competitive in accordance with National and International Standards. Mission: To provide quality and relevant shipping education and training to national and global challenges. Objectives: Competent shipping human resources at the national and international levels. This is confirmed in SK. 5a / POLTEKPEL. North Sulawesi - 2022 concerning the Determination of the Operational Curriculum for the Diploma III Shipping Education Program. From the letter, it can be said that Poltekpel has a strong foundation to organize the Education Planning training for the technical intern program where the research findings have said that the Shipping Polytechnic in designing the technical intern training program is based on the operational curriculum. Planning is the first step in the training management cycle.

This can be seen in the on-the-job training program where before implementing the North Sulawesi Poltekpel program, first see what is the target where there are regular meetings of education and training activities such as strategic plans (restra) which are carried out every five years, continue to plans per semester and design a program. by making decrees such as assigning educators and education staff, setting the requirements for training participants, and making training modules and providing facilities and infrastructure, this can be seen in the results of the documents owned by the North Sulawesi Polytechnic of the Republic of Indonesia, which have a planning stage. The planning for the technical intern training program at Poltekpel based on the results of the research is generally in accordance with the planning stage of the technical intern training program proposed by the Education and Training Center (2021).

Coordination of the Shipping Polytechnic and the preparation of work programs to support the formation of cadets who carry out work practices. Instructors are recruited according to academic qualifications (teacher qualifications are 27 masters, 27 bachelors and teach according to their fields of knowledge, while education staff: 52 high school and 37 bachelors). This shows the implementation of rational values, commitment and thinking far ahead. This means that in order to achieve goals, reasonable considerations are made to place people in certain positions. (Ministry of National Education, 2010). The job description is clear, it has a Time Table for training activities. The guidance for educators and education staff is carried out by the Director of the Shipping Polytechnic, the Poltekpel and from the Transportation Human Resources Agency. The Sailing Polytechnic's infrastructure facilities are very adequate to support practical training and training.

In the training process, educators provide assistance to students so that students gain knowledge and knowledge, master skills and form attitudes and beliefs in students. From the theoretical study of this training, it can be matched with what is contained in the North Sulawesi shipping polytechnic by creating a training room to develop the capabilities of cadets where the facilities and infrastructure are in accordance with what is planned in accordance with the strategic plan that has been determined by the North Sulawesi shipping polytechnic. The preparation of the onboard training record book is made in bilingual form, namely Indonesian and English. In each training activity in the training record book on board, the instructor or trainer determines and includes the value of work practices that will be instilled in the cadets in accordance with the basic competencies to be achieved.

Teaching materials are materials that are systematically arranged using various sources for instructors and cadets to use in training. At the Shipping Polytechnic, the teaching materials are attractively designed in the form of power points using various sources, made systematically according to the demands of the curriculum so that it raises the cadets' curiosity about the lesson, makes the cadets enthusiastic and concentrated in following the Education planning lessons that are integrated in this exercise as highlighted by Nailul Azmi (2017).

The work practice program activities are under the coordination of the unit preparing the practical program. This unit compiles programs as outlined in the RKAS, there are core programs and development programs. Core program Debriefing activities, company visit activities, seafarer skills training activities, development programs include extracurricular activities. In addition, there are also other planned activities, the training will be successful if the process of filling the training needs is correct, basically that need is to meet the lack of knowledge, improve skills or attitudes to varying degrees, according to Veithzal Rivai (2004): 233)

According to Mangkunegara (2001:64) planning for the implementation of training includes determining the time of training, appointing trainers/instructors, determining participants, preparing budgets, determining places, and appointing a training committee. From the discussion of the theory put forward and after researching at the shipping polytechnic of North Sulawesi, they have made a training plan for an intern practice program which is seen in the Decree. operational curriculum which is the basis for making a decision on the implementation of the technical intern training program. The supervising instructor is tasked with helping cadets who have problems with learning interests for the development of personal, social and learning activities for cadets, a program is arranged to organize everything related to assignments in order to achieve goals.

2. Implementation of the Job Training Program

According to the Ministry of Manpower (2013: 09) the implementation of work competency-based training is job training that focuses on mastering work skills which include knowledge, skills, and attitudes in accordance with established standards and requirements in the workplace. This can be seen in the training activities from the preliminary, core and closing activities. At the Sailing Polytechnic, internalize training values during training following procedures while paying attention to the syntax of online training. In the preliminary activity, the cadets are greeted by greeting, the lesson is opened with a prayer, checking attendance. Each activity has training values to be achieved, including caring for others, being friendly, being grateful to God and being disciplined. Likewise, the core activities include the provision of stimuli (stimulus), problem statements, data collection, data processing, and verifications. All the steps of this activity have training values that will be instilled, including self-confidence, dare to express opinions, able to establish communication and cooperation and able to face challenges. The closing activities are the same, from drawing conclusions, closing prayers and cleaning the classroom, to respecting other people's opinions, being grateful and knowing how to maintain cleanliness.

The purpose of this activity is inseparable from the development of the ability and personality of the cadets. In the English Debate activity which was carried out virtually, the coach opened the activity by greeting and politely replied by the cadets. The activity was opened and closed with a prayer by the cadets. From this activity, the cadets are taught about the value of manners, religious values, and the value of togetherness. Next, the instructor asked questions about the material. The cadets answered after being appointed by the coach. In this activity, the coach teaches the value of being brave, confident and obeying the rules. Here, the cadets are trained to be confident and dare to ask questions. At the end of the activity the coaches provide reinforcement for the cadets to study hard, be patient and thorough in understanding English, the use of vocabulary is basically directed at achieving training, namely love for the homeland and nation, independence, hard work and creativity. Every activity carried out leads to on-the-job training. In addition, the Shipping Polytechnic showed its creativity by creating an English debate group which was published on social media. This activity begins with a group exercise. In training, the coach asked all involved to be serious, responsible, confident in order to get a good record. Concretely, they are asked to be on time during practice, memorize topics, follow the coach's directions, not play during training. By following the coach's directions, they can perform at their best. From this activity the value of training is internalized to all involved.

3. Evaluation of the on-the-job training program

According to Kirkpatrick, evaluation of training is an activity that assesses the results obtained during monitoring activities (Komalasari & Sariprudin, 2017: 23). This evaluation is integrated into training, shipping Polytechnic management and training activities using selected assessment techniques and instruments, developed and implemented by not only measuring the cadets' academic/cognitive achievement but also measuring the personality development of the cadets (Kemendiknas, 2011b:39). The Shipping Polytechnic holds a management evaluation meeting of the Sailing Polytechnic involving academics, held every Monday. For cadets who live outside the dormitory, the evaluation of the development of the cadets is discussed in the shipping company and instructor meeting at the time of receipt of the Evaluation Study Result Card. Training for technical intern programs is integrated into training. not only measuring the academic or cognitive achievement of the cadets, but also measuring the personality development of the cadets. Shipping Polytechnic in the evaluation of work practice training program activities is carried out by observing the cognitive, psychomotor and affective aspects. This form of evaluation is listed in the Indicators determined by the Instructor to measure the quality of the training of cadets. If in training the cadets show good training or vice versa, it will affect the assessment in terms of affective. The instructor has a notebook to write down his observations. This information is analyzed by the Instructor to get an idea of the Cadets training. The instructor makes an assessment using the KPA evaluation format (Cognitive, Psychomotor and Affective). Evaluation of the technical intern training program is carried out to measure whether the cadets have had the training set by the Shipping Polytechnic within a certain period of time. The substance of the evaluation in relation to the technical

intern training program to compare the behavior of the cadets with the training standards (indicators) set by the Instructor or Shipping Polytechnic.

In the activity of preparing the work program, the evaluation of the technical intern training program is carried out through observations at the Shipping Polytechnic. Instructors make observations not only about the intellectual aspects of the cadets but also the attitude aspects of observing the cadets from the cognitive, affective and psychomotor aspects. When the cadets ask or answer questions politely, perform the tasks assigned by the coaches, take the initiative to lead prayers, actively participate in activities, everything is recorded as a reference for assessment. In this activity there is an attendance list format that must be filled out. This format contains the type of activity, the names of the cadets and the date of the activity. From this format, it can be assessed, among others, aspects of the cadets' craft. The program preparer gives authority to all supervisors to assess the work in the training record book on board so that they can provide input so that the evaluation for the following academic year can be better.

Conclusion

Planning of integrated work practice training program in the learning process. In general, the planning of integrated technical intern training programs in management is good, where training programs related to the development of work practices are accommodated, utilized and empowered. The planning for the technical intern training program has been integrated into the work program preparation activities. The planning of the technical intern training program at the North Sulawesi Shipping Polytechnic is generally good, but in preparing the program according to the applicable regulations, it is necessary to involve shipping companies as stakeholders and carry out socialization to cadets regarding the implementation of on-the-job training programs in learning. Implementation of integrated practical work training program in the learning process. This can be seen in the internalization of training values during learning. Evaluation of the training program of integrated work practices in learning. The evaluation of the on-the-job training program integrated in campus management is in accordance with the National Education Standards.

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