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Design And Implementation of Field Work Practices (PKL) With The Work Integrated Learning (WIL) Model At Health Vocational School (SMK) in Tangerang City

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Abstract

This study aims to analyze, find, and prove (1) design for the implementation of field work practices (PKL) at health vocational high schools (SMK) in Tangerang City. (2) Barriers to the Field Work Practice Program and its Implementation in the World of Work for Health Vocational School Graduates in Tangerang City (3) An Effective Cooperation Model in Tangerang City's Implementation of the Health Vocational Field Work Practice Program with the World of Work This type of research is qualitative research with a phenomenological approach. This research was carried out in one of the health vocational high schools (SMK) in Tangerang City, the Nursing Expertise Program. Data collection uses in-depth interviews, observation, and documentation techniques. The results showed that (1) there is still a weak relationship between educational institutions and the business/industry world, which leads to ineffective implementation, making it difficult for street vendors like participants to get jobs that match their competencies. (2) Some of the obstacles to the Field Work Practice Program and its implementation in the World of Work for Tangerang City Health Vocational School graduates are that there are still limited places for PKL implementation and there are still some hospitals and health centers that refuse PKL participants from health vocational schools. (3) The Work-Integrated Learning (WIL) model can improve the quality of the street vendor experience and make the right career choice by working together using the core-plasma pattern, franchise pattern, general trading pattern, operational cooperation pattern, and partnership pattern.

Keywords: Design, Field Work Practice Program, Nursing Assistant, Work-Integrated Learning (WIL)

Introduction

Vocational education plays a key role in development, which is to become a strategic axis that supports the competitiveness and employment of young people (Julia-Yissi & Rosana, 2020, p. 186). However, some members of the public believe that all types of vocational education are unnecessary (Lillis, K., & Hogan, D., 1983, p. 89). The knowledge they get is not in accordance with the needs of the world of work. Vocational education was developed from the translation of the concepts of vocational education and occupational education. In the world of education, both concepts are expected to produce graduates who are ready to use them.

Vocational education at this time must create a labor market that is in accordance with the needs of Iduka. Many interested students choose to enroll in a vocational high school rather than a general high school (SMA) (Parlagutan Silitonga, 2020) in general because they immediately want to get a job. Today, vocational education is very important not only to develop the labor market but also to create high-quality education. It is education that is able to complete the process of maturation of students by freeing them from ignorance.

The problem of quality education, especially those faced by vocational education, does not only occur in Indonesia, but in several developed and other developing countries (Shah, J. & Shah, I. 1996). As happened in Turkey, Vocational high school students are trained to work in 228 different professional fields by the International Center for Technical and Vocational Education and Training (UNECOV). The Turkish State Vocational High School offers a four-year education. The general national curriculum in the first year (grade IX), courses relevant to the chosen vocational field in the second year (grade X), their specialization in the third year (grade XI), and last year's internship program (grade 12) (Ahmet Ayaz & Nurten Karacan zdemir, 2021). This obstacle also occurs in several other countries, such as Ghana, Indonesia, and other countries. In Indonesia, every graduate of vocational education should be able to work in the world of work, but in fact, the percentage of people who work is still very small (Tom Whiteside & Govind Desai, 2000, p. 49).

Therefore, it is proper for vocational schools, especially health vocational schools, to be able to become a bridge or liaison between the qualifications possessed by students and where they are placed. Until now, there are still many SMK Health graduates who have not been absorbed into the world of work. The non-absorption of SMK Health graduates is not absolute because there are no jobs, but because of the low competence of graduates. Many job vacancies remain unfilled because applicants do not meet employer requirements. Some widows still care for and employ vocational graduates, but most put them in jobs unrelated to their qualifications, such as being a salesperson, security guard, or shopkeeper.

Literature Review

Theoretical Analysis

This study seeks to design the implementation of Field Work Practices (PKL) using the WIL model at Health Vocational High Schools (SMK) in Tangerang City, Banten Province. Field Work Practice as part of work-integrated learning (WIL) is an important curriculum component in vocational education to better prepare the future workforce. To assess WIL, educators typically choose authentic assessments such as reflective journals and managerial reports to solve problems in the workplace. Although the academic discourse supports the implementation of street vendors, the lack of studies has created a mismatch between the qualifications possessed by students and the world of work. According to Jackson and Collings According to Jackson (D. and D. Collings, 2018, p.403), 77% of graduates with full-time employment credit WIL with assisting them in finding full-time employment after graduation.

The design of the implementation of street vendors using the WIL model is carried out so that there is no mismatch between Health Vocational School graduates and the world of work. Broader aspects of job readiness that have been measured in students or students include organizational intelligence, social intelligence, personal characteristics, and work competencies (Caballero, C., & Walker, A. 2010, p.13). Job readiness includes non-technical, non-clinical, generic and transferable skills such as teamwork, communication, problem solving, and some other skills required by employers (Agnielsen, & research services, 2000).

This research using a work-integrated learning model was created to design the implementation of field work practices (PKL) in an effort to improve job readiness for Health Vocational High School (SMK) graduates. This research was conducted at one of the health vocational schools in Tangerang City, Banten Province. This Vocational School is one of the schools under the auspices of the Entermera Ayuda Foundation. This educational institution, which was later named Ayuda Husada Health Vocational School, has expertise competencies, namely the Department of Nursing Assistant (AS) and

Clinical and Community Pharmacy. In the dapodik guidelines of the Tangerang City Education Office in 2022, 9 state vocational schools and 110 private vocational schools are listed, 17 of which are health vocational schools. One of the health vocational schools, namely Ayuda Husada Health Vocational School, currently has two expertise competencies, namely the Department of Nursing Assistant (AS) and Clinical and Community Pharmacy. The school provides students with 18 skill competencies for the Nursing Assistant Department. This competency is given before students take part in the PKL Program in hospitals, nursing homes, or to students who take part in the internship program and study abroad (Germany), which is the flagship program of the Ayuda Husada Health Vocational School.

Table 1: List of Tangerang City Vocational Schools

No	Unit Education	Status		Total	Keterangan
		Country	Swasta		
1	Senior High School (SMA)	15	85	100	
2	Vocational Education (SMK)	9	110	119	Vocational Health 17
3	Madrasah Aliyah	2	16	18	
4	Madrasah Aliyah Kejuruan				

Source: Dapodik.id guide. Tangerang City Education Office, 2022

The implementation of the PKL program for students of the Ayuda Husada Health Vocational School of the US Department is carried out by even semester XI students. The PKL program is carried out for 10 weeks with 3 PKL places, namely in one of the private hospitals (RSUS) for 5 weeks, a community health center (Puskesmas) for 2 weeks and Panti Werdha for 3 weeks.

With the PKL program that is in accordance with the competencies possessed by students and placed in places that are in accordance with the knowledge of the Health Vocational School students, it is hoped that they will be able to make these US Health Vocational School students become nurses or care givers later.

Empirical Overview

The empirical review in this study is based on previous research as the results of research conducted below, namely : Stakeholder Perception is a study conducted by Edward Akomaning, Joke M. Voogt, and Jules M. Pieters in 2022. From the data collected, it can be concluded that the relationship between teachers and industry (where PKL) is very weak. Collaboration is not formalized. The reality on the ground is also very concerning, namely that about 20% of students do not practice because of the limited number of vacancies in the industry for placement and only 6% can fulfill the mandatory six-month internship period. Then, regarding effective assessment, there must be closer and clearer collaboration between teachers, industry, and interns with clearly defined objectives that will improve the feedback system. There is a significant difference in their responses to the extension of the time for street vendors. By agreeing on an extension of time, teacher involvement and PKL providers agree that teachers should be actively involved in internships. Closer collaboration Stakeholders are of the opinion that there should be closer cooperation between them. Thus, stakeholders will be much more satisfied with the work performance of street vendors. This effort is made to improve the implementation of this field practice in the future. Another study (Kimberly Jamison, Ed.D, Jennifer K. Clayton, and Rebecca A. Thessin, 2020) titled "Utilizes an educational leadership guidance framework to analyze the dynamics of fieldwork and mentoring during practice. Analyze the various relationships between practice participants and mentors. This research further demonstrates the importance of selecting, training, and supporting mentors who will work on the internship program. Both schools and universities must apply the principles of the theory of andragogy when organizing street vendors or mentor pairs in the program.

Conceptual Overview

Work-Integrated Learning

Developing skills in student self-development, including understanding of the labor market, professional social networking, self-awareness, job search skills, and setting career goals, will assist in making an informed career or work choice. In (Essig and Kelly, 2013), for example, they found that students who received career counseling experienced greater decisions in finding or getting a job. The importance of informed decision-making as part of self-management of students' careers is very helpful for them to get jobs according to the qualifications they have. Career choice is a complex phenomenon in meeting future needs. Effective career choice, taken with confidence and with clear consideration for short and long-term goals, is the most important part of one's career and life journey. The higher one's career, of course, the higher the income that will be achieved.

Work-integrated learning (WIL) is seen as an important tool for developing skills and careers as well as assisting graduates in making their career decisions (McIlveen et al., 2011; Pegg, Waldock, Hendy-Isaac, & Lawton, 2012). WIL is a structured process that combines classroom instruction with real-world applications to help students develop their disciplinary and non-technical abilities. According to research, WIL is very important for career development learning because it gives graduates real-world experience to think about and draw on when they consider their career possibilities and allows them to create evidence that will support their application for future employment (Watts, 2006).

Methodology

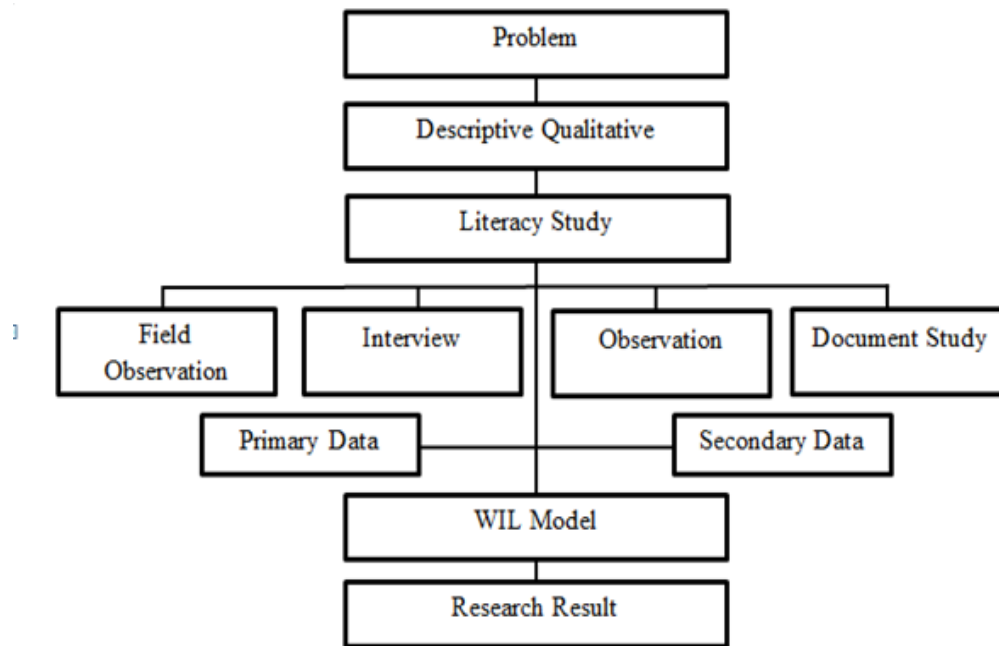
This study uses a qualitative approach known as naturalistic research (Lexy J. Moleong, 1998). According to Moleong, researchers in qualitative research function as planners, data collectors, data interpreters, and finally reporters for the results of their research as planners, data collectors, data interpreters, and finally reporters for research results. The author in this study uses a type of research or a phenomenological approach with the Work-Integrated Learning (WIL) model. WIL is the formal integration of classroom learning and workplace practice to improve disciplinary and non-technical skills outcomes among students. WIL has an important role in career development learning because it provides graduates with concrete experiences to reflect on and refer to when considering their career options and enables them to produce appropriate evidence and work experience (Watts, A, 2006). In qualitative research, data processing takes place when the data collection process is carried out, namely when the researcher analyzes the answers when, for example, in interviews. Data collection instruments in this study include observation, documentation, and interviews. This research was conducted at Ayuda Husada Health Vocational School. The vocational school has 2 competency skills, namely : the Department of Nursing Assistant (AK) and Clinical and Community Pharmacy.

This study will reveal and explain the many meanings of ideas or phenomena of experience based on awareness that arises spontaneously (under natural conditions) in several participants, thus enabling efforts to capture these various phenomena to flow smoothly. This research is descriptive, meaning that it aims to find out more about how health vocational schools in Tangerang City create and implement PKL programs based on the concept of Work-Integrated Learning (WIL).

The important informants who were directly involved in the education delivery process were interviewed in depth.

In research, the presence of practitioners, experts, and those who understand in depth the problems studied is the main thing, so in this study, the informants involved, in addition to the school, also involved hospitals and health centers. The research flow can be seen as follows:

Figure 1: Qualitative Research Flow



Results

Research seeks to produce and find solutions so that the PKL program can be a bridge and solution for vocational high schools (SMK) with the world of work, so that every vocational school graduate can find it easy to find jobs. Efforts to produce a design for implementing the PKL program or Field Work Practice (PKL) so that graduates in vocational schools in Indonesia get qualifications that are in accordance with the needs of the business world and the industrial world have been made, starting from research planning, analyzing various sources, to compiling research results through interview analysis, document study, and observation.

The interview part of this dissertation was conducted with several informants from one of the health vocational schools, consisting of school principals, subject teachers, supervisors, hospital employees, Puskesmas employees, and participating students. street vendors.

Designing the implementation of Field Work Practices (PKL) in Islamic education, including health vocational schools, has become what it should be in order to balance education with the demands and expectations of the community. WIL as one of the design and development models for health vocational schools can be realized in every important element of education that is used as career development learning because with WIL, students will get concrete experience. Amiruddin quotes Azyumardi Azra's opinion that there are two aspects that need to be developed so as to make education a grand design in the renewal of implementation at every level of education, namely first: the development of aspects of educational goals and second, the development of the educational curriculum.

As for the renewal in the aspect of educational goals, as is generally known, human life and creation cannot be separated from the existence of goals, and in Islam, the main purpose of creating humans on this earth is to become individuals who are devoted to Allah SWT, humans who are able to create a balance of happiness both in this world and in the hereafter, as well as being a human being who is rahmatan lil' alaminz (Amiruddin, 2018). While the specific purpose of vocational education is more practical, it combines the purpose of life from the cognitive, affective, and psychomotor aspects. Combining these three competencies makes education develop in an integrated manner so that students develop according to their needs.

Then the second aspect, namely the curriculum, which is as urgent as the goals of education, becomes an integral part of all educational processes from beginning to end, including input, process, output, and outcome, because the curriculum is defined as the achievement of educational goals that are more detailed and complete. materials, methods, and evaluation systems through the stages of student mastery of the three aspects above.

Other findings and theories cite King's opinion that the need to manage their own career is very important not only for those who will soon enter the labor market but also for those who have just finished their studies or graduated from school. Then, by managing their own career, it will be easy to develop their competencies, including understanding of the labor market, social networking professions, self-awareness, job search skills, and setting career goals they make with informed career choices (King, 2004). After examining the important aspects of some of the theories above related to Work-Integrated Learning (WIL) in Health Vocational Schools with all their dynamics, this section will present ideal findings related to aspects of health vocational schools that need to be developed based on scientific studies as follows :

First: Design of Field Work Practices (PKL) with the Work-Integrated Learning (WIL) model at Health Vocational High Schools (SMK) in Tangerang City: 1. Planning: Ayuda Husada Health Vocational School in Tangerang City has a clear vision and mission that serve as references in planning for the management and development of SMK. The planning carried out includes a. competency planning from the implementation of Field Work Practices (PKL), b. planning the determination of the location that will be used as a place for street vendors, c. implementation time of street vendors should refer to the demands of the SMK curriculum, which is 6 months, d. placement of PKL participants, e. designation planning of a PKL supervisor, and f. briefing on the implementation of street vendors.

2. Implementation, Broadly speaking, the PKL implementation process carried out in vocational high schools starts with the registration process for PKL participants. selection of administrative completeness; assigning PKL supervisor teachers; briefing for students who will carry out street vendors, handing over students to street vendor locations; implementation of street vendors at PPL places; guidance from instructors who have been appointed by DUDI to place PKL; assessment by instructors and supervising teachers; and submission of a certificate as a PKL participant.

Program This PKL is carried out by even semester XI students. This program was initiated with the aim of meeting the basic human needs of mothers, children, adults, and the elderly. The PKL program carried out by the Health Vocational School was carried out for 10 weeks in 3 places, namely in the hospital for 5 weeks, Panti Werdha for 3 weeks, and Puskesmas for 2 weeks.

From the 10 weeks provided by the school and the PKL designated by the school, it is hoped that students can assist in meeting basic human needs.

3. Assessment, Ayuda Husada Health Vocational School in carrying out the process of assessing the competence of students who participate in the PKL program with an attitude assessment. Assessment of attitudes includes compliance with the rules of street vendors made by schools and companies where street vendors are located; ethics in working; respecting others; discipline; perseverance; and cooperation. b. Knowledge. Knowledge assessment includes policies on the field of work and scope of work. c. Skills. In this process, what is assessed is that students are able to do well and correctly, as seen from the process of doing it to the quality of their work.

Assessment of the implementation of PKL Health Vocational Schools in accordance with a copy of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2020 concerning Field Work Practices for Students.

Second: Design barriers to implementing street vendors with the Work-Integrated Learning (WIL) model in an effort to improve job readiness for Health Vocational High School (SMK) graduates in Tangerang City.

Some of the obstacles that occur in the implementation of street vendors at the Ayuda Husada Health Vocational School in Tangerang City can be grouped into several categories, including barriers to place, time, location, job desk, and certificates. Then, from the results of data and interviews with informants, there are several serious weaknesses and threats at this health vocational school, namely the number of graduates absorption is still not maximized, namely how many alumni are working in the formal sector (Iduka and hospitals), some are working in Germany, and others are entrepreneurs. This number is not close to the ideal conditions as expected by the school. Stakeholders hope that the graduates of the Health Vocational School in Tangerang City can absorb the maximum number of graduates. According to the principal, this problem arose because of changes in government policies, including the Health Personnel Registration (RTK) Number 46 of 2013, which was revoked and declared invalid. and automatically enforces RTK No 83 of 2019.

Health SMK graduates are currently facing government policies by revoking RTK in 2013 and replacing it with the new one. The new rules limit SMK Health graduates to working in hospitals or health centers; they only accept health workers with bachelor's degrees (Purwo Agung Anggoro, 2021).

Third: An effective cooperation model in the PKL program with the world of work to improve job readiness for health vocational school graduates in Tangerang City.

In general, the vocational school collaboration process can be carried out in the form of signing an MOU with various parties such as the business world, industry, government agencies, and private institutions. Besides that, partner schools and cooperating with partners The form of cooperation carried out by Ayuda Husada Health Vocational School is a collaboration with LSP Paski Health Care (PHC). LSP PHC is one of the LSP-P3 established by the Association of Indonesian Nursing Assistants (PASKI). From the observations and interviews of researchers with the LSP Nursing Assistant Study Program, this LSP has been licensed by the National Professional Certification Agency (BNSP).

1. Data processing

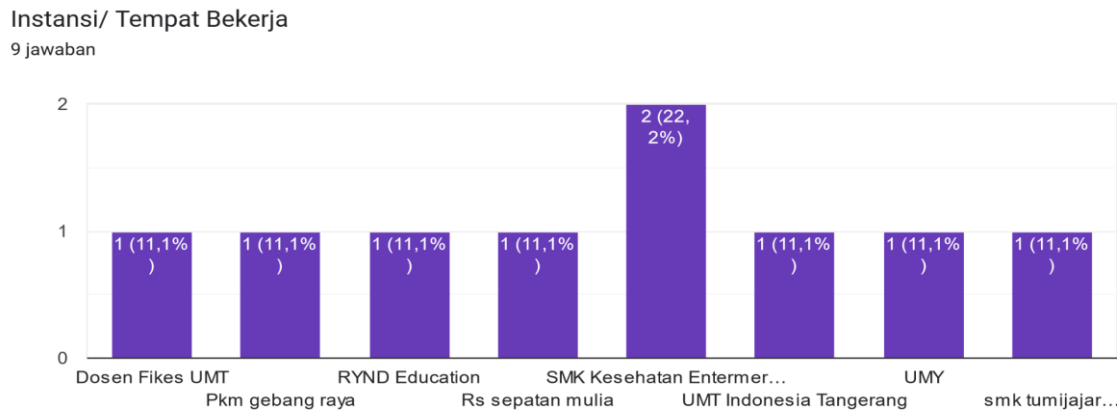
The aspects that will be used as clusters and sub-clusters in this study can be concluded as follows based on the findings of the recap of the questionnaire or interviews with informants:

Table 2: Recap of Interview Data

No	Cluster	Sub-Cluster
1	PKL Design	1. Planning
		a. Competation
		b. Location
		c. Time Period
		d. Field supervisor
		e. Supplies
		2. Implementation
		a. Nursing program
		b. <i>Work Integrated Learning (WIL) Model</i>
		3. Rating
		4. Monitoring and Evaluation
		5. Sertification
2	PKL Obstacle	1. Place and location
		2. Time period
		3. Job desk
		4. Certificate PKL
3	Teamwork Model	1. Teamwork process
		2. Teamwork partner
		3. Teamwork principles
		4. Teamwork model

It can be seen from the results of the questionnaire above that the determination of clusters and sub-clusters are aspects that are considered important by decision makers and are adjusted to the formulation of the problem with the result that there are 3 (three) clusters and 13 (thirteen) sub-clusters. To create a model so that the Work Integrated Learning (WIL) method affects career choice, each cluster and sub-cluster above will be assessed to see how much influence it has on career choices or student job opportunities. Then comparisons or dependencies are made between fellow clusters (inner dependence) as well as between sub-clusters (outer dependence). And the results are as follows:

Figure 2: Informant Workplace Agency



In the picture above, it can be seen from the interviewed informants that there is an influence (dependent) even though they have different workplaces, but they are health workers and health practitioners. The relationship (WIL) between the elements in the network is classified into two (2). Namely, inner dependence (in one cluster), outer dependence (between sub-clusters), so this is a function of the use of the Work Integrated Learning (WIL) method.

2. Comparison between Clusters (Inner Dependence)

First: In the PKL design cluster, it is agreed that planning (1) has an influence on fellow clusters, namely competence (a), location (b), time period (c), field supervisor (d), and briefing (e). Meanwhile, influences outside the implementation cluster (2) also affect or have a relationship between nursing programs (a) and WIL (b). The assessment (c), monitoring and evaluation (d), and certification (e) affect the other two clusters of street vendors (2) and cooperation models (3).

Second: In the cluster of street vendors, it was found that the place and location of street vendors (1), time period (2), and job description (3) affected each other's certificates (4). Meanwhile, outside the certificate clusters, affects clusters (1), (2), and (3).

Third: As for the collaboration model cluster, it was found that the partnership pattern and the plasma core pattern were the main choices for health vocational schools.

3. Comparison of Outer Clusters (Outer Dependence)

From the table above, the sub-clusters that have relationships and networks with sub-clusters in other clusters are as follows:

First: planning, in the planning sub-cluster, has a relationship with the place and location of street vendors, time period, and also has a relationship with job descriptions and street vendors' certificates, while assessment has a relationship with planning, implementation, monitoring, and evaluation, and certification.

Second: Implementation. It was found that the implementation sub-cluster was related to planning, which consisted of competence, time frame, field supervisor, and briefing. Meanwhile, certification has

a very dominant influence on implementation, covering nursing programs and the WIL model, as well as all other external sub-clusters.

Third: Evaluation. It was found that the integrated assessment had a relationship with the nursing program, the WIL model, and all sub-clusters. The obstacle clusters and the PKL cooperation model are related to all aspects, namely the 13 sub-clusters.

Fourth: Monitoring and Evaluation. It was found that M&E has a relationship with planning, which consists of competence, timeframe, field guidance, and debriefing. Meanwhile, certification has a very dominant influence on monitoring and evaluation as well as all other external sub-clusters. While money has a relationship with planning, implementation, certification, cooperation models, nursing programs, and WIL models.

Fifth: Certification : it was found that the integrated certification had a relationship with the nursing program, the WIL model, and all sub-clusters. As for the cluster of obstacles and the PKL cooperation model, they are related to the place and location of the PKL, the period of the PKL, the cooperation process, and the principles of cooperation. And the most dominant certification has a very close relationship with the person with whom the cooperation partner is carried out.

Sixth: Place and Location of Street Vendors: found that the sub-cluster Place and Location of Street Vendors is related to planning, which consists of competence, timeframe, field supervisor, and briefing. Meanwhile, the cooperation model has a very dominant influence on planning, including location and time period.

Seventh: Time period: The time period in the sub-cluster is related to the location and location of street vendors as well as planning, implementation, and assessment. Then it also has a relationship with Money, job description, and street vendors' certificate, while the time period has a relationship with the cooperation model and cooperation partners. The effective period for implementing street vendors is 3 months.

Ninth: PKL Certificate: It was found that the integrated PKL certificate has a relationship with the nursing program, the WIL model, and all other sub-clusters. As for the cluster of obstacles and the PKL cooperation model, they are related to the place and location of the PKL, the period of the PKL, the cooperation process, and the principles of cooperation. And the most dominant is that the PKL certificate has a very close relationship with whom the cooperation partner is carried out. PKL certificates issued by official professional certification institutions (LSP) are needed by health vocational schools to support their career choices in the world of work.

Tenth: Cooperation Process: The Cooperation Process Sub-Cluster found that the Cooperation Process is related to planning, which consists of competence and time period. Meanwhile, the cooperation process has a very dominant influence on the certification process. Of the several forms of cooperation that need to be carried out, the form of an MoU with the hospital, health center, and nursing home, which is used as a location for street vendors. The cooperation process will be said to be successful if the cooperation model, location, and place of the PKL are in accordance with the qualifications of the Health Vocational School.

Eleventh: Cooperation Partner : There are sub-clusters of Cooperation Partners that have a relationship with the place and location of street vendors, and time period, and also have a relationship with job desks and street vendor certificates, while Cooperation Partners also have relationships with planning, implementation, and certification. There are several agencies and institutions, both government-owned (state) and private, that can be used as Cooperation Partners. In addition to hospitals, health centers, and nursing homes. I Work Overseas (IWO) Accelerate your future with Rynd Education, which dispatches SMK Health students for PKL (internship) programs and studies in Japan and Germany.

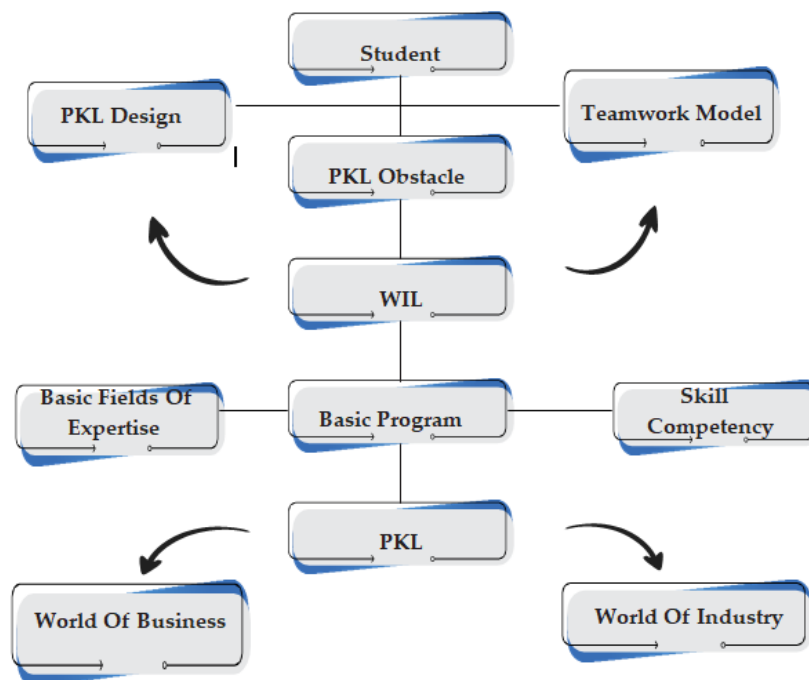
Twelfth: Cooperation Principles: It was found that the Cooperation Principles sub-cluster is related to planning, which consists of competence, timeframe, field guidance, and briefing. Meanwhile, the

principles of cooperation have a very dominant influence on the cluster of street vendors and the model of cooperation. Since the revocation of RTK No. 46 of 2013, the enactment of RTK No. 83 of 2019, the Principles of Cooperation will be difficult to obtain due to policy barriers issued by the government.

Thirteenth: Cooperation Model: It is agreed in the Cooperation Model cluster that planning has an impact on other clusters, specifically competence (a), location (b), time period (c), field supervisor (d), and briefing (e). While the influence outside the cluster, namely the design of street vendors and street vendors' barriers, also affects or has a relationship between nursing programs (a) and WIL (b). The other sub-clusters will affect the collaboration model cluster. Of the five forms of cooperation, partnerships and plasma cores are the most influential on the design of the implementation of street vendors in health vocational schools.

After obtaining the results related to the relationship, relevance, and influence of all aspects as a decision, it can then proceed to the use of the Work Integrated Learning (WIL) method in designing the PKL program at SMK Kesehatan. The following are the results of the model made based on the recap of interview data.

Figure 3: Results of WIL Model Construction



As a synthesis in designing a PKL program at Health Vocational Schools, the use of the Work Integrated Learning (WIL) method is intended to be able to produce a decision based on priority or complexity, and the following is an assessment diagram of all informants as follows: From the picture above, it is found that the comparison of all elements and clusters related to components that need to be developed in the design of street vendors at the Health Vocational School in Tangerang City supports the achievement of job opportunities for Health Vocational School graduates. These comparisons have varying percentages.

Conclusion

Although the implementation of the Field Work Practice Program with the World of Work is carried out by the Health Vocational High School (SMK) in Tangerang City, there are still several problems, such

as opportunities to get jobs that are in accordance with the competencies possessed by students. According to the principal, some of the obstacles that arise, apart from the limited space, location, and time for implementing street vendors, are also due to changes in government policy towards the revocation of Health Personnel Registration (RTK) Number 46 of 2013. and automatically enforces RTK No 83 of 2019. So that the design of the Field Work Practice (PKL) can run according to the wishes of the government and schools, the use of the Work-Integrated Learning (WIL) model is very appropriate to be applied to the Health Vocational School in Tangerang City to determine student career choices after they graduate.

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