

Field Work Practice Program in Applying for Internship on the KKNI-based Curriculum of the IPS Department FITK UIN Maulana Malik Ibrahim Malang

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Abstract: Department of Social Sciences Education (PIPS) Faculty of Tarbiyah and Teacher Training (FITK) conducts Field Work Practices (PKL) activities for students in superior schools/madrasah. These activities are developed with an apprenticeship pattern following the provisions in the Indonesian national qualification framework (KKNI). This study focuses on the evaluation of the implementation of PKL program in applying internships to the curriculum of the PIPS department based on the KKNI. This study uses a qualitative approach, especially using evaluation research. The results are: (1) The results of monitoring and supervision of the implementation of PKL were carried out using standardized statement instrument sheets, (2) Responses and evaluations regarding that implementation showed good results in terms of administration, (3) This internship program is an inseparable part of the PIPS Department of UIN Maulana Malik Ibrahim Malang.

1 INTRODUCTION

In line with the appointment of the Maulana Malik Ibrahim State Islamic University (UIN) Malang to become a World Class University (WCU), the Social Sciences Education Department (PIPS) restructured the curriculum and established a departmental development orientation based on the Indonesian National Qualifications Framework (KKNI) and preparation for the ASEAN Community which gave birth to various consequences and challenges for countries within ASEAN. Through the ASEAN Community, domestic entrepreneurs can have the capability to go International.

Higher education institutions are encouraged to produce international quality graduates equipped with professional skills, language skills and intercultural skills (Tim FITK, 2016). Higher education is also required to develop good skills in collaboration with other institutions or parties and with the development of student activity units (Tim FITK, 2015). The curriculum that is implemented also requires adjustments related to this, so that the existence of the street vendors is truly in accordance with the needs and demands in the field, especially in the social studies education department where the practice is in superior schools/madrasahs in East Java.

Therefore, there is a need for in-depth research and study on evaluating the implementation of street vendors in the implementation of internships in the curriculum of the PIPS department based on KKNI.

As a new program, there are not many references or evaluation reports. Therefore, identification of problems and boundaries of the essential issues that are directly related to the implementation of the PKL program in the implementation of internships in the curriculum of the social science education department based on IQF. This study focuses on evaluating the implementation of field work practice programs in applying internships to curricula majoring in social science based on KKNI, with the aim of 1) analyzing the results of monitoring and supervision of the implementation of PKL; 2) knowing the response and evaluation regarding the implementation of PKL; and 3) knowing the application of internships in the curriculum of the PIPS department based on the KKNI.

2 METHOD

The research approach carried out is qualitative research which means that research is carried out by describing, describing and explaining data or

information, with words or sentences separated by categories to obtain conclusions (Arikunto, 1998). For the purposes of this study, the selection of informants is carried out purposively, which is based on the aims and objectives of the study. Criteria for selecting informants include: (1) Chairperson of the PIPS Department; (2) Field Supervisor (DPL); (3) Civil Service Teachers in training schools; (4) Students who carry out street vendors; (5) Faculty Leaders as Supervisors.

Researchers used questionnaires to collect primary data, while document analysis and interviews were conducted to collect supporting data and simultaneously triangulate data. Evaluative research generally aims to provide recommendations to the organizers of the program. The recommendation is of course based on data or information obtained from the field either from a place, person or document.

Arikunto says that data processing is a process of changing the form of data obtained, usually still contained in instruments or notes made by researchers (evaluators), into a data presentation that can be concluded and interpreted (Arikunto, 2005). As explained in the research instrument, the data or information obtained in this evaluation study came from three sources, namely: 1) documents which are administrative requirements of a program, 2) questionnaires (questionnaires) distributed to the three speakers (program chairman, DPL, and students), and 3) interviews with the three speakers. The raw data is then presented/processed to facilitate the interpretation/ interpretation of the data itself so that the analysis process becomes more reliable and valid. To obtain empirical data from field research, data collection techniques are used. The purpose of data collection is all efforts made by researchers in order to complete the data that is needed, including: (a) Observation Techniques, (b) Interview or Interview Techniques, (c) Documentation Techniques.

In this study, researchers as activity observers, interviewers and observatory research subjects. In connection with this, the existence of the researcher was at the same time as the head of the PIPS department FITK UIN Maulana Malik Ibrahim Malang, as well as the Field Supervisor (DPL) at the time this activity was conducted. Data analysis uses the following techniques: (1) inductive method, (2) descriptive method. In order to obtain valid data findings, it is necessary to check the validity of the data using the following techniques: (1) Extend participation, (2) persistence of observation.

3 RESULT

3.1 PKL Evaluation Results and Apprenticeship Enforcement

FITK UIN Maulana Malik Ibrahim Malang has designed and established an internship program as an integral part of the curriculum which is carried out in stages, namely Internship I, Internship II, and Internship III. Each apprenticeship program is carried out with different times and objectives. Each apprenticeship program has SKS weight as follows: internship I weighs 1 credit, internship II weighs 1 credit, and internship III weighs 2 credits. This apprenticeship activity is carried out in school/Madrasah communities meets the requirements as specified (Tim FITK, 2016).

Further stated that each apprenticeship program has a different purpose. Internship I aims to build the foundation of the educator's identity and establish educational academic competence by strengthening the teacher's initial ability to develop learning tools. Internship II aims to establish academic competencies related to the competency of social studies by strengthening entrepreneurial ability in the business world through the preparation of business feasibility (feasibility study). The implementation of Internship II at the PIPS department is related to the learning of entrepreneurship courses in the form of PKL which are combined with PELS annual routine student activities (training in entrepreneurship, leadership, and social movement). Internship III aims to provide additional initial experience in accordance with the authority that will be given to prospective teachers

3.2 Internship Program on Curriculum of PIPS Department based on KKN

The PIPS Department internship program is an activity that provides initial experience to build the identity of prospective graduates, establish educational academic competencies and fields of study, strengthen the initial ability of prospective teacher candidates, develop learning tools and pedagogical skills in developing educational expertise and develop entrepreneurial skills become another authority graduating from the PIPS Department. Internships are academic and practical activities that focus more on managerial and learning in schools/Madrasah.

4 DISCUSSION

4.1 Monitoring and Supervision of PKL Implementation

Based on the results, it can be seen that the role of the DPL is good and shows encouraging results. The results of the monitoring of the instrument statement about the work program of the practitioners, it can be seen that the students participating in the street vendors, both individually and in groups have made work programs to be carried out during the PKL activities. In connection with the individual work program owned by each practitioner, several Field Supervisors (DPL) who monitored directly in the field stated that in general they already had, only some were still not written, and there was no written group program (Mudjiono and Dimiyati, 2006).

Based on the results of the monitoring of the instrument statement about appearance and neatness of dressed up by the practitioners, it can be seen that the performance of PKL students in general has been good even arguably very good. The results of monitoring regarding the instrument statement about the academic atmosphere of the school/madrasah, shows that the school/madrasah where PKL is implemented is a superior school/madrasah located in several districts in East Java. The learning atmosphere in the classroom also seems conducive when the author pays attention to the money visit to the madrasah, here clarifies the statement of Zainal Arifin on Koetoe that evaluation as a systematic investigation of the truth or success of the objectives (Koetoe, 2000).

The results of the monitoring of the instrument statement about the relation between the practitioner and the DPL found that the communication between the implementers of street vendors was already well established, especially between the students and the DPL, starting from the time they met in lectures on campus, followed by academic guardianship activities while taking study during lectures, joint debriefing before leaving for the street vendors location, and other activities that familiarize them (Roysse, et. al., 2007).

The results of the monitoring regarding the instrument statement about the relation of the practitioner with the administration section, obtained the result that that the student of FITK UIN Maulana Malik Ibrahim Malang had a good sense of all the academic community, including the madrasah/school administration as education staff. Based on the results of the monitoring of the instrument statement about the relation of the practitioner with the surrounding community, it was obtained the results that the surrounding community became an

important part in the implementation of the street vendors (Dhemba, 2012).

The results of monitoring regarding the implementation of learning in the activities of opening lessons with components asking questions/apperception, obtained the results that the ability of students in carrying out learning activities in class when PKL can show professional educators. The results of monitoring regarding the implementation of learning in the activities of opening lessons with components providing an explanation of the competencies to be achieved, obtained results that the skills of explaining are a major part of learning activities (Al-Makhareh, et. al., 2016). In this case, the student can show it well. This means that they understand their knowledge and are able to understand others about their knowledge as stated by Mudjiono and Dimiyati about Learning Learning (Mudjiono and Dimiyati, 2006).

Based on the results of monitoring regarding the implementation of learning in the core activities of the lesson with the components giving explanations of the subject matter, it was found that it was still related to the previous skills, where the explanation of everything would have implications for the understanding of something (Bogo, 2015). Related to the subject matter, it means speaking in the realm of professional competence.

The results of monitoring regarding the implementation of learning in the core learning activities with components facilitating the interaction between students, obtained the results that this activity is part of the classroom management (Papouli, 2014). Class management is the primary responsibility of a teacher, this is where the reflection of the teacher's authority is at stake. Teachers who are authoritative and respected by students will easily manage and control classes, whereas teachers who are less authoritative and not respected students will find it difficult to organize and control the class.

Based on the results of monitoring regarding the implementation of learning in the core activities of the lesson with the components of carrying out active learning, it was found that active learning became the focus of discussion when the implementation of scientific learning was carried out. The position of the teacher is not everything, but rather acts as a facilitator of learning activities (Koetoe, 2000). The development of electronic media and web-based social media are currently undergoing very intense developments, including those related to learning in relation to finding scientific reference sources. The ability of the teacher to observe the phenomenon well and manage it intelligently into learning material in classroom

learning activities will be able to create an active learning situation. From the results of the monitoring assessment, this has been good so it can be stated that the students have been able to follow the development of the latest science and technology by making the best use of it in learning activities, thus active learning can be easily realized (Noronha and Monterio, 2017).

From the results of the monitoring assessment shows the ability of the practitioner in this matter is very good and should be improved. The results of monitoring regarding the implementation of learning in the core activities of the lesson with the components responding to students' questions and answers, obtained results that are related to the previous presentation, about giving the opportunity to ask students. After being given the opportunity to ask questions, the teacher should also respond to the answers to the students' questions.

Based on the results of the monitoring of the implementation of learning in the core activities of the lesson with the components motivating students to ask, the results were obtained that the motivation to ask students was good, but there were several students did not give statements/comments (Doel, et. al., 2011). This is understandable, because in general the provision of motivation is carried out in the classroom explanation and management activities, while in asking activities the time has usually collided with the end of class hours, so that sometimes it is forgotten.

Based on the results of monitoring regarding the implementation of learning about the use of learning media/learning resources with the ability to use learning media components, it was found out that generally practicing students mastered the use of the latest electronic media, along with the latest application programs that are familiar for learning activities. In PKL activities are often found, students discuss with the tutor teacher about the media that will be used for learning certain materials. In fact, it is often also found exchanging learning media among tutor teachers with practicing teachers.

Paying attention to the results of monitoring regarding the implementation of learning about the use of learning media/learning resources with the media suitability component with the material and strategy, obtained results that are related to the previous section, with almost the same explanation can be stated that in the use of learning media need to be considered the suitability of the material and strategies used. In active learning activities, the role of the media is very dominant. The more active learning activities carried out, the more effective the use of the media (Mudjiono and Dimiyati, 2006).

Description of the results of monitoring regarding the implementation of learning about the use of

learning media/learning resources with components of the use of learning resources in addition to textbooks and worksheets, obtained results that in school/madrasah that implement the 2013 curriculum (K-13), textbooks and LKS are usually prepared to support Learning Activities. However, the constraints in the field are often found in very limited quantities. Therefore, it is necessary to prepare other learning resources as supporters and be on guard if textbooks and LKS are not available or insufficient. Facts in the field show that the students have understood this and can carry it out well.

Based on the results of monitoring the implementation of learning in the closing activities of the components to confirm, the results obtained that closing the lesson is the final step before ending the learning activities. The facts in the field show that the practicing students are able to carry out these activities well in accordance with the demands in the field, this is indicated by the contents of the monitoring and observation document processing activities. In addition, the writer can also pay attention directly at the time of visiting school/madrasah activities by asking the students and tutors.

The conclusion of the subject matter should be short, concise, and contained. The delivery is carried out in a straightforward and simple manner so that it is easily understood by students. The facts in the field indicate that the students are able to carry out these activities well in accordance with the demands in the field, although there must be a lot of consultation with the tutors and DPL. In direct observation of the author during school/madrasah visits by observing the learning activities carried out by the practicing teachers in the classroom, this was done well, but there were still many shortcomings, especially at the level of the Madrasah Aliyah. This is where it appears clearly that learning is a continuous and continuous process.

4.2 Response and Evaluation of PKL Implementation

Paying attention to the results of observations, documentation, and interview activities carried out, related to the administrative management of the requirements PKL, that the campus should provide formats relating to absences and detailed activity reports so that students are more orderly corrected. It is important to note that correspondence matters run smoothly. If possible, it can be made immediately on the Faculty web-based online correspondence design that is supported by school/madrasah and electronic addresses of DPL, tutor teachers and group leaders in each of the practice sites.

Based on the data from the results of the instrument documentation student responses regarding the administration of the requirements of PKL obtained data that the administrative management of street vendors was fairly good, but must continue to be improved so that there are no wording for students. This was reinforced by other students who provided data that the management was quite comfortable, although sometimes not on time. With the on line management system connected to each of the relevant parties, it will make it easier and more convenient for all parties. Based on the response that DPL was very helpful in the PKL process, it was found that the DPL helps in bridging the delivery of PKL objectives to the agencies/schools. In addition, it also helps in the preparation of street vendors' reports and becomes a consultant if there are difficulties in implementing the DPL. This shows that the existence of the DPL is very important and urgent.

The DPL visit to the apprenticeship location so far has been done at least 3 times during the implementation of the street vendors, namely at the time of submission, monitoring and withdrawal of students from the street vendors location. Looking forward, the presence of the DPL is expected to be more than that, to be closer to the practicing students. In some school/madrasah where street vendors have even formed several academic and non-academic services that support the improvement of learning achievement, such as the guidance and clinic unit of the Qur'an. This is in accordance with the intent and purpose of implementing street vendors as stated in the PKL Guidebook [5]. In connection with community service activities in the implementation of street vendors, for example, teaching in the Al-Qur'an Education Park (TPQ) still needs to be done because practical students live around the community during the PKL implementation. In addition, community service activities actually increase practitioners' confidence during the implementation of the street vendors.

4.3 Applying for Internship in Curriculum Social Studies Education based on KKNI

PIPS Department FITK UIN Maulana Malik Ibrahim Malang as an educational institution for education personnel (LPTK) is bound by national education policies in the field of curriculum. The new curriculum policy for LPTK requires that educational institutions must establish graduate profiles. The graduate profile will determine the formulation of learning outcomes. Determination of learning outcomes must refer to market signals and

graduate competency standards. Competency standards for graduates must be in accordance with Republic of Indonesia Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) (Perpres, 2012).

Paying attention to article 1 paragraph (1) PP NO. 74/2008 concerning teachers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the path of formal education at the primary and secondary education levels (Perpres, 2008). One of the principles of learning in the framework of skills formation, knowledge development, and attitudes in LPTK academic education is learning by doing. Internships are learning by doing, very appropriate to meet those needs. In line with the national education policy that has recommended apprenticeship programs as part of the LPTK curriculum in Indonesia, the PIPS department of UIN Maulana Malik Ibrahim Malang has adapted itself. This apprenticeship activity is carried out in school/Madrasah communities and the business world for social studies education, while the mentoring is carried out by Internship Advisors and Internship Guidance Teachers in school/Madrasah or Internship Supervisors in the business world for majors IPS education that meets the requirements as specified (Tim FITK, 2016).

The internship course is a compulsory subject at the PIPS FITK UIN Maulana Malik Ibrahim Malang. This internship course consists of Internship I, Internship II, and Internship III courses. The profile form of the PIPS graduates referring to the KKNI is as follows (Jurusan IPS, 2016).

Table 1: The Profile Form of The PIPS Graduates Referring to The KKNI

Description of Profile Level 6 Graduates and Capabilities (Strata 1) Social Studies Education Program		
Main Profile of Social Sciences Education Study Program Graduates: As educators Social Sciences (IPS) subjects in madrasah/school, Islamic boarding schools, and non-school communities who are noble, good personality, knowledgeable and professional in their fields and responsible for carrying out tasks based on professional and scientific ethics.		
1.	Work Ability	<ol style="list-style-type: none"> 1. Able to apply the theoretical concepts of Social Sciences in madrasah/school social studies education and solve problems that arise in it. 2. Able to apply theories of education and learning in the

		<p>preparation of tools, implementing and evaluating the learning of Social Studies in madrasah / school based on information and communication technology.</p> <p>3. Able to utilize the knowledge of Social Education and the development of science and information and communication technology in solving various problems of Social Studies Education in madrasah / schools.</p> <p>4. Able to adapt to the situation faced related to socio-cultural, economic and political dynamics and global challenges in the implementation of the task of learning social studies education in madrasah / school.</p> <p>5. Able to conduct research activities on social and social education that support his profession as an IPS educator.</p> <p>6. Able to work professionally as an IPS educator by applying the concept of scientific, religious, scientific and Indonesian integration in social studies learning.</p>			<p>learning social studies in madrasah/schools.</p> <p>5. Observe the concept of social studies education that supports its profession as an IPS educator.</p> <p>6. Mastering the concepts of educational and social leadership in order to move and cultivate the social life of students in madrasah/schools.</p>
			3.	Managerial Ability	<p>1. Mastering in depth about matters related to making appropriate and strategic decisions in social studies learning in madrasah/school based on analysis of information and data and research results.</p> <p>2. Able to take appropriate and strategic decisions in the learning of Islamic Religion in schools / madrasah based on analysis of information and data and relevant research results.</p> <p>3. Able to provide instructions and steps for solving various problems of Social Studies Education independently and collectively to obtain quality and maximum learning outcomes in the formation of social and religious behavior of students.</p> <p>4. Able to map social discourses and phenomena as well as contemporary issues in social studies education as a basis for developing creative and innovative learning.</p>
2.	Mastery of Knowledge	<p>1. Mastering the substance of the IPS study in a broad, in-depth, and up-to-date manner to guide students to meet the competency standards set as IPS educators.</p> <p>2. Mastering theoretical concepts and scientific foundation of social studies education in depth as a starting point in the development of the social potential of students to achieve established competency standards.</p> <p>3. Mastering social studies learning theories and able to formulate and implement them procedurally in the learning of madrasah/ school social studies education.</p> <p>4. Mastering the concept of scientific, religious, scientific and Indonesian integration in</p>			
			4.	Responsibilities	<p>1. Have strong responsibilities and can be given responsibility for the implementation of social studies that are effective, productive, meaningful, tolerant, and based on human values in a multi-social society both independently and in partnership.</p> <p>2. Able to adapt appropriately in carrying out the learning tasks of Social Studies Education based on a strong, stable, mature, wise and authoritative personality, to be an example for students, and have a noble character independently and</p>

		with confidence.
Description of Profile Level 6 Graduates and Capabilities (Strata 1) Social Studies Education Program		
Supporting Profile Social Studies Education Program Graduates: As muslim entrepreneur who are noble, have good personality, are knowledgeable and professional in their fields and are responsible for carrying out their duties based on professional ethics.		
1.	Workability	<ol style="list-style-type: none"> 1. Able to prepare a business feasibility study (business feasibility study) that is good and complete in accordance with business / project business standards. 2. Able to manage the conduct of business ventures and compile reporting on the status of business enterprises by collecting, analyzing, and summarizing information and business business trends. 3. Able to compile documents on SOP (Standard Operating Procedure), Software Requirement Specifications (SRS) and Quality Assurance (QA) in the context of implementing a business. 4. Able to work professionally as an entrepreneur / Muslim entrepreneur who can give blessings to the surrounding community (khorunn naas anfauhum linn naas).
2.	Mastery of Knowledge	<ol style="list-style-type: none"> 1. Deeply master the theoretical concepts and knowledge of business business management. 2. Mastering in depth the theoretical concepts and knowledge of SOP (Standard Operating Procedure), Software Requirement Specifications (SRS) and Quality Assurance (QA) in business ventures. 3. Having skills in Indonesian and foreign languages (Arabic or English) that support the success and success of the business that is run.
3.	Managerial Ability	<ol style="list-style-type: none"> 1. Mastering in depth the things related to managing a business. 2. Able to lead a work team in a business undertaking.

4.	Responsibilities	<ol style="list-style-type: none"> 1. Having strong responsibilities in carrying out tasks, achieving work results and reporting as the head of the business sector. 2. Having skills in utilizing technology and processing information to achieve success and success of the business that is run. 3. Having social responsibility as an entrepreneur / Muslim entrepreneur who can provide benefits for the surrounding community.
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The decline in learning outcomes of the specific skill elements of the educator profile refers to the level 6 KKNi descriptors as follows (Jurusan IPS, 2016).

Table 2: The Specific Skill Elements of The Educator Profile Refers to The Level 6 KKNi

Profile: IPS Educators Study Program: Undergraduate Social Studies Education	
<p>Level 6 Ability Element of KKNi Able to apply their fields of expertise and utilize science and technology in their fields in solving problems and be able to adapt to the situation at hand.</p>	<ol style="list-style-type: none"> 1. Able to develop curriculum for Social Studies subjects in madrasah / school in accordance with procedures and principles in curriculum development. 2. Being able to organize social studies teaching in madrasah / school. 3. Able to use information and communication technology effectively and efficiently for social studies learning in madrasah / school. 4. Able to facilitate the development of students' social potential to actualize their social abilities and skills in real life in madrasah / schools and communities. 5. Able to communicate effectively, empathetically, and politely in carrying out social studies learning assignments in madrasah / schools and in the academic community and with the general public. 6. Able to carry out assessment and evaluation of social studies learning processes and results appropriately, and

	<p>be able to use them for learning purposes.</p> <ol style="list-style-type: none"> 7. Able to carry out reflective actions and use information and communication technology to improve the quality of social studies learning. 8. Able to develop professionalism and science in a sustainable, independent and collective manner through self-development and utilization of information and communication technology in the framework of realizing self-performance as a true professional educator. 9. Able to conduct research in the field of social studies education 10. Able to apply additional skills as an entrepreneur / Muslim entrepreneur who can improve and renew his way of working in order to better provide benefits and blessings for the surrounding community. 11. Able to carry out work as an entrepreneur / Muslim entrepreneur effectively and efficiently. 		<p>curriculum development, media and learning resources, as well as evaluating and evaluating social studies subjects in madrasas / schools.</p> <ol style="list-style-type: none"> 6. Mastering social studies research theory in the framework of conducting reflective actions to improve quality and innovative steps in social studies learning in madrasah / school. 7. Mastering educational leadership theory to position and develop social studies education in madrasas / schools as an important part in the implementation of character education. 8. Mastering entrepreneurship theory in education within the framework of developing social studies learning in madrasas / schools that are creative and innovative. 9. Mastering the latest technological developments in the field of IPS, the concepts and principles of research in a multidisciplinary manner. 10. Understanding the normative and empirical teachings of Islam as the basis for the development of the field of expertise in social studies education. 11. Mastering the field of expertise in social studies education based on the spirit of Islamic teachings and values.
<p><u>Level 6 Knowledge Elements of KKNl</u> Mastering the theoretical concepts of certain fields of knowledge in general and the theoretical concepts of specific parts in the field of knowledge in depth, and able to formulate procedural problem solving.</p>	<ol style="list-style-type: none"> 1. Mastering various theoretical and philosophical concepts of general and social education as the foundation and terms of reference in the implementation of social studies learning in madrasas / schools. 2. Mastering the characteristics of students from the physical, potential, spiritual, social, cultural, emotional and intellectual aspects. 3. Mastering learning theory and learning principles that educate in the implementation of social studies learning in madrasah / school. 4. Mastering the substance of the material, the structure, concepts and mindset of scientific social studies education in madrasah / school. 5. Mastering the theory of 		

5 CONCLUSIONS

From the results of the research discussion, conclusions can be drawn: 1) The results of monitoring and supervision of the implementation of field work practices are carried out using standardized instrument sheets, including work programs, appearance and neatness in dress, school/madrasah academic atmosphere, services provided by school/madrasah, the relation between practitioner and DPL, tutor teacher, student, headmaster/madrasah, administration section, surrounding community, and fellow students showed the effectiveness of the implementation of PKL activities; 2) Responses and evaluations regarding the implementation of PKL show good results in terms of administration. The DPL in PKL activities has a guiding function and role in terms of learning, directing the street vendors' work, and helping the street vendors process. In general, the implementation of street vendors goes well, DPL plays a good role, students practice good communication, the response of the school/madrasah is also very good, communication with the community and the school environment is also good; and 3) This apprenticeship program is an inseparable part of the PIPS Department students of the Faculty of Tarbiyah and Teaching Sciences (FITK) of the State Islamic University (UIN) Maulana Malik Ibrahim Malang in obtaining academic competencies. The internship course is a compulsory subject at the PIPS Department UIN FITK UIN Maulana Malik Ibrahim Malang. This internship course consists of Internship I, Internship II, and Internship III courses that students must take.

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