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Development of an Integrated Monitoring and Evaluation Management Model (Simone) for Vocational Industrial Internships at Karmel Vocational High School

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ABSTRACT

This study aims to develop and evaluate the feasibility and practicality of the Management Information System for Monitoring and Evaluation (SIMONE) model in managing vocational internships at SMK Karmel. The primary issue addressed in this research is the manual management of internship monitoring, which leads to disorganized attendance data and delays in grade recapitulation. This research uses a Research and Development (R&D) method based on the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). Research subjects included material experts, media experts, and end-users, including students, supervising teachers, and industrial mentors. The results indicate that the SIMONE model is highly feasible theoretically, achieving an expert validation score of 88.89%. In the field trial stage, the model was categorized as highly practical, with a user response score of 92.9%. Implementing SIMONE has increased administrative efficiency, improved student attendance accountability, and strengthened academic supervision. This research is novel in developing a digital instrument (SIMONE) that transforms manual vocational internship administration into an integrated web-based system.

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1. INTRODUCTION

Fieldwork experience (PKL) plays a strategic role in the Vocational High School (SMK) education system by bridging the gap between classroom theory and real-world practice. This activity is designed not only to equip students with relevant technical skills but also to develop a work ethic, adaptability, and a comprehensive understanding of industry dynamics. Amidst the increasingly competitive demands of the business and industrial world (DUDI) for graduates who are ready to work and have practical experience, PKL is a key pillar in producing competent and competitive human resources.

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6380

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SMK is a form of vocational education that trains students to gain the skills needed to enter specific job sectors in the business/industrial world or to become independent workers [1]. People need work experience to be job-ready. Training is one way to obtain employment opportunities. Industrial work practice is a learning, training, or educational activity carried out systematically in the industrial world and related to students' competencies within a certain period of time [2].

The success of implementing Field Work Practice (PKL) depends heavily on the quality of supervision by various related parties, especially supervising teachers from educational institutions and field supervisors from industry. Comprehensive supervision enables early identification of participants' challenges, provides constructive feedback, and validates activity reports and competency achievements. Without adequate supervision, PKL risks failing to deliver its intended structured, measurable learning outcomes, reducing its positive impact on student competency development. According to [3] in [4], the educational component consists of the following: input, process, and output. Input components are the basis of education: educational goals and students, while the educational process includes educators and non-educators, educational materials (curriculum), infrastructure and facilities, and administration and budget.

In practice, implementing PKL activity supervision currently faces several challenges that could reduce its effectiveness. Based on initial observations conducted at Karmel Vocational School and discussions with several PKL supervisors and participants, it was found that the monitoring process, which is still predominantly manual and sporadic, often fails to accommodate the need for comprehensive supervision. For example, participants' daily journals in physical form are prone to reporting inconsistencies and make verification difficult for supervisors. The limited frequency of supervisor visits to the PKL location, often only once or twice during the PKL period, also makes real-time monitoring of participants' activities and competency development difficult. Furthermore, coordination between institutional and industrial supervisors is sometimes hampered by their busy schedules and the lack of a centralized, easily accessible communication channel. This situation not only places administrative burdens on all parties involved but also risks reducing the quality of feedback that can be objectively provided to participants in the final assessment of their internship activities.

To optimize the street vendor supervision process, adopting information technology, particularly through the development of web-based systems, is a strategic step. Technologies such as IoT, mobile applications, and online interactions generate large amounts of data in various formats daily [5]. Such a system cannot only increase efficiency by automating administrative monitoring tasks, but also improve the effectiveness of supervision itself. With structured, easily accessible data, supervisors can focus on the substantive aspects of guidance, while institutions can gain a more accurate picture of overall internship implementation. The platform is expected to transform the monitoring process from reactive and sporadic to proactive and sustainable.

An information system combines technology and procedures to collect, store, and manage data to support decision-making and organizational operations [6]. Information systems in education facilitate data management, communication, and the teaching and

learning process, thereby supporting efficiency and monitoring student progress [7]. Information systems can help schools store, manage, and monitor Field Work Practice data more securely and in a more structured way [8].

Based on interviews with PKL mentor teachers, supervision of PKL participants is limited to monitoring visits conducted twice over 3 months. Mentor teachers' supervision is not optimal because they do not communicate with DUDI mentors, so they do not know students' development at the PKL location. Another problem is that mentor teachers find it difficult to monitor students located far away, and they are also burdened with classroom teaching. This is reinforced by interview results with PKL students, who stated that mentor teachers rarely communicate with students about obstacles or problems they face [9].

Analysis of students' daily activity journal documents found that some students did not fill out the journals regularly, and some manipulated them. Furthermore, analysis of report documents from the Industrial and Business Administration (DUDI) found a discrepancy between the competencies taught in schools and industry needs. DUDI also highlighted PKL students' lack of discipline and initiative.

The current manual PKL monitoring process is ineffective, as shown by the time teachers spend compiling reports and the high risk of losing journal data. Therefore, this information system is expected to improve monitoring efficiency and ensure data accuracy, which will be the primary measure of the system's success.

Based on the identified problems and the potential solutions offered by web technology, this research aims to develop a web-based monitoring system for street vendor activities, as described in [10]. Globally, each country should have a strategy for long-term educational planning. Globalization creates a social and economic order that demands new policies and strategies for education. This change will create new demands on the labor market. The education sector is a key factor in generating skilled labor for the service industry and the economy. Thus, vocational education is expected to improve the quality and quantity of human resources. According to this view, in a global context, every country must have a strategy for carrying out long-term educational planning.

Globalization has created social and economic structures that demand new policies and strategies for education. These changes will create new demands in the labor market. The education sector is a key factor in producing the skilled workforce needed by the business and industrial world. This system is specifically designed to address the need for a more effective and efficient oversight mechanism, with a focus on optimizing the overall oversight process. This system is expected to enable more structured, transparent, and accountable monitoring of participant activities, communication between relevant parties, and the internship (PKL) evaluation process, ultimately improving internship quality at SMK Karmel.

Based on the series of constraints outlined above, ranging from limited physical monitoring, disrupted communication channels, to the low validity of manual reports, this research proposes the development of a web-based monitoring system as a strategic solution. This system is expected to support an effective, efficient street vendor monitoring process.

6382

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It is effective because the system allows early detection of problems and monitoring of competency suitability. This ensures that learning objectives are achieved in real time. In addition, this system is efficient because it can reduce costs, time, and teachers' administrative workload through centralized, automated reporting. Ultimately, this system will increase accountability and empower students, teachers, and DUDI (industrial and industrial sectors) to actively participate in a transparent and standardized monitoring process.

Based on the background description, the researcher is interested in conducting research titled "Development of the Simone Model of the Management Information System for Monitoring and Evaluation of Field Work Practices at Karmel Vocational School".

3. METHOD

Research Methods and Design

This research uses the Research and Development (R&D) method. The R&D method is used to produce a specific product and test its feasibility and effectiveness. The product developed in this research is SIMONE (Web-based Field Work Practice Monitoring and Evaluation Management Information System), which aims to support the monitoring and evaluation of Field Work Practice (PKL) activities at Karmel Vocational School.

This research uses the ADDIE model, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model was chosen because it has systematic stages and allows product evaluation and improvement at each stage of development [11].

At the Analyze level, the study identifies the conditions for ongoing monitoring and evaluation of PKL, the problems faced, and user needs for the information system. At this stage, the team designs the system, including process design, database design, interface design, and system usage flow. Stage Develop: This involves developing the design into a web-based system and testing the system's functions. Implementation is carried out through a trial use of the system by users involved in PKL activities. Next, the evaluation stage was conducted to determine the system's feasibility, practicality, ease of use, and effectiveness, and to revise the product based on the results [12].

In addition to the R&D approach, this research uses a research approach. qualitative descriptive, particularly at the needs analysis stage. This approach was used to gain an in-depth understanding of the actual conditions, needs, constraints, and user expectations of the street vendor monitoring system. The researchers obtained qualitative data through interviews, observations, documentation studies, and focus group discussions (FGDs).

Participants, Research Subjects, and Informants

The research participants were those directly involved in implementing, monitoring, evaluating, developing, and using the SIMONE Model. Participants were selected based on their involvement and knowledge of the PKL implementation at SMK Karmel. The research subjects consisted of the principal, vice principal, PKL coordinator,

2

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6383

PKL supervising teacher, PKL students, and representatives of the Business and Industry World (DUDI). Each had a different role in the research. The principal and vice principal provided information on PKL policies and management, the PKL coordinator provided information on the PKL management process, the supervising teacher provided information on the monitoring and evaluation process, students were the main users of the system. In contrast, DUDI provided information on the implementation and evaluation of students at the PKL location [13].

Sampling Techniques and Sample Selection Criteria

The sampling technique used is purposive sampling, selecting participants based on specific considerations aligned with the research objectives. This technique is used because the research requires informants who understand and are directly involved in implementing and managing street vendors.

The participant selection criteria are as follows:

1. Headmaster, namely the party responsible for PKL policies and implementation at school.
2. Vice principal, especially those who have tasks related to industrial relations or PKL management.
3. PKL Coordinator, namely the party that directly manages and coordinates the implementation of PKL.
4. PKL supervising teacher, namely teachers who actively provide guidance, monitoring and evaluation of students during PKL.
5. Students implementing PKL, namely students who are or will be carrying out PKL and have the potential to become the system's main users.
6. DUDI Representative, namely a supervisor or mentor from the company who is directly involved in guiding, monitoring and evaluating PKL students.
7. Expert/validator, namely parties who have competence in information systems and/or educational administration to assess the feasibility of designs and products being developed.

This selection ensures the research captures diverse perspectives from school administrators, system users, PKL participants, and industry [14].

Location and Duration of Research

The research was conducted at Carmel Vocational School, the primary location for developing and implementing the SIMONE Model. The research involved the school, students participating in the internship program, supervising teachers, internship coordinators, and industry partners involved in implementing the internship program.

Based on the research design, the research is planned to take place from July to November 2025. Research activities include literature review and proposal preparation, data collection, needs analysis, system design, product development, trials, implementation, evaluation, and preparation of the final report [15].

24

6384

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Testing the Validity of Research Results

Data validity testing is carried out through credibility test using triangulation techniques. Triangulation is carried out to increase confidence in the data obtained during the research.

a. Source Triangulation

Source triangulation was carried out by comparing information obtained from various sources, namely the principal, PKL coordinator/deputy principal for industrial relations, PKL supervising teacher, PKL students, DUDI field supervisors, and experts involved in product validation. Information comparison is carried out to determine the suitability of data on PKL implementation conditions, system requirements, monitoring problems, and assessment of the SIMONE Model.

b. Triangulation Technique

Technical triangulation is carried out by comparing data obtained through several data collection techniques, namely interviews, observations, documentation studies, questionnaires, and Focus Group Discussions (FGD). Interview data were compared with observations and available documents. Meanwhile, system trial results were compared with observations, questionnaires, interviews, and focus group discussions. Thus, data validity was not based solely on a single technique or source [16].

Research Procedures

The research procedure follows the five stages of the ADDIE model as follows:

a. Level 1. Analyze

The analysis phase aims to identify the system's initial conditions, problems, needs, and user characteristics. Data collection is conducted through interviews, observations, documentation studies, and questionnaires. The analysis focused on the ongoing PKL monitoring and evaluation process, including recording student activities, attendance, reporting, assessment, communication between schools and students and DUDI, as well as the data recapitulation process. The results of the analysis stage serve as the basis for determining the functional and non-functional requirements of the SIMONE Model [17].

b. Level 2. Design (Planning)

At this stage, the team prepares a system design based on the results of the needs analysis. The design includes:

1. process planning and system workflow;
2. database design;
3. user interface (UI) design;
4. mock-up preparation;
5. system usage flow arrangement.

Process planning uses Use Case Diagrams and Activity Diagrams, while the database structure is designed using Entity Relationship Diagram (ERD). Next, the interface design is created as a mock-up to support system development.

c. Stage 3. Develop

The development phase transforms the design into a web-based SIMONE product. Activities include coding, database development, integrating system components, and internal testing. Testing ensures every system function operates as designed. Products that have undergone internal testing are then prepared for user trials.

d. Stage 4. Implementation

The implementation phase involves testing the system on users involved in the PKL activities. Users are provided with an understanding and guidance on how to use the system. The users included students, supervising teachers, PKL coordinators, and DUDI (industry) representatives. At this stage, observations were made regarding ease of use, practicality, system functionality, and user responses to the SIMONE Model.

e. Stage 5. Evaluate

The evaluation stage determined the feasibility, practicality, usability, and effectiveness of the SIMONE Model. The evaluation used black box testing, User Acceptance Testing (UAT), observation, interviews, and questionnaires. Evaluation results are used to identify product weaknesses and determine final system improvements or revisions. A product is deemed feasible if it meets predetermined feasibility criteria and receives positive user feedback.

Data Collection Techniques

Data collection techniques in this study include:

a. Interview

Semi-structured interviews were conducted with stakeholders involved in implementing the internship program. The interviews aimed to obtain information regarding the implementation of the internship monitoring and evaluation process, the problems encountered, user needs, and expectations regarding the system being developed.

b. Observation

Observations were conducted to gain a first-hand understanding of the PKL monitoring and evaluation process under real-world conditions. Observations were also conducted during product trials to assess user usage and response to the SIMONE Model.

c. Questionnaire

The questionnaire was used to obtain data on product feasibility from validators, as well as the system's practicality, ease of use, user satisfaction, and usefulness.

d. Documentation Study

The study examined documents related to the internship implementation, such as internship journals, student attendance records, assessment forms, internship reports, and summary documents. These documents helped identify the data and information requirements that must be available within the system.

6386

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e. Focus Group Discussion (FGD)

FGDs were used to gather input from relevant parties on the design, use, and evaluation of the SIMONE Model. FGDs were also used for data triangulation.

Data Analysis Techniques and Criteria

Data analysis in this study uses two approaches: qualitative descriptive analysis and quantitative descriptive analysis [18].

a. Qualitative Data Analysis

Data from interviews, observations, documentation studies, and focus group discussions (FGDs) were analyzed descriptively and qualitatively using the Miles and Huberman model. The analysis consisted of four stages:

1. Data collection, namely collecting all data relevant to the research focus.
2. Data reduction, namely selecting, centralizing, simplifying, and grouping data according to the research focus.
3. Data presentation, namely presenting data that has been reduced in the form of descriptions, tables, or other forms of presentation so that it is easy to understand.
4. Conclusion drawing and verification, namely finding the meaning of the data and ensuring that the conclusions obtained are supported by the data that has been collected.

b. Quantitative Data Analysis

The questionnaire data were analyzed using descriptive statistics to determine the suitability of the SIMONE Model. The instrument used a five-level Likert scale, namely:

Table 1. Likert Scale

Statement	Score
Strongly Agree (SS)	5
Agree (S)	4
Disagree Less (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

These criteria determine the feasibility level of the SIMONE Model based on validator and user assessment results.

Thus, the SIMONE model is declared eligible if it obtains a minimum percentage of 61% (Eligible category). In comparison, 81%–100% indicates that the product is in the Very Worthy category. The quantitative results are then combined with qualitative findings to revise and improve the product.

4. RESULTS AND DISCUSSION

To identify the potential, problems, and needs of an information system for monitoring and evaluating Field Work Practice (PKL) at SMK Karmel, researchers

conducted an initial needs analysis. This analysis involved collecting data from various sources, including the Principal, PKL Coordinator, PKL Supervisor Teacher, and PKL student participants at SMK Karmel.

Data collection at this needs analysis stage used interview, observation, and document analysis techniques. This activity was carried out from July 2025 to December 2025. The results of this data collection provide a comprehensive picture of the existing conditions of PKL M&E implementation, obstacles/problems faced, and potential solutions that can be offered through the development of the SIMONE Model. This information becomes a strong foundation for the design and development of SIMONE. The potential results and problems, along with the detailed needs analysis, are presented as follows. This was also conveyed by the principal of SMK Karmel during the interview, who said: “SIMONE is a technology-based management information system model designed to support and optimize the monitoring and evaluation process of Field Work Practice activities (Interview NH, August 1, 2025)

In this regard, the SIMONE (Management Information System for Monitoring and Evaluation of Field Work Practices) model must have adequate functionality and capabilities in implementing the monitoring and evaluation program for students. This is because the SIMONE model is a key factor in facilitating the entire M&E process of Field Work Practices effectively so that it can provide benefits and positive impacts for schools, teachers, mentors, students, and DU/DI. The Deputy Head of Curriculum also conveyed this from an operational perspective: “The SIMONE model will overcome data fragmentation by providing one *platform* integrated for all PKL information, starting from student data, DU/DI Locations, to report and assessment history.” (ERS Interview, August 1, 2025)

SIMONE’s functionality is achieved through a rigorous system needs analysis, design, and development program. This aligns with management information systems principles, emphasizing data integration, process automation, and accurate information for decision-making. It is also relevant to the demands of modern educational administration, which emphasizes efficiency, transparency, and accountability in managing educational programs. Furthermore, this aligns with the needs analysis results, which show the urgency of an integrated platform to address data fragmentation and manual administrative burdens in the M&E of internships at SMK Karmel, to optimize the student learning experience and the quality of graduates.

Product Design

Based on the analysis of the potential and problems related to implementing Field Work Practice (PKL) activities at SMK Karmel, an innovative SIMONE Model (Management Information System for Monitoring and Evaluation of Field Work Practice) was designed to increase the efficiency, effectiveness, and transparency of PKL management.

The developed model is a procedurally designed information system model, containing a complete description of the functionality and workflow to clearly visualize the steps for using SIMONE in PKL monitoring and evaluation management, so that it can be

a reference for all parties involved (students, supervising teachers, field supervisors, and SMK management) to be applied in the field.

Referring to the analysis of solutions to the problems encountered in implementing internship programs, this model is designed with comprehensive modules and features, preceded by identifying user needs and optimal workflows before the internship program is implemented. Furthermore, this model relies on strong collaboration and data integration among students, supervising teachers, field supervisors, and vocational school management. This is certainly a good thing, as it allows monitoring and evaluation functions for internship programs to continue and enables supervising teachers and vocational school management to monitor progress continuously.

In addition to making the management of monitoring and evaluation of Field Work Practices (PKL) more effective, it is hoped that the development of the SIMONE model can help the parties involved in PKL (students, supervising teachers, and field supervisors) to improve the quality and accountability of PKL implementation (starting from placement planning, monitoring daily activities, performance evaluation, to reporting and follow-up of PKL programs) in order to create a well-structured, monitored, and evaluated PKL experience for students, thus producing optimal competency outcomes through constructive mentoring and feedback.

The SIMONE model begins with the system access and login phase, where each party involved (School Admin/Coordinator, Students, DUDI/Field Supervisors) gets access according to their rights. In this initial stage, SIMONE acts as a fundamental PKL management tool, primarily through the “Master Data Management” module and period configuration. The following are carried out in the design: (1) school admin/coordinator as the main manager in the system, the school admin/coordinator is responsible for configuring the period, location, and placement of PKL students. This is a crucial data management process for setting schedules, determining partner DUDIs, and allocating students; (2) master data management as the foundation of PKL data management in SIMONE. Here, the School Admin/Coordinator ensures the accuracy of essential data such as: (1) student data; database of all PKL participants; (2) data on supervising teachers; information regarding assigned teachers; (3) DUDI/PKL partner data; complete list of partner companies/industries; (4) PKL placement data; details of the allocation of each student to DUDI; (5) PKL scheduling; setting the PKL implementation schedule. This involves establishing an organized PKL management structure within the system. By automating this process, SIMONE reduces administrative burdens and ensures the completeness and accuracy of initial data, which are essential for effective information systems management.

After preparation, SIMONE switched functions to support *real-time* online monitoring of street vendors during fieldwork. This stage enables continuous, collaborative monitoring of student progress. Students are responsible for inputting daily activity journals. SIMONE provides a channel for students to document their activities and learning, which serves as the primary monitoring data. DUDI/Field Supervisors provide direct feedback on student attendance and performance through the attendance & notes input feature. This data is invaluable because it comes directly from the supervisors in

DUDI. Through SIMONE, supervising teachers can regularly access and monitor activity journals, student progress reports, and attendance and notes from DUDI.

SIMONE facilitates a “collaborative approach” to monitoring, where information from various sources (students, DUDI) is integrated, allowing Supervisors to obtain a complete picture of students’ performance during internships. This eliminates information gaps and allows for early intervention, if needed, ensuring effective internship monitoring.

Toward the end of, or after, the internship period, the SIMONE Model supports a structured and objective internship evaluation process. This stage compiles the various assessment components to produce a comprehensive final result.

Discussion

The implementation of the SIMONE model at SMK Karmel demonstrates that transforming monitoring management from a manual to a digital system can address the complex challenges of implementing Field Work Practices (PKL). This model fundamentally addresses the workload and administrative irregularities that have historically been major obstacles. This aligns with the findings of [19] and [20] that supervisors’ busy schedules and unpredictable workloads often hinder academic supervision, resulting in suboptimal planning and follow-up. Through SIMONE, the time efficiency gained from automating grade recapitulation and attendance allows supervising teachers to conduct more focused and meaningful monitoring [21].

Furthermore, the integration of technology in the SIMONE model provides a solution to the low understanding of the concept of supervision, which often results in planning not being based on real-world problems [22]. With daily journal data recorded online, *real-time*, mentor teachers at SMK Karmel can now conduct academic supervision based on objective facts in the industry. This process is strengthened by the transparency of assessment criteria between the school and the DUDI (Industry). As emphasized by [23], successful supervision depends heavily on a discussion space between supervisors and teachers to determine clear criteria and processes. The SIMONE model facilitates this need through a platform that directly connects school mentors and industry mentors within a standardized assessment ecosystem.

From a managerial perspective, researchers believe the SIMONE model’s success at SMK Karmel lies in its ability to continuously improve accountability and educational quality. The validity of the resulting data and digital assessments helps strengthen internship quality, in line with the thinking of [24]. that measurable supervision with clear criteria will result in accurate evaluations. Ultimately, the SIMONE model is not simply a technical application, but rather a strategic instrument that supports **data-driven decision-making (data-driven decision making)** for **school leaders**. This ensures that the entire PKL monitoring and evaluation process at SMK Karmel is transparent, accountable, and professionally improves the quality of partnerships between the school and industry [25].

5. CONCLUSION

Based on the results of the research that has been conducted, the researcher divides this conclusion into three parts, namely: an overview of the implementation of monitoring

and evaluation of Field Work Practices (PKL) at SMK Karmel at present, weaknesses or problems in manual PKL management, and the design of a digital-based SIMONE (Monitoring and Evaluation Management Information System) model developed to improve the effectiveness of school administration.

Karmel Vocational School still implements PKL monitoring and evaluation management using a conventional, manual administrative approach. For the monitoring program, the school uses a physical journal filled in by students and signed by industry mentors. Supervising teachers' involvement in field monitoring is often hampered by distance and limited time for visits, so the process of monitoring students' competency progress is not documented centrally or in real time. The PKL Coordinator still calculates final grades by collecting physical documents from various partner industries and then calculating them manually at the end of the activity period.

There are five main weaknesses or problems in the implementation of manual PKL management at SMK Karmel, namely: (1) the validity of student attendance is difficult to monitor accurately because manual absences are vulnerable to manipulation; (2) the process of filling out daily journals is often delayed and at risk of being lost or damaged because it is in paper form; (3) the dense workload of supervising teachers at school which hinders the frequency of regular field visits; (4) the inefficient value recapitulation process because it takes 1-2 weeks to process data from industry; and (5) minimal access for school leaders to monitor the performance of supervisors and students directly because the data is not integrated in one information system.

The SIMONE (Monitoring and Evaluation Management Information System) product design model was developed based on an analysis of real needs and problems at SMK Karmel using the ADDIE model approach. Based on this, the researcher designed this model as a form of digital integration between the school and industry, which includes: (1) attendance features; (2) filling in digital daily journals; (3) integration of industrial mentor accounts for direct assessment; and (4) monitoring dashboards for leaders. Experts validated the SIMONE model product design, and a limited-scale test showed a 92.9% user-response score, which is in the very practical category. Therefore, it can be concluded that the SIMONE model was developed effectively to maximize the implementation of PKL monitoring and evaluation, increasing accountability and administrative efficiency at SMK Karmel. Finally, this model is considered very suitable for use in all expertise competencies at the school.

Suggestion

Suggestions for Users (Principals, PKL Coordinators, Teachers, and DUDI). Implementing the SIMONE model requires genuine commitment and continuous cooperation among all parties involved. Principals are expected to establish official SOPs for using this system so the control function can run optimally. For supervising teachers and coordinators, this model should serve as a basis for decision-making when evaluating the effectiveness of the PKL program so that it can improve the quality of SMK Karmel graduates. DUDI parties are also expected to actively participate in this digital system to ensure the objectivity of student competency assessments.

Suggestions for Researchers in the Field of Educational Management

This research still needs further development by adding broader features, such as system integration. A *tracer study* to monitor graduate absorption after the internship program ends. This is intended to allow school management to monitor alumni's long-term development. Furthermore, as digital learning evolves, future researchers **are expected to be more creative in developing technology-based management models that** are more responsive and relevant to the workplace's ever-changing needs.

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