

## MANAGEMENT OF PKL SUPERVISOR TEACHERS IN FOSTERING WORK DISCIPLINE OF STUDENTS AT SMKN 2 BONE

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### Abstract

*Internships (PKL) often face the problem of low work discipline among students due to a lack of understanding of the rules, minimal supervision, and differences in work culture between schools and industry. This study analyzes the management of supervising teachers in fostering work discipline among students during PKL at SMKN 2 Bone. The study was conducted from January 14 to February 14, 2025, using qualitative descriptive methods through observation, interviews, and documentation. Discipline development begins with planning, such as selecting the PKL location, providing supplies, and establishing rules between the school and industry. During implementation, supervisors provide direction and motivation before and during the PKL, as well as imposing sanctions so that students understand the importance of work discipline. Supervision is carried out directly by the supervising teachers and industry, and indirectly through periodic student reports. This study recommends improving work discipline development through intensive communication, school-industry coordination, systematic evaluation, and parental supervision. With good management and the involvement of all parties, student work discipline during PKL can be improved to prepare them for the world of work.*

**Keywords:** Work Discipline; Mentor Management; Educational Management; Field Work Practice; SMKN

### Abstrak

*PKL sering menghadapi masalah rendahnya disiplin kerja peserta didik akibat kurangnya pemahaman aturan, minimnya pengawasan, serta perbedaan budaya kerja antara sekolah dan industri. Penelitian ini menganalisis manajemen guru pembimbing dalam membina disiplin kerja peserta didik selama PKL di SMKN 2 Bone. Penelitian dilakukan pada 14 Januari hingga 14 Februari 2025 dengan metode deskriptif kualitatif melalui observasi, wawancara, dan dokumentasi. Pembinaan disiplin dimulai dari perencanaan, seperti pemilihan lokasi PKL, pembekalan, dan penetapan aturan antara sekolah dan industri. Saat pelaksanaan, pembimbing memberikan pengarahan dan motivasi sebelum dan selama PKL, serta pemberian sanksi agar peserta didik memahami pentingnya disiplin kerja. Pengawasan dilakukan langsung oleh guru pembimbing dan pihak industri, serta tidak langsung melalui laporan berkala peserta didik. Penelitian ini merekomendasikan peningkatan pembinaan disiplin kerja melalui komunikasi intensif, koordinasi sekolah dan industri, evaluasi sistematis, serta pengawasan orang tua. Dengan manajemen yang baik dan keterlibatan semua pihak, disiplin kerja peserta didik selama PKL dapat ditingkatkan untuk mempersiapkan mereka menghadapi dunia kerja.*

**Kata Kunci:** Disiplin Kerja; Manajemen Pembimbing; Manajemen Pendidikan; Praktik Kerja Lapangan; SMKN



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## INTRODUCTION

PKL has a significant role in vocational education which provides opportunities for students to apply the knowledge and skills they have learned at school to the real world of work.<sup>1</sup> Apart from improving technical competence, PKL also aims to shape the character of students, especially in terms of work discipline.<sup>2</sup> Work discipline is a key factor that determines the success of students in carrying out tasks and responsibilities in the workplace.<sup>3</sup>

PKL mentors, both from schools and industry, have a strategic role in fostering work discipline in students.<sup>4</sup> They are responsible for providing direction, enforcing rules, and guiding students so they can adapt to the prevailing work culture.<sup>5</sup> Unfortunately, various obstacles often arise in the process of fostering work discipline, such as a lack of communication between mentors and students, differences in discipline standards between schools and industry, and low student motivation in implementing discipline during PKL.

Work discipline development is closely related to the implementation of the Pancasila Student Profile Strengthening Project (P5) in the context of the Independent Curriculum.<sup>6</sup> This program is designed to shape students' character based on Pancasila values, such as discipline, independence, mutual cooperation, and critical thinking.<sup>7</sup> Therefore, the management of PKL supervisors needs to integrate these values into the work discipline development process so that students have optimal readiness to face the world of work.

The success of PKL is greatly influenced by several main factors: 1) work discipline and commitment of students in carrying out the assigned tasks; 2) the effectiveness of guidance from teachers and industry mentors in providing clear direction and evaluation; and 3) collaboration between schools and the business/industry world that ensures students get an optimal learning

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<sup>1</sup> Laila and et al Hadaya Rahma, "Analisis Pengaruh Pelaksanaan Praktek Kerja Lapangan Industri Terhadap Peningkatan Keterampilan Praktis Siswa Jurusan Teknik Elektro," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 1, no. 10 (2024): 238–44.

<sup>2</sup> Iestari Dina, "Kebijakan Kepala Sekolah Dalam Pembentukan Karakter Peserta Didik Di SMK Muhammadiyah 1 Kota Tegal," *Diss. UIN Prof. KH Saifuddin Zuhri*, 2022.

<sup>3</sup> Catio et al., "Analisa Pengaruh Kompetensi, Disiplin Kerja Dan Motivasi Terhadap Kinerja Guru Pada SMK Sasmita Jaya 1 Pamulang Kota Tangerang Selatan," *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi* 17, no. 02 (2020): 16–26.

<sup>4</sup> Musdalipa, "Manajemen Pembimbing Praktek Kerja Lapangan (Pkl) Dalam Meningkatkan Disiplin Kerja Siswa Smk Negeri 2 Luwu Utara," *Diss. Institut Agama Islam Negeri (IAIAN Palopo)*, 2020.

<sup>5</sup> Desril and Afriza, "Peran Wali Kelas dalam Membina Kedisiplinan Peserta Didik di MI Masyariqul Anwar 7 Labuhan Ratu, Bandar Lampung," *Diss. UIN RADEN INTAN LAMPUNG*, 2024.

<sup>6</sup> Retnaningsih et al., "Kurikulum Merdeka Pada Pendidikan Anak Usia Dini," *SELING: Jurnal Program Studi PGRA* 8, no. 2 (2022): 143–58.

<sup>7</sup> Mery et al., "Sinergi Peserta Didik Dalam Proyek Penguatan Profil Pelajar Pancasila," *Jurnal Basicedu* 6, no. 5 (2022): 7840–49.

experience.<sup>8</sup>

Student work discipline during internships (PKL) still faces various obstacles. Based on initial observations at SMKN 2 Bone, particularly in the Computer and Network Engineering (TKJ) and Electrical Engineering (TL) departments, many students have not carried out their tasks responsibly. Reports from mentors at the internship sites indicate that student absenteeism is quite high, commitment to completing assignments is still weak, and the quality of work results has not reached expected standards. Furthermore, difficulties in adapting to the new work environment are also a problem faced. Barriers to their adjustment are influenced by differences in work culture, demands for professionalism, and higher industry standards. The lack of motivation to develop skills and increase productivity further exacerbates the situation, so that the effectiveness of learning during internships is not optimal.

Various studies have discussed fostering student work discipline in education. Ruslan examined the role of homeroom teachers in fostering discipline at MA Al-Islamiyah Puji Jakarta.<sup>9</sup> Meanwhile, Basri researched classroom management at Pamekasan State Senior High School 3,<sup>10</sup> and Suprayogi studied the formation of discipline through rules and regulations at SMAN 1 Teladan Yogyakarta.<sup>11</sup> Despite the similarity in topic, this study offers novelty by analyzing the management strategies of internship supervisors in fostering work discipline at SMKN 2 Bone, specifically in the TKJ and TL departments. This study explores the planning, implementation, and supervision of internship supervisors, while also identifying obstacles and solutions to improve student discipline in facing the world of work.

More effective management strategies are needed to guide students during their internships, given the various ongoing work discipline issues. Important aspects to consider include more intensive communication, more comprehensive work discipline training, and stricter supervision.

## RESEARCH METHODS

This study uses a qualitative descriptive method with a phenomenological approach that focuses on the management of PKL mentor teachers in fostering student work discipline. This study was conducted at SMKN 2 Bone located in Sungai Musi, Taneteriattang Timur District,

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<sup>8</sup> Rahayu et al., "Faktor-Faktor Yang Mempengaruhi Keberhasilan Penataan PKL Sebagai Strategi Penataan Ruang Kota Surakarta," *Region: Jurnal Pembangunan Wilayah Dan Perencanaan Partisipatif* 7, no. 2 (2017): 109–22.

<sup>9</sup> Ruslan, *Peran Wali Kelas Dalam Membina Kedisiplinan Siswa MA Al-Islamiyah Puji Jakarta, Magister Tesis* (Universitas Islam Negeri Syarif Hidayatullah, 2016).

<sup>10</sup> Basri, "Pengelolaan Kelas Dalam Membina Kedisiplinan Siswa (Studi Kasus Di SMA Negeri 1 Pamekasan)," *Magister Tesis, (Pamekasan: Universitas Islam Negeri Maulana Malik Ibrahim Malang*, 2023, 95.

<sup>11</sup> Supra Yogi, *Pembentukan Karakter Disiplin Siswa Melalui Penerapan Tata Tertib Sekolah Dn Pembelajaran PPKN Di SMAN 1 Teladan Yogyakarta* (Magister Tesis, Universitas Yogyakarta, 2019).

Bone Regency, between January 14 and February 14, 2025. The main data sources in this study were 9 informants (Table 1), the selection of these informants was based on criteria that were considered to have broader knowledge related to PKL.

**Table 1. Research Informants**

No	Informant	Position
1	Anzar, S.Pd., M.Pd.	Headmaster
2	Hamzah, S.Pd.	Deputy Principal for Student Affairs
3	Andi Serlyanti, S.Pd., M.Pd.	Deputy Head of Public Relations/Head of Working Group
4	Nurhikmah, S.kom	PKL Supervisor for the TKJ Department
5	Adil Nur Muhammad, S.Pd.	TITL Department PKL Supervisor
6	Nirvana, S.Pd	TITL Department PKL Supervisor
7	Ali	Business/Industry Mentor
8	Nia Ramadani, S.Pd	Guidance and Counseling Teacher
9	Muh Zulkifli Anwar	Learners

This research used observation, interviews, and documentation to collect data directly and gain in-depth perspectives from informants. The research instruments used included observation guidelines and a systematically designed list of interview questions to elicit information in a more structured manner.

**Table 2. Interview Guidelines**

Study Aspects	Question Items
Management of PKL supervising teachers	How to plan for developing student work discipline How to carry out student work discipline development How to supervise the development of student work discipline
Student Work Discipline	What are the obstacles faced by PKL supervising teachers in fostering student work discipline? What is the form of follow-up to develop student work discipline?

The collected data was analyzed using qualitative analysis techniques, which consist of three main stages, namely data reduction to filter and simplify information, data presentation to make it easier to understand, and drawing conclusions to obtain findings that are relevant to the research objectives.

## RESULTS AND DISCUSSION

### Planning of PKL Supervisor Teachers in Fostering Student Work Discipline

Planning is the earliest function of all management functions.<sup>12</sup> Planning covering an activity process that systematically prepares activities to be carried out to achieve certain goals.<sup>13</sup> Planning is a very important aspect in schools, because without careful planning the desired goals cannot be achieved optimally.<sup>14</sup> The planning of the internship program at SMKN 2 Bone, aimed at fostering student work discipline, begins with a coordination meeting between various parties, including the principal, vice principal, department heads, and supervising teachers. This meeting aims to develop strategies, divide tasks, formulate regulations, and determine the location and industrial partners that will be the venue for the internship. In addition, the supervising teachers also coordinate with the Business World/Industry (DU/DI) to ensure the readiness of the internship location, compile an activity schedule, and prepare administrative materials such as cover letters, assessment sheets, guidebooks, and student rules and regulations for the internship.

The formulation of regulations for fostering work discipline among SMKN 2 Bone students participating in internships is a key planning aspect that plays a crucial role in ensuring that students adhere to work discipline during their internships. Furthermore, the formulation of regulations also represents a projection of what is needed to achieve legitimate and valuable goals in the implementation of internships by students. As Sudjana states, planning is a systematic process for making decisions about future actions.<sup>15</sup> It is called systematic because planning is carried out using principles that include the decision-making process, the use of scientific knowledge and techniques, as well as organized actions or activities.

The planning of regulations to foster work discipline among SMKN 2 Bone students participating in internships is a systematic and sequential process. Therefore, the planning process requires stages consistent with the characteristics of the plan being developed. Planning is the act of determining in advance what will be done, how it will be done, what needs to be done, and who

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<sup>12</sup> Salmon et al., "Penerapan Fungsi Manajemen Pada Kelompok Tani Asi Endo Di Desa Tewasen Kecamatan Amurang Barat Kabupaten Minahasa Selatan," *AGRI-SOSIOEKONOMI* 13, no. 3A (2017): 259–70.

<sup>13</sup> Primayana and Kadek Hengki, "Perencanaan Pembelajaran Pendidikan Anak Usia Dini Dalam Menghadapi Tantangan Revolusi Industri 4.0," *Prosiding Seminar Nasional Dharma Acarya* 1, no. 3 (2020).

<sup>14</sup> Ahmad et al., "Faktor Manajemen Profesional: Perencanaan, Pengorganisasian, Dan Pengendalian (Suatu Kajian Studi Literatur Manajemen Sumberdaya Manusia)," *Jurnal Ilmu Manajemen Terapan* 2, no. 5 (2021): 699–709.

<sup>15</sup> Artawati et al., "Perencanaan Program Keterampilan Membatik Untuk Peserta Paket C Di Pkbm Az-Zahra Kabupaten Kepahiang," *Journal Of Lifelong Learning* 4, no. 1 (2021): 68–78.

will do it.<sup>16</sup> Planning is the initial step in determining activities to be carried out in the future.<sup>17</sup> Planning is the basic process used to select objectives and determine the scope of their assessment.<sup>18</sup>

Planning is the act of determining in advance what will be done, how to do it, what must be done and who will do it.<sup>19</sup> Planning is the initial step in determining activities to be carried out in the future.<sup>20</sup> Planning is the basic process used to select objectives and determine the scope of their assessment.<sup>21</sup> The planning process is in the form of rethinking (rethinking to adapt to the situation and conditions) of all management activities.<sup>22</sup>

Based on the research results, the researcher found that the planning of regulations in fostering work discipline of students at SMKN 2 Bone who participated in PKL included: 1) the formulation of student work discipline regulations or PKL rules of conduct at SMKN 2 Bone was carried out by involving all parties, so that the formulation of regulations or rules of conduct for implementing PKL in fostering student work discipline has been carried out well; and 2) the determination of regulations or rules of conduct for implementing PKL at SMKN 2 Bone was carried out through a meeting mechanism attended by parties related to the implementation of PKL, namely the principal, deputy head of student affairs, deputy head of public relations, head of department and student supervisor teachers in carrying out PKL. With the establishment of these regulations or rules of conduct, it is hoped that the implementation of the previously formulated regulations can run optimally and provide a positive impact for all parties involved in the implementation of PKL such as the students themselves, schools and companies that partner with schools in implementing PKL.

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<sup>16</sup> Albab and Ulil, "Perencanaan Pendidikan Dalam Manajemen Mutu Terpadu Pendidikan Islam," *Jurnal Pancar (Pendidik Anak Cerdas Dan Pintar)* 5, no. 1 (2021): 119–26.

<sup>17</sup> Dhuka and Moh Nur., "Perencanaan Strategis Mutu Pendidikan Agama Islam," *Journal of Industrial Engineering & Management Research* 3, no. 4 (2022): 287–98.

<sup>18</sup> Dessi Dessi, "Manajemen Pendidikan Islam dalam Meningkatkan Kedisiplinan Santri di Pondok Pesantren Salafiyah Wustha (PPS) An-Ni'mah, Kecamatan Sagulung, Kelurahan Sungai Pelungut, Batam, Kepri," *UNISAN JURNAL* 3, no. 3 (2024): 854–58.

<sup>19</sup> Dhuka and Nur., "Perencanaan Strategis Mutu Pendidikan Agama Islam."

<sup>20</sup> Susanto et al., "Manajemen Program Latihan Sekolah Sepakbola (SSB) GAMA Yogyakarta," *Jurnal Keolahragaan* 4, no. 1 (2016): 98–110.

<sup>21</sup> Kholis et al., "Manajemen Pendidikan dalam Meningkatkan Kedisiplinan Santri di Madrasah Diniyah Taqwa, Kelurahan Gunung Sari, Kecamatan Enggal, Kota Bandar Lampung," *UNISAN JURNAL* 1, no. 1 (2022): 662–69.

<sup>22</sup> Ubaidillah et al., "Manajemen Pondok Pesantren Dalam Meningkatkan Kedisiplinan Santri:(Multikasus Di Pondok Pesantren Darullughah Wadda'wah Bangil Kabupaten Pasuruan & Pondok Pesantren Darussalam Takhassus Martapura Kabupaten Banjar)," *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2023): 24–38.

### **Implementation of Regulations in Fostering Student Work Discipline**

Implementation is an activity or process of motivating people to work independently or consciously together to achieve the desired goals effectively.<sup>23</sup> In relation to student discipline education, implementation is an action to ensure that all students together with the implementers of student work discipline education strive to achieve targets in accordance with the planning that has been set effectively and efficiently.<sup>24</sup>

Implementation is the act of starting, initiating, motivating, and directing, as well as influencing workers to carry out tasks to achieve organizational goals.<sup>25</sup> Implementation (actuating) is the main activity in management which encourages and directs all subordinates to desire, aim and move towards achieving the goals to be achieved and feel interested and united with the plans and efforts of the organization.<sup>26</sup>

Moving people is not an easy job, so it requires someone who has leadership skills in influencing a group he leads to make joint efforts towards the goals that have been set. In implementing regulations in fostering work discipline for students of SMKN 2 Bone who participate in PKL, the PKL supervising teacher tries his best in selecting the implementers of student discipline education, because their skills and abilities are the main elements in the successful achievement of the goals of student work discipline education that have been set, so that the school in this case SMKN 2 Bone in selecting the PKL supervising teacher really places people who are in accordance with their skills and abilities the right man in the right place.

**Providing Directions Regarding Rules and Regulations in Fostering Student Work Discipline:** Based on the research results, it was found that the implementation of regulations in fostering work discipline among SMKN 2 Bone students who participated in PKL includes several aspects, one of which is providing direction regarding the rules of procedure. Direction is a process that aims to motivate students to consciously and independently have work discipline in order to achieve educational goals effectively and efficiently. In this case, the PKL supervising teacher has a primary role in providing direction, because direction is an important factor in building work discipline among students during PKL.

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<sup>23</sup> Hidayat and Wahyu, "Peran Pengelolaan Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Sekolah Di Smpn 2 Parepare," *Al-Ishlah: Jurnal Pendidikan Islam* 19, no. 2 (2021): 143–56.

<sup>24</sup> S Nasution, *Pengembangan Kurikulum*, in *Kurikulum Hakikat, Fondasi, Desain Dan Pengembangan* (Bandung: PT Citra Aditya Bakti Ansyar, 2023).

<sup>25</sup> Kartika et al., "Strategi Pengawas Pendidikan Agama Islam Dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam (PAI) Di Sekolah Dasar," *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan* 5, no. 1 (2024): 88–103.

<sup>26</sup> Anwar et al., "Manajemen Pendidikan Islam dalam Peningkatan Kedisiplinan Santri di Pondok Pesantren Hidayatul Muhtadiin, Jati Agung, Lampung Selatan," *JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman* 8, no. 2 (2022).

The guidance provided aims to instill an understanding of the importance of adhering to established regulations. Thus, students participating in the internship are expected to develop a high level of awareness and adherence to applicable regulations. In practice, the supervising teacher uses various approaches tailored to the conditions and characteristics of each student. The appropriate approach is expected to assist in providing more effective guidance to improve student work discipline during the internship.

**Providing Motivation in Fostering Student Work Discipline:** Internship supervisors play a leading role in enforcing regulations, particularly in fostering student work discipline. In addition to providing guidance, they also strive to instill motivation and inspiration so that students understand the importance of discipline during the internship. A deep understanding of work discipline is key for students to internalize these values in their daily lives. With strong motivation, students will more easily apply the principles of discipline in the workplace. The encouragement provided by the Internship supervisors also plays a crucial role in building students' self-awareness, enabling them to participate in the internship more effectively and responsibly.

**Imposition of Sanctions for Violations of Work Discipline:** The internship supervisor is responsible for enforcing student work discipline, including making decisions regarding sanctions for those who violate regulations. These decisions are made by considering various factors that cause violations, both internal and external to the student. Disciplinary violations do not always occur due to malicious intent or mischief, but can also be influenced by external factors and a strong sense of curiosity. Therefore, every decision made by the internship supervisor is always guided by established regulations to ensure fairness and effectiveness in fostering student work discipline.

Violations are divided into two categories: minor and serious. Each type of violation has systematically planned sanctions so that students understand the consequences of their actions.

### **Supervision of Implementation of Regulations in Fostering Work Discipline**

Supervision is an important element in educational management which aims to ensure that all activities have been carried out in accordance with established regulations.<sup>27</sup> If errors or discrepancies are discovered, supervision allows for corrections to prevent recurrence. In Islam, the concept of supervision is known as muhasabah, which refers to self-control over the

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<sup>27</sup> Maujud and Fathul, "Implementasi Fungsi-Fungsi Manajemen Dalam Lembaga Pendidikan Islam (Studi Kasus Pengelolaan Madrasah Ibtidaiyah Islahul Muta'allim Pagutan)," *Jurnal Penelitian Keislaman* 14, no. 1 (2018): 31–51.



implementation of established plans.<sup>28</sup> If someone successfully executes the plan, they are encouraged to be grateful and strive to improve. Conversely, if they fail, self-evaluation and future improvements are necessary.

The results of the study show that supervision carried out by the PKL supervising teacher at SMKN 2 Bone was carried out in two ways, namely: 1) direct supervision, namely through visits to the PKL location to directly observe the implementation of activities and students' compliance with applicable regulations and; 2) indirect supervision, namely through reports provided by mentors in the business world or industrial world (DU/DI) related to the implementation of student work discipline during PKL.

### **Obstacles in Fostering Student Work Discipline**

In an effort to foster a disciplined work attitude among students during PKL, supervising teachers often face various obstacles. These obstacles can be categorized into two, namely: 1) internal barriers, which originate from within the students, such as habits that are difficult to change, rebellious attitudes, and a lack of awareness of discipline; and 2) external obstacles, which originate from the surrounding environment, such as peer influence, less harmonious family conditions, and social circles that do not support the implementation of discipline.

Environmental influences, both at school and outside of school, is very important in shaping the character and discipline of students.<sup>29</sup> Therefore, guidance teachers need to collaborate with parents, schools, and mentors in the business and industrial sectors to create an environment conducive to fostering student work discipline. To overcome this obstacle, appropriate strategies are needed, such as a personal approach to students, providing motivation, and close collaboration between schools, parents, and the workplace.<sup>30</sup> With synergistic efforts, it is hoped that students will have good work discipline and be ready to face the world of work after graduating from SMKN 2 Bone.

### **Follow-up Forms of Coaching in Building Student Work Discipline**

Guidance for students during PKL aims to build work discipline, responsibility, and work ethics.<sup>31</sup> Follow-up on student work discipline development serves several important functions.

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<sup>28</sup> Isnaini and Muhammad Miftahur Rahmat., "Pengawasan Perspektif Al-Qur'an," *Humantech: Jurnal Ilmiah Multidisiplin Indonesia* 2, no. 12 (2023): 2577–87.

<sup>29</sup> Potutu et al., "Implementasi Praktik Kerja Lapangan Sebagai Mata Pelajaran Dalam Kurikulum Merdeka," *Normalita (Jurnal Pendidikan)* 11, no. 2 (2023).

<sup>30</sup> Potutu et al., "Implementasi Praktik Kerja Lapangan Sebagai Mata Pelajaran Dalam Kurikulum Merdeka."

<sup>31</sup> Potutu et al., "Implementasi Praktik Kerja Lapangan Sebagai Mata Pelajaran Dalam Kurikulum Merdeka."

These include reinforcing positive habits, monitoring and evaluating the development of disciplinary attitudes, and providing educational rewards or sanctions. Furthermore, follow-up also aims to prevent recurrence of violations and foster positive character and work ethics in students. With consistent follow-up, it is hoped that students will be able to maintain discipline in various aspects of their lives, both within and outside of school.

After students complete their internship, the school and their supervisors follow up to ensure that the discipline they have learned in the industrial world is maintained and can be applied within the school environment. The first step is a post-internship evaluation and reflection, where students are asked to prepare a written report and reflection on their experiences, challenges faced, and the implementation of discipline in the internship. Next, the school and their supervisors provide ongoing coaching and monitoring to ensure that the disciplined habits they have developed can be applied to academic activities, such as arriving on time, completing assignments well, and working professionally as part of a team. In this effort, the school also collaborates with the industrial world by receiving feedback from their supervisors regarding students' work discipline, including time commitment, work ethic, and professionalism. This information is used to provide further coaching for students who still need guidance, while those who demonstrate good performance can obtain further internship opportunities or even employment opportunities. Furthermore, the school integrates discipline into academic life through monitoring attendance, involvement in assignments and projects, and holding seminars or workshops that emphasize the importance of professionalism. As a form of appreciation and motivation, students who demonstrate high levels of discipline are awarded awards. With these various steps, the school is committed to not only equipping students with technical skills, but also developing a disciplined and responsible work character so that they are ready to face challenges in the world of work.

## CONCLUSION

The mentor teacher's management in fostering work discipline in PKL students at SMKN 2 Bone includes planning, implementation, supervision, and handling obstacles. Planning is carried out collaboratively between the school and the business/industry world, including goal setting, administration, location selection, student briefing, scheduling, and the formulation and establishment of mutually agreed-upon regulations. The implementation of coaching includes direction, motivation, and the imposition of sanctions to ensure students understand and comply with the rules. Supervision is carried out directly through workplace visits and indirectly through mentor reports in DU/DI, with intensive communication to ensure compliance with the rules. Barriers to fostering work discipline in students come from internal factors, such as student

character and habits, as well as external factors, such as social environment and family background, which require a special approach for the PKL program to run optimally. As a follow-up, teachers conduct post-PKL evaluations and reflections. Students compile reports on their experiences, challenges, and the application of work discipline. This information serves as the basis for further coaching, such as holding workshops and seminars on the importance of work discipline and professional attitudes, as well as monitoring students who still need guidance. Meanwhile, students who demonstrate good performance have the opportunity to obtain further internships or job opportunities.

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