

# EVALUATION OF IMPLEMENTATION STUDENT SKILL COMPETENCY ASSESSMENT OFFICE ADMINISTRATION

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## ABSTRACT

This evaluation aimed to determine the context of implementation student skill competency assessment office administration at Dharma Karya Vocational High School, South Jakarta, the readiness of students, educators and education personnel, financing, facilities and infrastructure, the process of implementing the assessment, and knowing the achievement of program implementation. The method used in this evaluation is descriptive qualitative method by taking empirical data and facts, and the model used is the CIPP model (Context, Input, Process, Product). Data collection was carried out scientifically which included observation, structured interviews, and documentation. Interviews were conducted with the Principal, Deputy Head of Curriculum, Deputy Head of Facilities and Infrastructure, Head of Office Administration Department, Chair of the Examination Committee, Internal Examiners, External Examiners, and students. Then the data obtained were analyzed using the triangulation method of sources, display data, and conclusions. The conclusion of the evaluation research, that the background for the activity of student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta, is the existence of a Government policy towards Vocational High Schools that are in accordance with environmental needs and the vision and mission of the school.

**Keywords:** *Student Skill Competency Assessment, Office Administration, CIPP*

## INTRODUCTION

The current state of vocational training has a major impact on the relationship between education and the labor market. For students who want to find a job immediately after graduation, professional training can be a great reference directly to the business world. The share of practical knowledge in vocational training is greater than in mainstream schools. The goal of vocational training is to equip students with excellent skills in specific subjects to take the labor market one step further. There are generally three types of vocational training systems: vocational training for school, dual vocational training, and informal training (Guo and Wang, 2020). School-based vocational training is more effective than other employment inequality programs in developing countries. Vocational school students demonstrate excellent practical skills with an initial interest in the subject (Quiroga-Garza et

al., 2020). Vocational schools offer a wide range of practical education according to specific curricula and skills (Muja et al., 2019). However, in some developing countries, employment inequality in skills and employment skills is a significant problem (Forster and Bol, 2018; Maraggou, 2020; Xie et al., 2020). The role of formal curriculum and learning outcomes is a key factor in employee equality, meaning that students meet industry and business needs after completing vocational training. In addition, vocational training can have a significant impact on the country's economy by reducing youth unemployment (Choi et al., 2019; Nilsson, 2010). Previous research has examined the impact of vocational school students on the labor market. Research shows that study programs that emphasize students' professional skills and knowledge have a positive impact on their adaptation to the labor market (Bol and van de Werfhorst, 2011; Muja et al., 2019).

However, in order to prepare students for the transition from high school to the labor market, it is important to think about improving student skills. Eligibility is a combination of multidisciplinary skills, behaviors / attitudes and knowledge that students can demonstrate by gaining knowledge based on their skills, attitudes and their understanding of the subject during their study. Professional competency level has a positive impact on the chances of graduates being favored for positions in certain disciplines. In addition, the introduction of general skills tailored to professional skills and job requirements makes job training more effective (Grosemans, 2021). As learning skills increase in the job market, student learning standards should increase. In view of these concerns, a student evaluation should be prepared. Some of the factors to consider to improve these skills are certified assessment, high quality of internships, system of student learning standards, specialized evaluation methods and feedback on student work. In this way, accurate, reliable, unbiased and consistent quality estimates can be achieved (Rahman et al., 2014)

During this industrial period, developing countries such as Indonesia entered the industry, expanding the industrial sector through mass production and exports (Hidayatno et al., 2019; Neilson et al., 2020). Ensuring high demand in the industrial sector promotes vocational education and training in human resource development and bridges the gap between the educational environment and industry needs (Salleh et al., 2015). That is why it is important to equip graduates with the necessary skills, including organizational skills and knowledge, to ensure that graduates are ready to enter the labor market. To meet the needs of the business community, graduates must be able to effectively combine work-related knowledge with skills and other skills necessary for specialization (Loon et al, 2012). This can be achieved during the study period at a vocational school in the relevant industry (Ocampo et al., 2020).

Student proficiency assessment is an academic and non-technical assessment designed to determine a student's competence in a subject or field. The objective of the student competency assessment is to measure the adequacy of a student's skills at a certain level with those acquired in vocational secondary schools. Therefore, every technical high school should conduct a proficiency test to assess students' abilities.

in vocational training The qualification as a reference point has become an important tool for graduates to acquire during their studies for better job prospects in the labor market. Competence has two key characteristics: first, the power, license, or authority to make decisions, produce, serve, act and act in the exercise of responsibility, and second, knowledge, skills, and applicability (Mulder, 2014). Competency tests in vocational education schools should have a comprehensive multi-step structure. Basically, there are three different levels of competence: procedural ability and translation capabilities (Deutscher and Winther, 2018; Winther and Klotz, 2013). All of these capabilities provide operational features that meet the needs of global businesses. To avoid students passing or failing exams while studying in technical fields. including leaving the unskilled labor market The final decision-making ability test is essential for students (Child and Shaw, 2020). Otherwise, the purpose of the aptitude test is not just to assess students. but in order to be certified by the students The self-certification process

depends on how students handle each task, such as the accuracy of the equipment used. work attitude and adherence to SOP is more than just results. (Pass or Fail).

Dharma Karya Vocational High School is one of the Vocational High Schools that regularly conducts student skill competency assessment every year. In the 2017/2018 academic year, the Dharma Karya Vocational High School conducted a skill competency assessment for its three majors, namely: Office Administration student skill competency assessment, Accounting student skill competency assessment, and Marketing student skill competency assessment.

With the holding of the student skill competency assessment at the Dharma Karya Vocational High School, of course there needs to be an evaluation of the extent to which the student skill competency assessment is implemented. Is the implementation of the student skill competency test at the Dharma Karya Vocational High School in accordance with the standards issued by the Ministry of Education and Culture and the National Agency for Professional Certification and how is the effectiveness and efficiency of the implementation of the student skill competency assessment at the Dharma Karya Vocational High School.

## **METHOD**

This research uses a qualitative approach. According to Muti Yusuf (2014), in principle, a qualitative approach wants to provide, explain, describe critically, or describe a phenomenon, an event, or an event of social interaction in society to seek and find meaning in the real context. This is also because the problems in this study are still unclear, holistic, complex and dynamic. Researchers believe that in order to evaluate the implementation of the student skill competency assessment at the Dharma Karya Vocational High School, we must use qualitative methods to understand the social situation in depth so that finding a good pattern will then generate a hypothesis and lead to the emergence of a theory.

According to (Moleong, 2011) qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words or language, at a specific contexts that are natural and make use of a variety of scientific methods. (Latief, 2014) states that evaluation is one of a series of activities in improving the quality, performance, or productivity of an institution in implementing its program. The student skill competency assessment program which is the object of this research is a form of service program. Based on the conclusion, the model that is usually used in evaluating the implementation of the skill competency assessment is a model developed by Stufflebeam with the CIPP model.

The CIPP model is a model that views the program being evaluated as a system. Thus, to evaluate a program must analyze the program based on its components. According to (Arikunto, 2005), one evaluation model is CIPP. This evaluation model is the model most widely known and applied by evaluators. CIPP stands for the initial letter of four words, namely: Context, Input, Process and Product. The four words mentioned in the acronym CIPP are evaluation targets. According to (Sugiyono, 2011) the population is the entire research subject. The population of this evaluation is all stakeholders involved in the implementation of the Office Administration skill competency assessment ranging from the Principal, Deputy Principal in the field of curriculum, Deputy Head of School in the field of facilities and infrastructure, Head of Office Administration Department, Organizing Committee for the student skill competency assessment, internal examiners external the student skill competency assessment, student, and all school members. Population is also not just the number that exists in the object or subject being studied, but includes the characteristics or properties possessed by that subject or object.

Data collection techniques in this evaluation research are through observation, interviews, and documentation. Interview is a method of collecting data by asking respondents face-to-face about several things that are needed from a research focus.

## **FINDINGS AND DISCUSSION**

## 1. Context Evaluation of the Student Skill Competency Assessment

In context evaluation, there are three things that are the focus of the evaluation ; policies, analysis of the needs of the school environment, and the vision and mission of school goals. Regarding policies, Dharma Karya Vocational High School has official documents in the form of hard and soft copies as a guide for implementing the student skill competency assessment. This document is well understood by the Principals and Deputy Principals. Through the document guidelines, the student skill competency assessment committee was formed. The selected committee is required to understand the policies and guidelines for implementing the student skill competency assessment at the Dharma Karya Vocational High School. This understanding was obtained through socialization by the Principal in the form of a workshop. In relation to the needs of the school environment, it was concluded that there was a clear need for the environment regarding the implementation of the student skill competency assessment. That one of them is due to market needs and competition in the world of work. Meanwhile, regarding the vision and mission of the school at the Dharma Karya Vocational High School, it certainly strongly supports the implementation of this the student skill competency assessment. Because it is clear that the student skill competency assessment is one of the ways to promote excellence in the form of the student skill competency.

## 2. Input Evaluation of the Student Skill Competency Assessment

Evaluation of implementation of the student skill competency assessment for Office Administration at the Dharma Karya Vocational High School which is the input includes: students, educators and education personnel (school principal, deputy head for curriculum, deputy head of facilities and infrastructure, head of the administration program), financing, and existing infrastructure at Dharma Karya Vocational High School, South Jakarta.

In implementing the student skill competency assessment for Office Administration students at the Dharma Karya Vocational High School for the 2017/2018 academic year, the number of students who took the exam was 75 students and all students in class XII majoring in Office Administration can all take this skill competency test because there are no obstacles in the requirements as participants. All students have understood the rights and obligations of the student skill competency assessment participant so that in its implementation they can carry out the student skill competency assessment properly. It is known that there is also a socialization of the student skill competency assessment to students that are carried out before the student skill competency assessment is carried out, this by the Principal and Deputy Principal of the School Meanwhile, the implementation is carried out in the form of a pre-skill competency assessment activity which is carried out two months before the actual skill competency assessment.

Regarding the flow of the implementation of skill competency assessment at the Dharma Karya Vocational High School it has been well understood by the Head of the Department, the Committee, Internal Examiners, and External Examiners. The flow itself starts from the preparation stage, was preparing the test kits, infrastructure, examiners, as well as prospective student participants, up to the implementation stage of skill competency assessment.

In terms of the committee, the Head of the Department acts as a guide for the course of this student skill competency assessment. In other matters, the appointment committee is determined by the Principal as the highest person in charge in the school. The school principal distributes the work of the student skill competency assessment committee directly to the committee.

In connection with the implementation of skill competency assessment, it is known that the Head of the Department supervises the conduct skill competency assessment in the form of assistance to the committee and the examiners if there are obstacles in the implementation. In addition, it is known that the examiners already know about the grid. Whereas the grid for this year is almost the same as the previous years, is all materials from class X to class XII which contain productive subjects such as archiving, correspondence, picking up the phone, and others. Internal and external examiners have competency assessment material and master it.

In terms of budget, the implementation of the budget skill competency assessment comes from the Foundation, in this case the Dharma Karya Education Foundation, which houses the Dharma Karya Vocational High School. The total fund is IDR 11,250,000. In particular, students are not charged for the implementation of this student skill competency assessment, because the costs are obtained from

the Foundation which is in return for the monthly tuition payment. Funds for submitting funds made by the committee to the Foundation through the school do not experience difficulties.

Regarding the facilities and infrastructure that support the implementation of the student skill competency assessment, the Deputy Head of Curriculum has understood what facilities must be provided for the implementation of this exam, likes classrooms, computer laboratory rooms, presentation rooms, the examiner room, and the committee room. Meanwhile, the facilities and infrastructure that have been prepared by the Deputy Head of Facilities and Infrastructure for the implementation of this assessment are considered in accordance with the apostasy. It is proven by the preparation of classrooms, laboratory rooms, presentation rooms, examiners rooms, and committee rooms. The Vocational Competency Assessment that is carried out requires four classes to place the exam. A total of four classes are filled with 75 students from the Office Administration department. There are four laboratories that have been prepared, consisting of two computer laboratories and two presentation laboratories. The school provides a special room for the committee. This space can be used one of them to store the student skill competency assessment documents.

There is a special room reserved for examiners. This room is provided as a place for examiners to stop before entering the classroom or laboratory to assessment and it can also be a rest room for examiners. There are no obstacles in preparing facilities and infrastructure, so that preparations run smoothly and all required facilities can be available. Facilities and infrastructure that need to be considered are adequate electrical power because it is used for computer laboratory operations and other facilities that require large power such as AC. In the provision of facilities and infrastructure to support the implementation of the student skill competency assessment, it can be said that it is adequate because everything needed is fulfilled.

### 3. Process Evaluation of the Student Skill Competency Assessment

What is evaluated here is the process of implementing the student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta. The first is regarding the distribution of question grid to students. The question grid is given to students two months before the implementation of the student skill competency assessment during the pre-skill competency assessment. Second, regarding the student skill competency assessment questions comes from the Education Office. The questions are downloaded and then printed and a number of student needs are duplicated. Preparation of question sheets, assessment guideline sheets, and student worksheets is prepared one week before the assessment starts. And then, regarding the registration of test participants. Registration of participants for the student skill competency assessment at Dharma Karya Vocational High School is carried out by the Administration. Prospective participants for the student skill competency assessment are all students of class XII. Automatically will be registered by the Administration.

Regarding the rights and obligations of test takers, the rights and obligations of student skills competency test participants are socialized before the exam and students are previously trained to obey any rules of the student skill competency assessment at during the pre-test of the student skill competency assessment.

The implementation of the student skill competency assessment for Office Administration at the Dharma Karya Vocational High School 2017/2018 was held from 2 to 4 February 2018 or lasted for three days. In the assessment process and the scoring is submitted to each examiner according to the criteria set by the government in the skill competency assessment guidelines. The passing criteria used in this exam are adjusted to the guidelines issued by the government in the the student skill competency assessment guide. The committee seriously monitors this assessment activity in the hope that the activity will run smoothly. Internal and External Examiners have used the assessment guidelines correctly and gave scores according to existing assessment criteria. In the implementation of this assessment, students have understood their rights and obligations well so that the smooth running of this examination activity is maintained. The problems felt by the examinees in the implementation of this assessment were the inadequate preparation experienced by the participants because many participants did not understand the material being tested during the this assessment which resulted in the presence of test participants cheating on each other. Perhaps one of the reasons for the lack of readiness of participants is the lack of learning in the classroom in the form of practice so that students' skills are not optimal.

The obstacles experienced by students in implementing this assessment include the existence of material that has not been understood by students so that students have difficulty completing the

material being tested. In addition, there are too many equipment that must be prepared by students, making it difficult for students.

#### 4. Product Evaluation of the Student Skill Competency Assessment

For the achievement of the goals and objectives, it can be achieved properly, as evidenced by the passing of all participants of the the student skill competency assessment for the 2017/2018 Academic Year of Dharma Karya Vocational High School, South Jakarta. It is known that the implementation of activities that are running according to the schedule has been classified as effective. This effectiveness is also supported by the availability of adequate laboratories. However, the number of assessors or examiners is still less effective because the number of examiners is not proportional to the number of exam participants. This resulted in the implementation taking longer even though it could be accelerated if the number of assessors was more proportional. Regarding efficiency, in this student skill competency assessment activity it can be said to be efficient because all kinds of costs that arise can be covered by the financing that has been prepared by the school.

Problems that arise in the implementation of the student skill competency assessment include: assessment participants who are late coming to school, inadequate electrical power, computer and laboratory printers that are error, test participants do not bring assessment equipment, and the number of assessment questions is insufficient. To overcome the obstacles faced in implementing the student skill competency assessment, there are solutions that are carried out by schools to solve these obstacles. For the problem of students who arrive late, students are waited for 15 minutes. If not, the committee will call the student's family. If after the call there is no response, a visit is made to the student's house to be picked up so that he can take the exam on that day. To overcome the problem of insufficient electrical power, schools have added power as a solution to the fulfillment of power needs for smooth examination activities. To solve computer and printer problems that error during the exam, the school asks the school technician for help to fix it immediately. To solve the problem of participants who do not bring practical exam equipment, the school prepares the equipment so that the students concerned can take the exam activities smoothly. And to solve the problem of missing exam questions, the committee printed and copied as many as needed by the test takers. That is the solution made by the school and all parties involved in overcoming obstacles in the implementation of the student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta.

## CONCLUSIONS

Dharma Karya Vocational High School is one of the schools that conducts the student skill competency assessment activities for the Office Administration department. This student skill competency assessment aims to measure the level of student learning success as well as to find out how visible students are on the skills they learn. The student skill competency assessment is specifically for twelfth grade students who have completed six semesters of learning material at Vocational High Schools. If the student is declared to have passed this exam, a certificate will be issued as proof that the student has passed the skills according to the expertise being tested.

At the context level of the implementation of this assessment at the Dharma Karya Vocational High School which is related to the Government's policy on this assessment program, the school already has the existence of these rules or policies. Policy-related documents, both soft and hard copies. Regarding the understanding of educators and educators in schools about the holding of this assessment, they already understand well because the school holds this assessment workshop as a means of socializing this assessment. This assessment at the Dharma Karya Vocational High School is carried out not only to meet the environmental needs of a skilled and professional workforce but also to match the objectives of this assessment with the vision, mission and goals of the school.

At the input level in the implementation of this assessment at Dharma Karya Vocational High School, input in the form of students has been well prepared. Educators and Educators who work on the committee have also been well prepared, starting from the composition of the committee whose formation involves the Principal, Deputy Principal, and Head of Department, to the existence of internal and external examiners prepared by the committee to help the smooth implementation of this exam . For other matters, such as input in the form of financing and facilities and infrastructure in a good category according to the procedures determined by the Government as the venue for this assessment.

At the level of the process of implementing this assessment at the Dharma Karya Vocational High School, the preparation process until the implementation of the committee has tried its best in preparing for this exam, although along the way there are obstacles such as test participants who arrive late, inadequate electrical power, computers and printers that are error, some test participants did not bring test equipment, and the problem was that the number of questions was insufficient. This can be a record for the following year's assessment.

At the product level, the implementation of this assessment at the Dharma Karya Vocational High School, the objective of implementing this assessment has been achieved well, marked by student graduation in one hundred percent by achieving a score above the Minimum Completeness Criteria set by the Government. Meanwhile, the effectiveness of the implementation of this assessment has been effective because the facilities that support the implementation of this student skill competency assessment. In terms of efficiency, the implementation of assessment has been efficient, indicated by the coverage of this activity financing.

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