The Application Of Performance Appraisal On Learning The Benefits And Advantages Of Test Competencies To Vocation High School Beauty Programs

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Abstract

Vocational Education is secondary education in the form of a Vocational Middle School (SMK) or Vocational Middle School Madrasah (MAK) which prepares students primarily to work in a particular field. The main objective of this study is to reduce the disparity in vocational output with the demands of the workforce. , Vocational teachers, Schools, Directorate of Vocational Development (PSMK), Center for Development and Empowerment of Educators and Education Personnel for Tourism Business PPPTK. The method used is a case study method that is placed on an object or event. In the end, to explore and reveal events, activities that occur in the implementation of performance assessments in the learning process and the implementation of competency tests in Vocational High Schools, as well as various factors that become supporters and obstacles for Vocational Schools. So that it will obtain results in the form of information on cases of application of performance assessments in learning and competency tests on vocational students in the skin beauty expertise program.

Keywords
SMK, Vocational teachers, implementation of competency, PPPTK

1. Introduction

The Strategic Plan of the Ministry of National Education with the formulation of the National Education Vision, namely Building Smart and Competitive Indonesian Persons. The implication is that policy and program development for all elements in the national education system must describe the three pillars according to the type and level of education. Referring to Article 15 of the National Education System Law (UUSPN) Number 20 of 2003. [1] and the Government through Presidential Regulation Number 8 of 2012 concerning KKNI (Indonesian National Qualification Framework) [2]. Level 2 qualifications consist of several competency units which are required to be included in the Vocational curriculum [3]. This becomes the application of performance assessment in 21st century skills learning, there are inquiry-based improvements in students, and teachers provide instruction to use professional practice tools [4]. And the results of the tests revealed that with the assessment of performance students can improve their competence in reference to criteria [5]. Then the Vocational Secondary Education Expertise Spectrum, there are 121 skill competencies. [6]. Vocational graduates with competencies in skin beauty skills are projected to have a career as a beauty therapist in a beauty clinic or make-up artist in various salon industries and the film industry, reaching a 100% absorption rate [7]. The application of performance assessment in the learning process is expected to be one of the solutions to reduce the gap in the qualifications of vocational school graduates with industry demands, the performance assessment process to establish performance criteria and continuously provide feedback to teachers and students to improve demonstration learning to show real performance. [8]. related to the beauty program focused on the assessment of the need to develop the professionalism of vocational school beauty programs. [9] [10]. The main focus of this research is the implementation of performance assessments in Vocational Schools in the competency of Skin Beauty skills to improve the competency of students according to Indonesian work competency standards, and be able to take competency tests to obtain professional recognition in level 2 qualifications. the gap in the qualifications

of vocational school graduates with industry demands as work partners of vocational schools, and competency certification in vocational schools, among others: In the beauty industry, competency criteria in vocational schools refer to SMK Competency and Basic Competency Standards (SKKD). output) and the industry assessment system is outcome oriented. It is expected that the application of performance assessments in the learning process is expected to be one solution to reduce the gap in the qualifications of vocational graduates with industry demands.

2. Methods

This study uses a purposive sampling method, which is based on certain criteria. Purposive sampling according to Cresswell is a strategy where places, people, or activities are specifically chosen to meet the information needs needed to answer research questions. [11], location determination uses several criteria, among others: Vocational schools that open Skin beauty management programs, Teacher criteria , Criteria for school facilities, infrastructure criteria, location in the province / regency, vocational schools that provide student competency budgets, feasibility status of practical laboratories that will be used as a place for conducting competency tests, prior verification from the National Professional Certification Agency through the Beauty Professional Certification Agency. This research was conducted in stages (a) a documentation study conducted at the Tourism Business Educator and Education Center (PPPTK) Development and Empowerment Center, namely the collection of Vocational High Schools for research locations, (b) purposive sampling determined by Vocational School as the research location. Then contact the Vocational School that meets the criteria in this study to ask for availability as a research sample and determine the time of study. After going through the Stages, the next step is: (a) determine the location of the study through a document study to record the Vocational Schools that open the field of Beauty expertise that exists throughout Indonesia and determine the Vocational Schools that meet the criteria in this study. The criterion of Vocational School is to have teachers who have participated in training and are certified as Competency Assessor of 28 beauty teachers [12] (b) Synchronization of terminology in the competency of skin beauty programs in SMKs and industries is based on the title of competency unit, in the world of work. The competency unit that will be tested is the competence of "Caring for facial skin without problems". In the competency unit tested, there are six elements that will be tested, namely: preparation, communication with customers, analyzing facial skin, carrying out facial skin care, providing post-treatment advice and advice, packing, clearing work areas, materials and cosmetics. (c) equality of perception in assessment procedures between industries as assessors and teachers. This study uses a case study method whose focus is placed on a case or several cases, with a focus on obtaining information on cases of application of performance assessments in learning and competency tests for vocational students in skin beauty programs. Robert K Yin distinguishes case studies as follows: "The resulting four types of design four case studies are single-case (holistic) design (type 1), single-case embedded design (type 2), multiple-case (holistic) design (type 3), multiple –case (embedded design (type 4) [13] which describes the four types are: (a) Holistic delinquent cases (b) Single case interlaced (c) plural Holistic cases (d) Placed multiple cases. Research This is trying to express various activities carried out in the application of competency assessment in Vocational Schools, both the interaction of teachers and students in learning theory and practice and the performance assessment process in learning and competency testing. The procedure to be carried out is: to explore and reveal events, activities that occur in the implementation of performance assessments in the learning process and the implementation of competency tests in Vocational High Schools, as well as various factors that are supporting and inhibiting the Vocational School, refer to the developed diagram [13] which From three phases of activity, namely: (1) Research design (2) Collection and analysis of single case data (3) Analysis of data across cases.
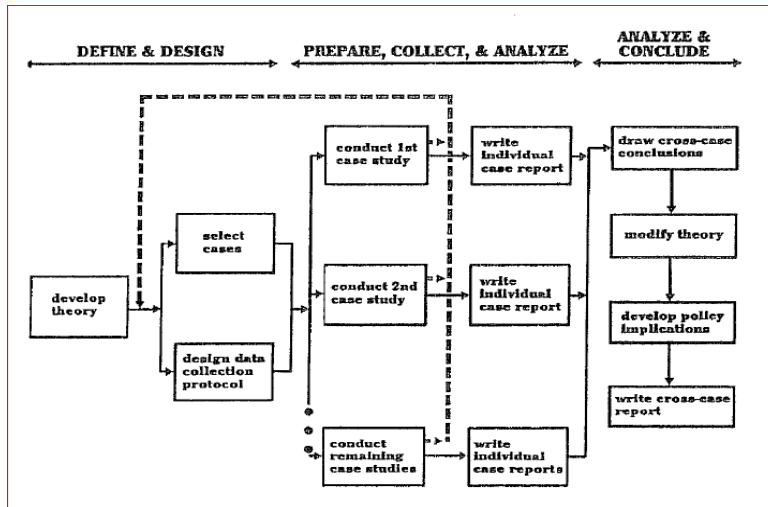
Figure 1. Yin Model Research Procedure [13]

Analysis of the data used is a cross-case analysis in this study intended to make comparisons between one school and another in each theme / category. Data collection techniques refer to the opinions of Denzin and Lincoln in Cresswell as follows: Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Qualitative research involves the study of use and collection of a variety of empirical studies, personal experience, introspective, and visual texts [14]. The procedure of data collection in this study includes the following steps: (a) coordination with the Vocational Teacher (b) Coordination with BNSP and Beauty LSP (c) Research Instruments

Table 1. Data Collection Procedures

Data Collection Phase	Research Activities	Research data	Method
I	Preliminary studies	Identification Results research sites	Identification Results research sites
II	Coordination of researchers with SMK and LSP Beauty	1).Synchronizing competency criteria. 2) .Format Socialization performance assessment 3). Focused discussion 4). Competency test	Adoption of standard instruments, expert opinion
III	Implementation of performance assessment research on learning and competency testing and certification	1) Results of analysis of student and teacher interactions on Application of performance assessment In learning class 2) Results of performance assessment on learning 3) Competency test results 4) Certification recommendations	1) Observation 2) Discussion 3) Competency test

Performance assessment activities in the learning process at Vocational Schools are conducted 5 times. The researcher directly monitors the first performance assessment activities in each vocational school. The second to fifth assessment

activities are fully conducted by the Teacher. The purpose of the performance assessment is done 5 times so that vocational students are accustomed to systemically perform competency procedures according to industry criteria and vocational students become more prepared to take the Competency Test

3. Result

Vocational data document studies conducted at the Center for Development and Empowerment of Educators and Education Personnel (PPPPTK) Business and Tourism found that there were 151 Vocational Schools throughout Indonesia that opened the field of Beauty Management1. The vocational school consists of 110 State Vocational Schools (73%) and 41 Private Vocational Schools (23%) [6] and obtained 23 Vocational Schools that meet the criteria requirements. With a variety of constraints, there are finally four 4 Vocational Schools that fulfill all existing conditions, namely: 3 Vocational High Schools in Bogor, West Java, 3 Vocational High Schools in Pati, Central Java, 3 in Central Java and 3 in Central Java. To obtain research data according to the focus of the study are: (1) Sub-focus on the application of performance assessments in the Learning Process (2) focus on the application of performance assessments to the Competency Test.

The description of the research chart in Figure 1 is: (1) The design of the study consists of 3 steps, namely: (a) developing the theory (b) making a selection of cases (c) determining the method of data collection (2) The design of data collection consists of 2 steps: (a) Study documents for the determination of research locations (b) Field research in the learning process in Vocational Schools. Steps The process of collecting data in the learning process are: (1) Study of teacher documents (2) Study of student documents (3) Observation of teacher interaction and students (4) Observation of performance assessment processes (5) Focus Group Discussion (FGD) by teacher observers and teachers performance assessment presenter. (c) Field research on competency testing process (d) Description of Data. If in the data analysis found conflicting data or data not related to performance assessment and competency certification, the data will be reviewed and if necessary take additional field data. According to research procedures, data collection of one case with another case does not have to be sequential and can be carried out simultaneously or continuously.

Table 1 Data on Teacher Adaptability

NO	Standard Criteria		SMKN 3 Bogor	SMKN 3 Pati	SMKN 3 Magelang	SMKN 3 Purworejo
Number of skin beauty classes			3 classes (X, XI, XII)	3 classes (X, XI, XII)	3 classes (X, XI, XII)	3 classes (X, XI, XII)
1	Total number of teachers	Minimum 2 Teachers per class	6 teachers	6 teachers	6 teachers	6 teachers
2	Undergraduate teacher in the field of beauty	Minimum 2 Teachers per Vocational School	4 teachers	6 teachers	2 teachers	2 teachers
3	Teacher teaching experience	At least 3 years each teacher	6 Teachers More than 3 years	6 Teachers More than 3 years	6 Teachers More than 3 years	6 Teachers More than 3 years
4	The teacher has a certificate of Competency Assessor	Minimum of 2 teachers per vocational school	6 teachers	6 teachers	2 teachers	2 teachers
Conformity Criteria			Corresponding	Corresponding	Corresponding	Corresponding

There is a suitability of the criteria for qualifying Human Resources by referring to the Regulation of the Minister of National Education Number 16 of 2007 [15] regarding Academic Qualification Standards and Teacher Competence in all four schools. Research findings: Profile of schools, each Vocational School has operational permits, Vocational High School teachers in the field of Beauty Management have the appropriate educational background namely Bachelor of Makeup, mostly Jakarta State University alumni, Sub Focus I Findings: Description of Application of Performance Assessment In the Learning Process Document Data, Findings of Learning Documents Data on Teachers, There is already a Learning Process Design (RPP). Teaching materials or references are used are textbooks published by the Directorate of Vocational Education, and modules obtained by teachers from Teacher training 152, Beauty from PPPPTK Business and Tourism, Practice tools and materials - arranged in packages to be used in every learning activity, Job sheet (Worksheets). Format of the job sheet that contains procedures for practical activities, and distributed to students according to the competencies practiced. Findings of Data Results Observation of teacher and student interactions. Technically observation of the learning process is carried out by other beauty teachers to observe the learning process. conducted by one of his colleagues and prepared to give input to fellow peer teachers as part of the constructive criticism process, Findings of Results Data Assessment in the Learning Process of Practicing Caring for Facial Skin. There are 6 elements of performance from competency to care for faces that are not problematic manually that must be mastered, Element 1. Making preparations, Element 2. Conducting customer consultations, Element 3. Analyzing the customer's facial skin, Element 4. Carrying out facial skin care, Elements 5. Provide post-treatment advice and advice, Element 6. Packaging to clean up the work area, material tools and cosmetics .. Findings of data from focus group discussions (FGD) - Focused discussion forum on skin beauty teachers aims to: (1). Exploring the experience of the teacher as an observer in applying the assessment system in school, and (2). Completing the research data on the transferability element of the performance assessment system that is applied to learning and competency testing in schools. the comments data on the discussion forum on the results of observation of teacher and student activities in theoretical and practical learning, - comments on the performance assessment teacher / executor teacher, observer teacher comments consisting of: Comments on Teacher Activities, Comments on Student Activities, Sub Focus II Findings: Description Implementation of Performance Assessment on the Implementation of Competency Tests and Competency Certifications, the competency test process must be carried out in accordance with BNSP Guideline Number 301 regarding the Competency Test Implementation Guidelines.

4. Discussion

The data obtained in the Vocational School is the completeness of the performance assessment documents in the learning process in the skin beauty competency program in Vocational Schools.
Data collection uses the following methods, namely: Sub Focus 1: Implementation of Performance Assessment in Learning Processes in Vocational Schools refers to Minister of National Education Regulation Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units [3] and Sub Focus 2: Implementation of performance assessments in the Competency Test in accordance with BNSP Guidelines Number 301 concerning the Guidelines for Implementing Competency Tests [16]. The series of implementation of Competency tests are as follows:
1) Fill in the APL 01 form, submit an application as a competency test participant, with an allocation of 10 minutes.
2) Fill out the APL 02 form, independent assessment with an allocation of 30 minutes.
3) Interviews, with an allocation of 20 minutes.
4) Decision on the implementation of the assessment, signing APL. 02, with an allocation of 20 minutes.
5) Written test, with 60 minutes time allocation
6) Observation of practice activities using the observation check list, with an allocation of 135 minutes.
7) Competency decisions. There are competency decision recommendations that must be signed by the assessor and the student as an assistant or competency test participant
8) Feedback, with an allocation of 15 minutes
9) Appeal, that is, an activity requesting a review of competency test results for test participants who feel the test results are unfair with the procedure fill in the form provided.
10) Assessment review, with an allocation of 20 minutes. The review is carried out by assessors who supervise the assessment.

Procedures for Implementing Competency Tests
1) Fill in the APL 01 Form (Application Format 01),
Students fill in the APL 01 form as a request to participate in the competency test. Completeness of supporting documents are biodata, identification and portfolio. The teacher guides the filling of APL 01 form.

2) Fill in the Form APL 02 (Self Assessment)
Filling out an independent form assessment is carried out by students with teacher direction the day before the implementation of the competency test. All students mark the check in the Self Assessment format on each competency performance criteria.

3) Interview
Interviews with students are carried out by industry assessors. In interviews conducted by individuals with 3 assessors, the essence of the interview (a) Students are briefed on assessment techniques and strategies and the certification that will be carried out is confirmed in the competency test participants. (b). Of the 28 competency test participants, all of them have stated that they understand assessment procedures, assessment techniques and strategies and are willing to take part in the assessment as evidenced by the signing of agreements in the self assessment format. (c) Vocational High School students have been able to show evidence of the competency mastery process while studying in school or when an internship. Evidence of learning outcomes in schools in the form of practical reports or portfolio. From all competency test participants, they were able to show portfolio documents and had met the standards to follow the competency certification process according to SKKNI demands (Indonesian Work Competency Standards).

4) Decision on the implementation of the assessment
The industrial assessor confirms the readiness of students for competency tests and recommends further in the process of taking a theory test related to facial skin competency manually without problems.

5) Written test
Students as test participants are given a written test in multiple choice forms with a question of 30 items, with an allocation of 60 minutes. The question grid was obtained from SKKNI.

6) Observation of practical competency tests
Assessment of student performance is carried out in the practice process by the assessor using observational instruments of performance practice from the BNSP-Institute for Beauty Professional Certification.

7) Competency Decisions
After practice, students one by one face the assessor to sign the final results of the exam, namely the form of decisions and recommendations.

8) Feedback
Students fill out the feedback form as input for the assessor team for the implementation of the competency test.

9) Appeal
The appeal form has been prepared by the assessor. However, because all participants followed the competency test procedures in an orderly and declared competent manner, so that there were no complaints from the participants, the form of appeal at the Vocational High School was not used.

10) Review
Review is the act of not reviewing the process and results of competency tests that have been carried out. The description of the results of the assessment review are as follows: 1. Valid principles. Performed on the pre-assessment element form APL 02 independent assessment. 2. Reliable principles. Assessment is carried out and fulfilled. 3. Flexible Principle: Flexible principles in planning have met adequacy. 4.
The principle of fairness: occurs in an assessment procedure, starting from the SKKNI that has been used by the teacher since the learning process, the process of self-assessment, to the assessment decision.

5. Conclusion

With this certification, it makes Vocational School students have more value, namely there are professional guarantees that can be justified as professional workers who are ready to compete in the era of globalization and the ASEAN Free Trade Area (AFTA).

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