



## THE INFLUENCE OF TEACHER ASSESSMENT ON TOURISM VOCATIONAL STUDENTS READINESS FOR ENTERING INDUSTRY

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### Abstract

Reliable human resources, with strong national development potential, are students who graduated from Vocational Schools. Indirectly, SMK graduates make a positive contribution in the industrial world. The national development in question must be able to meet the demands for quality and relevance to the world of work in his time so that vocational students have a competitive advantage and can survive in the face of national global competition in the current industrial era 5.0. This research focuses on reviewing various literature regarding the continuing professional development of vocational teachers. The research was conducted in June 2019 at SMK N 1 Tourism, Kab. Siak, Riau Province. The sample in this study was carried out using a purposive random sampling technique. Determining the sample of respondents in this study, namely teachers (main datasource) as research subjects, all subject teachers at SMK N 1 Tourism were selected. The results obtained in this study, namely a review of the literature review on continuing professional development for vocational teachers, can be formulated five dimensions which become the theoretical structure of teacher continuing professional development tools, namely: (1) learning development and assessment, (2) education and training according to the field, (3) carry out scientific publications, (4) have innovative work publications, (5) carry out reflections, and collaborations.

**Keywords:** Assessment, Teachers, SMK

### INTRODUCTION

Education is one of the basic and sustainable levels which is very important in preparing human resources where there is a lot of competition (Meilia, M., & Murdiana, M. 2019). This must be taken seriously by the government and society if the Human Resources of Indonesian society want to continue to exist in the future. This means that the Indonesian government must focus more seriously on preparing human resources (HR) for school graduates who are ready to be employed in industry. Graduates are expected to have human capital with quality knowledge capacity, skills appropriate to their field, and adequate attitudes to action in facing the challenges of future life. Education at school is the basic pathway that educates children and they must be empowered optimally to obtain reliable human resource capital before entering the world of work/industry. The assessment regulations and curriculum reform in 2006 and the reform in 2020 require teachers to change assessment and teaching practices in the classroom and promote responsive pedagogy while still paying attention to the achievement of learning objectives and skills according to the major criteria required by each subject. However, there is a tension between the rather detailed national regulations on formative assessment and teachers' professional autonomy and expertise in teaching and assessment (Smith, 2011). The interpretation and implementation of assessment regulations are defined as the responsibility of teachers at the school level, resulting in variations in assessment practices across schools and educational programs within schools, communities, nations and states. Education in this case is a tool to achieve the desired goal, which in this context is the availability of reliable future Indonesian human resource capital ready to enter the industrial world.

Vocational High Schools (SMK) focus on the main target, namely directly making a positive contribution to meeting the need for reliable human resources which in turn has an impact on the success of

development nationally and is felt by every industry. Vocational education is expected to be a form of education that can develop human resources. Vocational education is education that prepares students to work in a particular field according to the objectives of the department's curriculum. Vocational education is one of the subsystems of the national education system that prepares graduates to enter the world of work and fills the need for middle-level skilled workers (Kelchtermans, G. 2004). Vocational education plays an important role in the socio-economic development of a region. Vocational education plays a very strategic role in supporting economic growth and the competitiveness of the nation's progress. Strategic planning for vocational education needs to be prepared so that the progress of vocational education and its role in improving the quality and relevance of the educational sector can be monitored and evaluated measurably. If the Vocational School succeeds in achieving the expected targets, then the need Indonesian people will be provided with reliable human resource capital in the world of business and industry (DUDI).

## **METHOD**

This research method uses development (Research and Development) by combining vocational education obtained at the vocational school level which has been designed to prepare graduating students to work in certain fields whose majors have been determined by each vocational school so that they are ready to enter the industrial world. Vocational Schools as vocational high schools must be able to meet the demands of quality and relevance in the world of work in their times so that Vocational School students have a competitive advantage and increasingly survive in facing global national competition in the current industrial era 5.0. Considering these expectations, the implementation of professional student learning according to the dual system training (PSG) concept takes place in two places, namely learning at school, which is carried out at school and work. work-based learning in the industrial world. According to Soenaryo et al. (2002), learning in the workplace can be implemented in the implementation of industrial work practices now known as Industrial Field Practices (PLI), where students are required to carry out PLI for a minimum duration of 3 months, a maximum of 6 months. This is done by considering that vocational education is truly seen to have a strong level of efficiency and relevance to the needs of the world of work/industry.

## **FINDINGS AND DISCUSSION**

According to experts, in the Borg & Gall model (1983: 775), in the Plomp development model. Steps in the educational research and development (R&D) model at various stages of the process that can be used for the development and validation of vocational school products. This process stage is often referred to as the R&D cycle stage and, among other things, consists of evaluating the results of several previous studies related to the validity of test components of various products developed by researchers and experts, developing them into a better product, by testing the designed product (tested). on other teachers as an example), then reviewed by making corrections to the product based on the results of trials in the implementation of the Practical Assessment for Vocational School teachers that have been carried out. This was obtained as an indication that the products obtained from various activities in the implementation of the development of the Vocational School Teacher Assessment Practice Products carried out had clear objectivity.

The ten steps of the Borg & Gall model include (Research and information gathering, Planning, Developing primary product form, Preliminary field, Operational field testing, Operational product revision, Main Field Testing, Primary Product Revision, Final Product Revision and Delivery and implementation) modified based on the renewal of educational development into five stages like the stages in the Plomp model (2007: 15). The steps for developing the 5 (five) stage modification are:

- (1) Carrying out preliminary basics in analyzing products that will be used in research,
  - (1) Develop a design plan
  - (2) Develop and validate products
  - (3) Carrying out field trials,
  - (4) Dissemination / product implementation.

This research was carried out in June 2019 at SMK N 1 Tourism, Kab. Siak, Riau Province. Determination of the sample in this research was carried out using a purposive random sampling technique. Determining the sample of respondents in this research, namely teachers (main data source) as research subjects, determined all the subject teachers at SMK N1 Tourism who were selected.

The results of the literature review that has been carried out refer to continuous professional development activities for all teachers in Indonesia, so the dimensions of continuous professional development activities for teachers expected in this research are as follows:

- (1) Learning development and assessment,

- (2) Education and training according to field,
- (3) Conducting scientific publications,
- (4) Have publications of innovative works,
- (5) Implementation of reflection and collaboration.

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This research study shows that the implementation of the self-assessment of teachers as educators that has been carried out is the right way to develop autonomy in the student learning process. In reality, the implementation in the field, all things related to systematic studies in this case, has not been carried out much by educational researchers. This was also obtained from the field observations that have been carried out, showing that there are still many teachers as educators who are not yet fully aware of implementing self-assessment as a vocational school teacher accompanying students in this professional development.

The self-assessment carried out involves teachers as educators to determine the standards or criteria used to achieve success in assessing their learning outcomes, determining the extent of success achieved based on the standards or criteria used (Brew, 1999, p. 568). In the process of implementing this teacher assessment, there are two elements in each assessment process carried out, namely the process of determining standards related to certain criteria, and the assessment carried out on work based on the standards and criteria of Vocational High School (SMK) educators (Widhiarso, W., & Mardapi, D. 2010). Through this assessment of vocational school teachers, educators can see, not only the shortcomings of teaching teachers as educators in the vocational field but also the strengths that these teachers have, to be taken into consideration for improvement and development a teacher's motivation.

The results of research data at the preliminary stage were obtained through data collection activities in the field and field information as well as preliminary studies combined with several previous researchers' data. The activities in question include initial observations at the District Tourism Vocational School. Siak to determine the real problems that occur in the field, literature reviews, regulations and research results have been carried out. This stage aims to explore in-depth information regarding the implementation of continuous professional development for teachers in vocational schools. The results of a preliminary study that researchers have carried out with the results of initial observations at the District Tourism Vocational School. Siak pointed out that vocational school teachers' continuous professional development is carried out independently. In general, activities for the professional development of vocational school teachers include :

- (1) Develop all learning and student assessment tools
- (2) Participate in collective functional education and training, such as IHT, various workshops, educational training, MGMP and seminars in line with the profession;
- (3) Creating various written works in the form of modules, books and research (can be in the form of journals and articles) as well as implementing class actions (PTK);
- (4) Carrying out reflections on students' learning processes with colleagues by the curriculum and syllabus; And
- (5) Collaborate with colleagues to share information regarding the latest materials for implementing the latest education related to the latest curriculum, learning and assessment systems for students.

Not a few teachers complain about the lack of opportunities for teachers to take part in government training in soft skills training facilitated by the government. Various professional development activities for vocational school teachers in the district. Siak is implemented independently and is not well planned, even though the school has various work units according to the needs of the Vocational School which functions to coordinate the professional development of each continuous skill for the Vocational School teachers (Sandak, AK 2020). The results of studies from various literature sources regarding the continuous professional development of

vocational school teachers can be formulated into 5 (five) dimensions of theoretical constructs for continuing professional development activity instruments for vocational school teachers, including :

- (1) Learning development and assessment,
- (2) Education and training according to field,
- (3) Conducting scientific publications,
- (4) Have publications of innovative works,
- (5) Implementation of reflection and collaboration.

The results above went through a validation test stage by experts who provided the same assessment regarding the construct of continuous professional development activities for vocational school teachers. The theoretical construct dimensions of the instrument prepared are considered to represent all activities for developing vocational teacher indicator assessments. The research experts provided several inputs on the items of the Vocational School teacher professional development activity instrument which had been prepared according to each indicator. The reality obtained is that there are still several instrument items that still overlap each other / are wrong or even similar in one dimension so several instrument items that have been created must be corrected. The results of the experts' final assessment of the instrument items that had been created and revised showed that the instrument was generally adequate for use in terms of grammar and writing in general. Experts found that the language used was quite communicative and easy to understand. Apart from that, vocational school teacher experts made various contributions to the instruments used, including refining the indicators and assessment criteria to make them clearer, more functional, easier for users to understand and less confusing. In general, it can be said that the self-assessment instrument developed based on empirical studies is suitable and can be applied to the ongoing practical professional development of vocational school teachers. The development of assessment tools for vocational school teachers includes the suitability of topics and indicators, indicators with latent construct dimensions, and the use of written-based language that is more communicative, reasoned and easy to understand.

## **CONCLUSION**

Based on the results of the research that has been carried out, several things can be concluded as follows:

1. Based on the results of the quantitative analysis, it can be said that the vocational school teacher self-assessment instrument developed based on empirical studies is feasible and can be applied as a source of sustainable professional development. The development of vocational school teacher assessment tools includes suitability between instrument items and indicators, indicators with latent construct dimensions, and the use of language that is more communicative and easy to understand.
2. Based on a literature review regarding the continuous professional development of vocational school teachers, five dimensions can be formulated that form the theoretical structure of teachers' continuous professional development tools, namely:
  - (1) learning development and assessment, (2) education and training according to the field, (3) carrying out scientific publications, (4) publication of innovative work, (5) implementation of reflection, and collaboration.

Based on the research results, discussions and conclusions that have been discussed in this research, the suggestions from researchers are as follows:

1. To develop a perception development assessment tool, the teacher/evaluator must create a grid of perception development assessment tools based on the level of ability/skill in perception development. In addition, the teacher/assessor creates worksheets for students based on the parts of the assessment tool that have been prepared. Finally, the teacher/evaluator analyses the results of the students' answers.
2. Assessment results analyzed in terms of perceptual development means describing the results of the teacher's answers and then interpreting them so that teachers/assessors can make conclusions and recommendations, especially for PPI team members.

## **CONCLUSION**

Based on the result of analysis, this study found that there were three types of consonant clusters pronounced incorrectly by the participants such as eight types of incorrect consonant clusters that were pronounced by students such as [ʃr], [θr], and [sk]. Meanwhile, there were five types of consonant clusters pronounced correctly by the participants such as [br], [spl], [skr,] [skw], and [ksp]. It can be concluded that Indonesian EFL students are

challenged to pronounce English words as accurately and as well as possible but face many difficulties in the process. There are many vowels as well as consonants that EFL students have difficulty pronouncing, therefore forcing them to switch to easier versions of phonemes they can perceive. Of course, several factors influence this phenomenon, namely the influence of the mother tongue, exposure to the target language, and such biological factors.

All these factors contribute to one's accurate pronunciation of English words. Therefore without eliminating these factors the chances of imitating the native-like pronunciation are less. This article also covers the instruments or media used by Indonesian language researchers to monitor the pronunciation of their research subjects. It turns out that most of them rely on their perceptions of understanding English, and of course not all of their perceptions are correct, this is what makes EFL students experience difficulties, the factors that make it difficult for students to understand or find it difficult to pronounce English sentences, namely they usually do not understand about phonetic, why is that?

Because from students who understand phonetics will learn about the science of studying sound, and how to produce sounds from a letter, they will understand every letter in a word, and by studying phonetics and phonology it will make it easier for them to pronounce letters. Letters or arrangement of letters in English because as we know the arrangement of letters in English is indeed very different from Indonesian, in Indonesian many words are arranged with rare clusters in them because Indonesian prefers words with simple word arrangements. Meanwhile, in English, we can find a lot of words that have clusters. The problem is why it is difficult for EFL students to pronounce words in English.

The result of this study is to find out the reasons for what makes EFL students experience difficulties in English pronunciation, especially in the pronunciation of consonant clusters. Using a phonetic Cambridge dictionary, researchers find pronunciation error made by some students. After knowing this, this research concludes that students do not understand phonetics and phonology and this research may be a reference for students and teachers to understand phonetics and phonology when studying English pronunciation, because this is very important as a foundation early in learning English pronunciation, from the teacher's understanding of phonetics and phonology maybe this will be more effectively used during class presentations because that way students will know what an error they made.

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