

EVALUATION OF THE COMPETENCY CERTIFICATION PROGRAM OF THE NATIONAL PROFESSIONAL CERTIFICATION BOARD IN VOCATIONAL HIGH SCHOOL

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Abstract

Globalization has demanded the competence of qualified Vocational High School graduates so that teachers must also have certification competencies. Therefore, the purpose of this study was to obtain the results of the evaluation of the competency certification program from the National Professional Certification Board for teachers. The research method uses qualitative through the CIPP model (context, input, process, and product). The research was conducted at a State Vocational High School in Bekasi. Sample selection was done using the purposive sampling technique. 15 participants were consisting of school principals and teachers. Data collection techniques using observation, interviews, and documents. The data analysis technique consists of the stages of data collection, data reduction, data presentation, and concluding. The data findings conclude that the teacher competency certification program in schools has been carried out according to the needs of education in vocational schools and the development of graduate demands. In the context aspect, it is concluded that the implementation of certification is carried out by the standard rules set by the government. In the input aspect, it is concluded that the National Professional Certification Board has qualified human resources by the scientific field. In the process aspect, it is known that the implementation of competency certification has been carried out under the operational standards owned by the institution. In the product aspect, it shows that teachers in vocational schools have competencies that can balance the needs of the industrial world for graduates.

Keywords: *Competency, Certification, CIPP, NPCB, Vocational School*

INTRODUCTION

Globalization demands the competence of qualified Vocational High School graduates so that teachers must also have certification competencies to be able to produce graduates who have competencies relevant to the development of science and the needs of the industrial world. Moreover, vocational schools have different orientations in producing graduates. Moreover, the era of technology and industry 4.0 provides a very big challenge for vocational education providers. A study examining the history and challenges of vocational

schools shows that the development of vocational education was changed in 2008. The Indonesian government changed the ratio of senior secondary: vocational schools from 70% : 30% to 30% : 70%. The establishment of new schools is not matched with a feasibility study, so it is difficult for graduates to find work. The study approaches tend to be theoretical and less relevant in the labour market. In addition, 74% of students feel bored while studying because of the many social lessons. Some of the challenges faced were inadequate facilities, teachers and industrial support. However, clear regulation of the role of industry is an important solution. Strong industrial support can be applied and Vocational School graduates have competencies that are by the needs of the job market (Suharno et al., 2020).

In addition, vocational education plays an important role in increasing the proportion of citizens participating in the workforce by replacing foreign workers (Wilkins, 2002). Thus, teachers as one of the important actors in producing quality graduates in vocational schools and can be absorbed by industry must have certified competencies. Teachers also have a significant influence on student achievement (Bakar, 2018). This means that teacher competence is very important in the future in the educational process (Urunbassarova et al., 2014). Other studies also show that competency certification tests through LSP in vocational schools in terms of context, input, process and product are appropriate so that they can meet the needs of vocational education (Budiyanto & Suyanto, 2020) so that the competence of ideal vocational teachers can be met such as competence pedagogic, mastery of envy and vocational knowledge, collaboration with industry and entrepreneurship. However, Kusumawardhani (2017) shows that there is no strong evidence about the effectiveness of certified teachers on student learning outcomes and teacher performance. The difference in the results of this study is caused by differences in the context of the problems that occur. Teachers should also receive training that can improve their competence (Wahyuni et al., 2020). Thus, instructional education in vocational education can be structured according to needs (Deutscher & Winther, 2018).

Several previous studies provide an overview of the importance of teacher competence in vocational schools that can meet the needs of fulfilling vocational school graduates that are directly proportional to industry. Moreover, the development of human life continues to grow and the era of globalization that demands increasingly quality human resources. Currently, teachers in vocational schools must have certification from an official certification body. The government has recognized the certification competency standards that must be owned by teachers in vocational schools. However, in practice the teacher competency certification process still faces problems.

The results of the study from observations in vocational schools in Bekasi Regency show that the problems faced by Vocational Education today are the lack of educators or vocational teachers who have qualifications according to their majors and certified competencies. In the Bekasi district, there are 15 State Vocational High Schools and only 6 State Vocational Schools that already have a Professional Certification Institution (PCI) license. This means that many state vocational school teachers in the Bekasi district do not yet have a competency certificate from the National Professional Certification Board. It is concluded that it is necessary to improve the quality of teachers so that they have qualifications by the majors and certificates of competence from the National Professional Certification Board. Science and testing methods must be improved along with the development of the industrial revolution 4.0 era.

This research is focused on evaluating competency certification from the National Professional Certification Board for teachers. The pilot project of this research was carried out in one of the State Vocational Schools at Babelan. Because it is one of the schools appointed by the Education Office represented by the West Java Regional III Branch Office in carrying out certification activities under the auspices of the National Professional Certification Board, because at that time not all State Vocational Schools in Bekasi Regency had an PCI license from the National Professional Certification Board. In addition, the school often wins academic and non-academic championships from the Regency to the National level even though it is located in the northernmost Bekasi Regency. This is what makes researchers interested in knowing more deeply about program evaluation with the CIPP model (Context, Input, Process, Output) on the National Professional Certification Board competency certification for vocational teachers in improving the quality of education at vocational school to run effectively.

From the focus of this research, it presents a different evaluation concept from previous research, because the orientation is directed at the framework of state Vocational School at Babelan in improving teacher certification competencies and also as a school that has an PCI license from the National Professional Certification Board. So, the purpose of the study was to obtain the results of the evaluation of the competency certification program from the National Professional Certification Agency for teachers in Vocational High Schools. The results of this study are expected to provide benefits to the framework for improving the quality of the implementation of vocational school teacher competency certification so that the implementation of education in vocational schools can produce graduates who are qualified and relevant to changes in human life or technological advances.

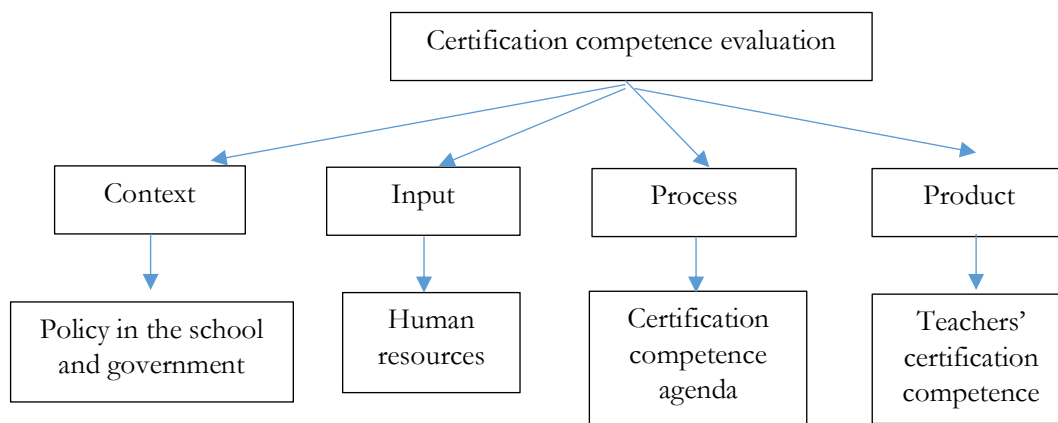
METHOD

The research method used qualitative through the CIPP model (context, input, process, and product). In qualitative research, the researcher addressed a research problem in which the variables were unknown and require exploration. The key concept, idea or process studied in this type of research is the central phenomenon. This type of research views something as a central phenomenon that needs to be explored and understood (Creswell, 2012). The method was evaluated using CIPP (context, input, process, and product). In the CIPP model, the core concepts of the model were context, input, process, and product (L.Stufflebeam & L.S.Coryn, 2014). This research was conducted at a State Vocational High School in Babelan. Sample selection was done by the purposive sampling technique. The number of participants as many as 15 people consisting of principals and teachers. Data collection techniques used observation, interviews, and documents. The data analysis technique consisted of the stages of data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

The results of the data analysis of the Strategic Plan of the Ministry of Education and Culture concluded that the academic qualifications of teachers in vocational schools have reached the target for academic qualifications, but competency certification qualifications are still low. The 2015-2019 Strategic Plan data

at the Directorate General of Teachers and Education Personnel shows that 50% of teachers in state vocational schools have been certified and 28% in private vocational schools. However, in the data document, the competency certified teacher at one of the State Vocational Schools in Babelan is 60%. This is in line with the data from observations to the school. Schools always encourage teachers to improve their professional competence qualifications. While the results of the interviews were analyzed and made in the following framework:



Graph 1. Framework for Evaluation of Competency Certification Program from the National Professional Certification Board for Teachers

Graph 1 shows that the context in the implementation of competency certification for teachers from the National Professional Certification Board has been by the background needs of the implementation of vocational education. School policies related to the obligation of teachers to have certification competencies by their scientific standards refer to government regulations related to the implementation of vocational education and also the needs of the current business world. Therefore, the school cooperates with the National Professional Certification Board to become one of the schools that has an official license from the implementation of competency certification for teachers in vocational schools. So, from the context aspect, it is concluded that the implementation of certification is carried out by the standard rules set by the government.

In the input aspect related to human resources involved in implementing the competency certification program from the National Professional Certification Board, namely teachers at state vocational schools in Babelan, trainers for competency certification programs, and stakeholders in schools. The human resources involved are parties who have an interest in this competency certification program, especially for teachers who must have certification competencies through the Professional Certification Institute. From the provision of human resources involved in this program, they have met the procedures and standards for the implementation of the competency certification program. So, the input aspect is concluded that the National Professional Certification Board has quality human resources by their scientific fields.

In the process aspect, it has been shown that the activities carried out in the competency certification program are carried out in a structured manner. The school always announces to the teachers the agenda for the competency certification test. The implementation of this program is by the regulations of the National Professional Certification

Board. So, the process aspect is concluded that the implementation of competency certification has been carried out by the operational standards owned by the institution.

Meanwhile, in the product aspect, teachers of state vocational schools in Babelan have competency certifications according to their knowledge and the needs of education in schools. However, this has not been achieved 100%. From document data in schools, it shows that there are still 40% of teachers who do not have competency certification. From the results of interviews with teachers who have not been certified, it is concluded that they still have difficulty mastering the training materials provided so during the implementation of the competency certification test they still fail. Teachers who fail to get competency certification from the National Professional Certification Board are teachers who have been teaching for a long time and are older than teachers who pass the competency certification program. So, from the product aspect, it is concluded that teachers in Vocational School have competencies that can balance the needs of the industrial world for graduates.

Efforts to improve the qualifications of productive teachers such as increasing certified competence have been carried out by schools and the government has also stated in the existing policies in Law Number 20 of 2003 Article 40 concerning educators and teaching staff who are obliged to have a professional commitment to improving the quality of education. In implementing the obligations of educators in improving the quality of education, educators/teachers must always train their skills so that they are not left behind by technological developments and times. Especially for educators who are in vocational education institutions or vocational high schools. Vocational education today must prepare students to become workers who are by the needs of the industrial world.

To create graduates who are ready to enter the world of work, the government issued a policy through Presidential Instruction Number 9 of 2016 concerning the revitalization of vocational schools, it is hoped that all vocational schools in Indonesia in the future can produce graduates who are competent and ready to work as needed. The Ministry of Education and Culture established a work unit for the Directorate of Vocational Development. Vocational coaching support is given to all fields starting from the revitalization of vocational schools, namely the addition of programs in vocational schools. In improving the governance of vocational school students on graduate certification and job improvement, a competency certification training program was built for teachers in vocational schools. Although the results of the study show that the training provided does not guarantee an increase in teacher competence because of many factors that influence it (Seferoglu, 2004).

Moreover, the teaching profession is professional with the main responsibility of educating, teaching, guiding, directing, training, assessing, and understanding students. Teachers are the main pillar in ensuring the quality of education in every country. Therefore, teachers are required to be professional by meeting certain competencies and gaining recognition as educators through certifications such as teacher certification (Fildzah & Widyastono, 2020). This means that the teacher certification program for teaching influences their professional development (Sisman, 2014).

The obligation of educators, especially teachers in vocational schools, in improving the quality of education is to always train their skills so that they are not left behind by technological developments and times. The Indonesian government also answers this challenge by creating an independent institution called the National Professional Certification

Board. come from job training graduates or work experience by Article 18 paragraph (5) of Law Number 13 of 2003 Article 18 paragraph 5 concerning the establishment of an independent national professional certification body as referred to in paragraph (4) regulated by Government Regulation no. 23 of 2004 concerning the National Professional Certification Board Teachers who have competency certificates are expected to be able to support the success of improving the quality of education in vocational schools

CONCLUSION

From the research data, it is concluded that the implementation of the competency certification program in one of the state vocational schools in Babelan has been carried out by the educational needs in vocational schools, the development of graduate demands and the procedures for implementing the program have also been carried out very well. In addition, the procedures used by the school have followed the rules in the Professional Certification Institute. The procedure also still refers to the existing regulations in the National Professional Certification Board. The school follows all regulations that have been set by the National Professional Certification Agency. The shortcomings found in this competency certification program are that the achievement of teachers who have competency certification is not yet 100%. Therefore, the results of this study provide recommendations to schools to encourage teachers to take competency certification tests and provide motivation through training programs for mastery of test materials.

The results of this study have implications for the achievement of graduates from one of the state vocational schools in Babelan which are by the needs of the business world. The graduates also have competencies that are relevant to the development of science and technological progress. However, research studies are still limited to evaluating the competency certification program from the National Professional Certification Board. Thus, research results can still be developed to determine the impact of the competency certification program on student learning outcomes.

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