

# Improving Teacher Competence Through Curriculum Alignment Training Programs and Competency Tests for Prospective Assessors PT. Daihatsu at Islamic's VHS 1 Blitar

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## Abstract

A teacher is required to be able to develop competence and update the latest information technology. One form of technology update that can be done by teachers is participating in training programs.. This research uses a qualitative approach by carrying out the type of case study research. The results showed that training planning can be done in several stages. The first stage is the administrative and scheme preparation stage carried out by the committee together with representatives from PT Daihatsu East Java. The implementation of training begins with the socialization of the industrial curriculum, in this program teachers are introduced to industrial competencies which are used as material for curriculum alignment. The next training is the assessment of prospective competency test assessors. The process of becoming a competency test assessor involves several important stages. Prospective assessors must take part in training and examinations organized by PT Daihatsu in the Pintar Bersama Daihatsu (PBD) program. The final result of the assessment of prospective assessors is proven by an assessor certificate that can be used to guarantee the quality of student graduation when conducting competency tests at school.

**Keywords:** *Training; Curriculum Synchronization; Assessor Candidate Assessment*

## Introduction

Vocational High School (VHS) is a formal educational institution at the secondary level that has the task of preparing graduates to have the ability to work in the field of work in accordance with the expertise program taken (Dardiri, 2012). VHS According to the Directorate of Vocational Education, the objectives of VHS graduates are: (1) enter the workforce and develop a professional attitude; (2) be able to choose a career, compete, and develop themselves; (3) become a middle-level workforce to fill the needs of the business/industrial world; and (4) become a productive, adaptive, and creative workforce (Sampun et al., 2017).

However, VHS currently has a negative image in the community. This is evidenced by data that has been described by the Central Statistics Agency (BPS) in 2022 which states that VHS graduates occupy the first level in the open unemployment rate (BPS, 2022). BPS data for 2020-2022 states that 10.38 percent of the 135.61 million VHS graduates contributed to the open unemployment rate in Indonesia. The data results show that VHS graduates get many job opportunities, but cannot be absorbed in these formations.

One of the factors that has a role in the success of education in VHS is a teacher (Sakti, 2020). In the standards of educators and education personnel which are regulated in Permen No. 16 of 2007 (2007) relating to the standards of academic qualifications and teacher competencies which contain criteria for pre-service educators and physical and mental caliber, as well as educators in positions, educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to

realize national education. Teachers are educators who have an important role in the learning process and the development of the younger generation (Azura et al., 2022). They have the knowledge, skills, and experience to teach and guide students in achieving their maximum potential. Teachers are not only tasked with delivering subject matter, but also being role models, caregivers, and motivators for students (Mamlakah, 2023).

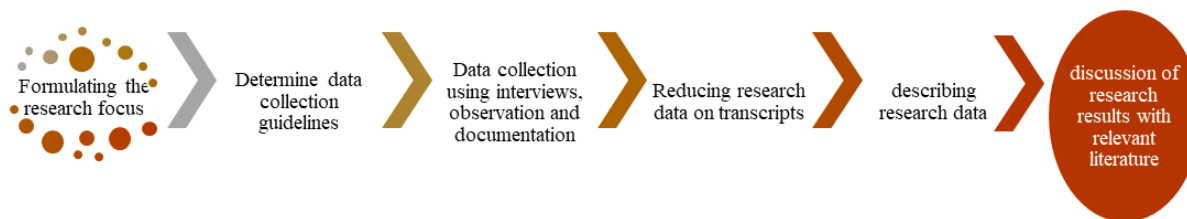
One form of competency improvement for VHS teachers is participation in vocational training programs. Education and training or known as training is a component of an element of human resource development that aims to support technical capabilities (Zakaria, 2005). According to Siswanto, (2017) The design of the training program consists of; (1) curriculum schemes that are in accordance with technological developments, (2) teaching materials used in training subjects, (3) supporting facilities and infrastructure, and (4) training operational funds.

Initial data research conducted by researchers using the interview method conducted by the Head of the Light Vehicle Engineering Expertise Program on October 07, 2022 at Islamic VHS 1 Blitar that there is an implementation of the Light Vehicle Engineering Teacher Education and Training (Pusdiklat) program at Islamic's VHS 1 Blitar and competency tests as for TKRO teacher participants who take part in the training program, among others: (1) Islamic's VHS 1 Blitar, (2) State VHS 1 Kediri City, (3) VHS PGRI 1 Ngawi, (4) VHS Yosonegoro Kab. Magetan, (5) VHS Muhammadiyah 2 Genteng Kab. Banyuwangi, (6) VHS PGRI 1 Mejayan Kab. Madiun, (7) State VHS 11 Malang City, (8) VHS Bendo Kab. Magetan, (9) VHS Dwija Bakti 2 Kab. Jombang, (10) VHS Yasmu Manyar Kab. Gresik, (11) State VHS PGRI Somoroto Kab. Ponorogo, (12) VHSN 3 Boyolangu Kab. Tulungagung, (13) State VHS Purwosari Kab. Pasuruan, and (14) State VHS 2 Jember Jember City. Based on the initial data, the purpose of the research contained in this article can be formulated, including: (1) describe the preparation for the implementation of training and competency tests, (2) analyze the implementation of training on curriculum alignment of PT. Daihatsu, and (3) the implementation of competency tests for prospective standardized assessors of PT. Daihatsu.

## Method

This research on improving teacher competence through BNSP and Professional standardized training programs located at Islamic's VHS 1 Blitar uses a qualitative approach with a case study type of research. Research data were obtained using structured interview techniques, observation, and real documents in the implementation of the training program. The data sources in the study were: the principal of the curriculum section, practicum teachers or training instructors and participants from the training.

Research data analysis uses the credibility of triangulation of methods and data sources, then the results of the data are presented in the form of transcripts to be further reduced and discussed. The reduced data is then discussed with literature review and theories that support the results of research on improving teacher competence through BNSP standardized training programs and BNSP competency tests located at Islamic's VHS 1 Blitar. The steps in this research are described in Figure 1.



*Fig. 1. Flow of Research Implementation on Improving Teacher Competence Through the Curriculum Alignment Training Program and Competency Test for Prospective Assessors of PT. Daihatsu*

## Results

The results of the study state that the implementation of improving the competence of industry-standard teachers is carried out with 2 schemes, the first scheme is a scheme related to the introduction of industrial curriculum and the second scheme is related to competency quality assurance in the form of industrial competency tests equivalent to BNSP P2 competency certificates. This research was conducted at the automotive competency test education and training center at Islamic's VHS 1 Blitar using observation, questionnaire, and documentation methods accompanied by workshop instructors and workshop assistants as well as several competency test participants. The research data obtained consisted of 3, namely: (1) description of training planning, (2) training implementation, and (3) industry standardized competency test.

A teacher is required to be able to develop competencies and update the latest information technology. One form of technology update that can be done by teachers is participating in training programs and technical guidance conducted by industry or other training institutions (Dzakiyyah, 2022; Oktafiani et al., 2022). Education and training is a process or activity that aims to change and improve individual abilities in terms of attitudes, intellectual understanding, and skills (Qamariyah & Nurhadi, 2021). In order to improve the qualifications of teaching staff, one of the steps that can be taken is through training and coaching programs in the field of education. This aims to improve the quality of teaching provided to students with a focus on achieving quality learning (Setiawati et al., 2021).

Based on the research results and expert findings, it can be formulated that the importance of a teacher participating in training and competency testing cannot be ignored as it has a significant impact on the quality of education and student development. Some of the reasons why this is so important are: (1) Improved Teaching Quality: through training, teachers can update their knowledge and skills in teaching. This allows them to use more effective teaching methods, the latest learning strategies and new educational technologies, which in turn can improve teaching quality; (2) Knowledge Update: the field of education is constantly evolving and changing. Through training, teachers can update their knowledge on the latest developments in education, research and curriculum. This is important to keep teachers relevant in teaching the latest materials; and (3) Increased Professionalism: Teachers who take training and competency tests are usually more highly regarded in the education community. They tend to be more valued by peers, parents and school leaders. In order to achieve quality education and prepare students for a successful future, it is important for teachers to continuously develop themselves through training and competency testing. This will help ensure that teachers remain competent, relevant and able to provide the best education to their students.

## Discussion

### ***Training Planning and Competency Test***

As for the planning of training, several stages can be carried out. The first stage, is the stage carried out by the training activity committee formed between Islamic's VHS 1 Blitar teachers together with representatives or instructors from PT Daihatsu East Java. As for what the committee prepared, among others: technical guidelines for the implementation of training, determining the time of implementation, conducting training implementation schemes and determining standardization of implementation procedures and competency test venues. Further preparation is carried out by competency test participants, competency test participants register on the registration link provided by the committee then used as material to prepare the equipment and administration needed in training and competency testing. Preparation of the PT. Daihatsu Class curriculum training administratively, the documents that must be prepared by participants are: (1) National curriculum, (2) work program document of light vehicle engineering department, and (3) school self-reflection document.

Preparation is a pre-implementation activity carried out by someone to complete, prepare all forms of both administration, equipment, technical guidelines and instruments before the program runs (Dzakriyyah, 2022; Setiawati et al., 2021). The importance of someone in organizing a program to prepare as well as possible, it aims to ensure smooth implementation (Romadin, 2018; Ulwiyah, 2018; Yoto & Widiyanti, 2017). Preparation of a program is the steps that need to be taken before the program can be run successfully. This preparation is important to ensure that the program runs well and achieves the desired goals.

Computer exam preparation that must be prepared by participants include: (1) self-preparation in deepening the ukom material and (2) the completeness of equipment documents that participants must bring, among others: a minimum diploma of D3, a letter of recommendation from the LSP at the school level, a certificate of training competence owned, bringing scheme documents and SKKNI, 4x6 photos, and stationery. According to Ahmad et al., (2020); Alfiah et al., (2021); Maryanti & Apriana, (2019); Yuana, (2020) stated that teacher competency test preparation can be interpreted as steps that need to be taken by schools or educational institutions to ensure that teachers have qualifications and abilities in accordance with established standards. This is an important part of efforts to improve the quality of education. The following are some of the steps usually involved in teacher competency test preparation: (1) Developing competency standards, (2) Developing competency test instruments, (3) Scheduling competency test sessions and locations, (4) Announcing competency test results to teachers. Announcing competency test results to teachers who have taken the test.

### ***Implementation of PT. Daihatsu Classroom Curriculum Training***

The implementation of the training began with the socialization of the industrial curriculum in the industry's Corporate Social Responsibility (CSR) program entitled Pintar Bersama Daihatsu (PBD). The materials presented at the training include: (1) socialization of the new Pintar Bersama Daihatsu (PBD) curriculum which was carried out 6 hours of material, (2) preparation and alignment of vision, mission and objectives which was carried out 4 hours of material, (3) analysis of the structure of the new PBD curriculum which was carried out 4 hours of material, (4) analysis of Learning Outcomes (CP) which was carried out 4 hours of material, (5) analysis of the Flow of Learning Objectives (ATP) carried out 4 hours of material, (6) analysis of the school education calendar carried out 4 hours of material, (7) analysis of teaching modules carried out 6 hours of material, and (8) analysis of Minimum Competency Standards (SKM) carried out 4 hours of material. The implementation of the training includes material

presentation activities carried out by instructors from PT Daihatsu and continued with independent assignments for participants. Figure 1 describes the atmosphere of the implementation of PT Daihatsu's training at Islamic VHS 1 Blitar.



Fig. 2. Implementation of PT Daihatsu Competency Introduction at Islamic's VHS 1 Blitar

The success of VHS in channeling graduates to industry is influenced by curriculum implementation in vocational school education units (Wheelahan, 2015; Yoto & Marsono, 2019). The VHS curriculum must be updated and adaptable to the current developments (Billett, 2011, 2020; Romadin et al., 2022; Sharma, 2012). Curriculum synchronization is a learning plan that combines various subjects, designed and implemented in the learning process, both focusing on theory and practice (Barnes, 2015; McPhail, 2018). Curriculum synchronization is the process of regulating and adjusting the curriculum in an education system so that it runs in line or in harmony with educational objectives, competency standards, learner development, and adjusting industry needs (Hammond, 2017; Hipkins et al., 2014; Scott, 2015).

Based on the description of expert opinion, it can be formulated that it is important for the VHS curriculum to continue to update and develop in accordance with the demands of the times. The mirror of the VHS curriculum is the competence and development of the industrial world, so it is very necessary for VHS to continue to develop curriculum synchronization programs. If the research results are aligned with the expert opinion above, it is appropriate and should be done. The final output of the implementation of the training includes certificates and the results of the alignment of the industrial class curriculum assisted by PT Daihatsu. The results of activities in the preparation and alignment of the industrial class curriculum competency points that must be emphasized are described in table 1.

Table 1. Results of Curriculum Alignment for Industry Classes Assisted by PT. Daihatsu

No	Curriculum	Recommended curriculum	Time Allocation
1	Physical Education, Sports & Health	Physical Education, Sports & Health and Physical Test Materials Recruitment	216 hours taken in 5 semesters
2	Indonesian History	General History, Automotive History and PT ADM history	144 hours taken in 4 semesters
3	Art	Arts and Industrial Culture	72 hours taken in 2 semesters
4	Periodic Vehicle Maintenance	Light Periodic Vehicle Maintenance up to 20,000 KM	72 hours taken in 2 semesters

No	Curriculum	Recommended curriculum	Time Allocation
5	Periodic Vehicle Maintenance	Light Periodic Vehicle Maintenance up to 20,000 KM	36 hours taken in 1 semester
6	Extracurricular material deepening	a. Safety Man b. Fundamental Skill c. Tools and Measure Skill d. Extra Curricular Vocational Mechanic Candidate: <ul style="list-style-type: none"> <li>• Management laboratory</li> <li>• Appropriate internship material Place of internship</li> <li>• Worksheet material</li> <li>• Skill Contest Material PT Astra Daihatsu Motor</li> </ul> e. Extra Curricular Vocational Manufacture: <ul style="list-style-type: none"> <li>• Management of Manufacturing Industry.</li> <li>• Industry Character (ADM Man)</li> </ul> f. Extracurricular Vocational Entrepreneurship: <ul style="list-style-type: none"> <li>• Enterprise Management</li> <li>• Residential Business Mapping</li> <li>• Opening a small business</li> </ul> g. Vocational Extra-Curricular Continuing Education: <ul style="list-style-type: none"> <li>• College Management</li> <li>• Mathematics</li> <li>• Physics</li> <li>• Chemistry</li> <li>• English</li> </ul>	Timing and duration of the hours are at the discretion of the host school

Table 1 explains that there are curriculum contents that must be included and developed in the national curriculum, namely: (1) in the general group there are subjects of Physical Education, Sports & Health, and Indonesian history; (2) in the vocational group there are basic periodic maintenance, and advanced periodic maintenance; and (3) deepening of skill competencies in extracurricular activities.

### ***Implementation of the Assessment Competency Test for Prospective Assessors***

The process to become a Competency test Assessor involves several important stages. Prospective Assessors must take part in training and examinations organized by PT Daihatsu in the Pintar Bersama Daihatsu (PBD) program. The Competency Assessor training lasts for 4 days and is guided directly by an Assessor instructor appointed by PT Daihatsu. During this training, prospective assessors will understand their role and learn about the assessment process. One of the important components of this training is the creation of the Competency Test Material (MUK), which consists of 23 documents containing various information such as registration form, assessee and assessor agreement, observation support checklist, written test questions and answer sheets, assessor recommendation, and so on. After completing the MUK, prospective assessors will receive a training certificate.

According to Brockmann et al., (2008) related to the importance of the implementation of competency tests for prospective VHS graduates, so that a teacher as an examiner must also conduct a Candidate Assessor Assessment both organized by certification bodies and industry. According to Saroni (2017), certification is a competency evaluation process that aims to obtain recognition of the ability to carry out tasks. The skills competency test is a step taken by someone to obtain proof of certification related to their ability and knowledge in carrying out work (Mulder, 2019; Paramita, 2012; Rangriz & Soltanieh, 2015). The description of the expert's opinion can be formulated that the assessor of the VHS student competency test must also be awarded a competent predicate in testing. One way for prospective assessors to get a competent

predicate is to take part in the Assessors Candidate Competency Test program organized by a credible and trustworthy institution, namely PT Daihatsu.

In participating in the Competency Assessor Candidate Assessment (ACA), there are two requirements that must be met by prospective assessors. First, teachers must have a training certificate that has been issued by PT Daihatsu. Second, they must get a recommendation from the school management. The Competency Test Site (TUK) is determined by PT Daihatsu at the workshop of Islamic's VHS 1 Blitar. During the ACA exam, the candidate assessor will guide the assessment registration process, test the assessment according to the relevant competencies, and provide recommendations based on the assessment results. After that, the prospective assessor will receive a "Competent" or "Not yet Competent" recommendation from the Master Assessor Examiner. By successfully passing all of these stages, the prospective assessor will receive a Competency Assessor Certificate issued by PT Daihatsu. This certificate is proof that they have met the requirements to become an assessor who can conduct competency assessments in accordance with applicable standards.

In order to guarantee the quality of human resources in education, teachers must have a certificate of competence to become an assessor at a school-level certification body (Frovihandika et al., 2020). LSP is a trusted competency test institution in recognizing the competencies possessed by VHS graduates (Batubara, 2017). According to Otchia & Yamada, (2021) competency certification is only valid if it is carried out in an industry or training institution that has received accreditation. The aim is to ensure that competency certification participants meet the set quality standards. Therefore, the certification process must be carried out in a laboratory or workshop that has been accredited by the organization that manages the certification (Norcini et al., 2013; Redinger & Levine, 1998). Competency certification is organized through a number of assessment methods that include knowledge exams, practicums, and individual ability assessments, or through portfolio collection (Sensuse et al., 2018). Based on the results of research and expert opinion, it can be formulated that the obligation of a teacher to have expertise as an assessor at a school certification body, which aims to ensure the quality of graduate quality. Certification of the competence of prospective assessors is obtained by teachers in certification programs organized by industry and other trusted institutions. The form of competency testing for prospective assessors is carried out by direct practicum simulations and students become the subject of the test, the implementation is described in the figure below.



*Fig. 3. Assessment Process of Prospective Assessors*

## Conclusion

A teacher is required to be able to develop competence and update the latest information technology. One form of technology update that can be done by teachers is participating in training programs. One example of training conducted by automotive light vehicle engineering teachers in East Java province is the training on curriculum alignment and competency testing for PT Daihatsu assessor candidates which took place at Islamic's VHS 1 Blitar. The results showed that training planning can be carried out in several stages. The first stage, is the stage carried out by the training activity committee formed between the Islamic's VHS 1 Blitar teacher together with representatives or instructors from PT Daihatsu East Java, which is prepared by the committee, among others: technical guidelines for the implementation of training, determination of implementation time, implementation scheme and competency test venue. Further preparation is carried out by competency test participants, competency test participants register on the registration link provided by the committee and then used as material to prepare the equipment and administration needed in training and competency testing.

The implementation of the training began with the socialization of the industrial curriculum in the industry's Corporate Social Responsibility (CSR) program entitled Pintar Bersama Daihatsu (PBD). In this program, teachers are introduced to industrial competencies that are used as material for curriculum alignment. The position of PT Daihatsu competencies in the national curriculum as a sharpening of material and development of material applied in schools, as well as the cultivation of work culture that has been applied by PT Daihatsu. The next training is the assessment of prospective competency test assessors. The process of becoming a competency test assessor involves several important stages. Prospective assessors must take part in training and exams organized by PT Daihatsu in the Pintar Bersama Daihatsu (PBD) program. The Competency Assessor training lasts for 4 days and is guided directly by an Assessor instructor appointed by PT Daihatsu. The final result of the assessment of prospective assessors is proven by an assessor certificate that can be used to guarantee the quality of student graduation when conducting competency tests at school.

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