

Evaluation of Vocational Certification Program for Vocational High School Students through Professional Certification Institutions-P1 Ceramic Craft, Textile Craft, and Wood Craft Expertise Competencies

Juairiah Majid¹, Edi Harapan², Heri Setiyo Nugroho²

¹SMK Negeri 2 Kayuagung, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia, Indonesia

Corresponding author e-mail: juairiahmajid45@guru.smk.belajar.id

Article History: Received on 24 July 2024, Revised on 30 November 2024

Published on 30 December 2024

Abstract: SMK Negeri 2 Kayuagung is the only school in South Sumatra that has a department of creative ceramic crafts, creative textile crafts, and creative wood and rattan crafts located at Kapten Arsyad, Kedaton Village, Kayuagung City District, Ogan Komering Ilir Regency. This school has a professional certification institution, licensed P1 by BNSP, and has implemented a skills certification test program in each study program. The implementation of the Professional Certification program P1 aims to provide Work Competency Certification for students. This Work Competency Certification will affect the educational outcomes of students in the future. The purpose of this study program is to find out how. The implementation of the KKNII level II work competency certification program for the skills competencies of students in creative ceramic crafts, creative textile crafts, and creative wood and rattan crafts. This study program is descriptive qualitative with an evaluation method using the Context, Input, Process, and Product models. The CIPP method focuses on context and includes legal basis, vision, mission, and objectives. The inputs include students, educators, facilities and infrastructure, financing, curriculum, and assessors. The process includes registration, pre-assessment, and assessment, and the product includes reporting of results. The Job Certification Competency Program for Participant Education has a positive impact on participant skills.

Keywords: Certification, CIPP, Evaluation, Profession

A. Introduction

Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, therefore education is a foundation of life that must be built as well as possible. In general, education is a process of learning knowledge, skills, and habits carried out by individuals from one

generation to the next. This learning process is carried out through teaching, training, and research activities. This learning process is through teaching, training, and research. The existence of education can also increase intelligence, noble morals, personality, and skills that are useful both for oneself and the general public (Sitorus et al., 2022). The achievement of educational goals is very much determined by the educational institution in this case the educational unit, because education is one of the important factors in development in every country. Education is one of the most important things in human life (Fitri, 2021).

Education is a conscious effort made by someone to improve the potential abilities of students to become perfect human beings according to the goals that have been determined. Adjusting interests and talents with the work they do is also an effort to develop a career that more or less affects the quality and quantity of a person's work (Ritonga, 2022). As well as. Vocational education is also an education that aims to improve intelligence, knowledge, personality, noble morals, and skills possessed by students to live independently and be able to follow further education through their vocational program (Minister of National Education Regulation Number 22 of 2006). Vocational education is education to prepare people to focus on one field of work or one field of work over other fields of work (Rembang supu et al., 2022). The purpose of vocational education implies that vocational education, in addition to preparing superior and professional workers, also prepares students to be able to continue their education to a higher level through their vocational program or field of expertise.

The demand for quality improvement is a non-negotiable need for vocational education, along with the demands of an autonomous environment that has an impact on increasingly competitive school conditions, one of the school institutions that prepares its students to be able to dive straight into the world of work after graduating is vocational high school. Vocational high school is one of the levels of secondary education with the specialty of preparing its graduates to be ready to work (Sitanggang, 2020). Vocational high school is a secondary education that prioritizes the development of student's abilities and skills to be able to work in certain fields according to their competencies. Vocational high school as a vocational education institution aims to develop student's abilities to be able to work in certain fields, the ability to adapt the work environment, see job opportunities, and develop themselves in the future (Mahmudah & Baswedan, 2024), so that students have skills according to their field of expertise properly. Especially for vocational schools, the issues that are felt to be very important that have been initiated by the task force for the development of vocational education and training in Indonesia which are stated in the book "Skills Towards 2020" include the first is that industry will play an active role in the development of skill standards as teaching and learning materials, testing, and certification standards.

Both approaches, in addition to being implemented in vocational high schools, can also be implemented by vocational education and training institutions industrial training centers, or other related institutions. Third, industry will be involved at all levels in managing the system after which the development of vocational education and training. Fourth, the implementation of dual system education.

By the function of vocational high schools as educational institutions that produce workers who are ready to enter the world of work, vocational high schools graduates must be optimally prepared so that graduates have qualifications that meet the needs of the world of work. Integration of learning in vocational high schools requires more strategies or learning methods that support students to be able to develop their soft skills (Sutianah, 2021). For that reason, vocational education needs to get special attention from both local and central governments. In this context, the government has prepared the concept of “link and match” or “connectedness and equivalence” in the implementation of vocational education (Bukit, 2014).

Vocational high schools have a very important role in producing skilled workers who are ready to work with various expertise competencies and can follow the development of science and technology. The world of education must be able to condition learning that can produce graduates who can follow the development of science and technology and are equipped with good soft skills (Apriyani et al., 2020). Vocational education is expected to always be in symbiotic harmony with the needs of the world of work (Santika et al., 2023). The demand for quality improvement is a non-negotiable need for vocational education along with the demands of an autonomous environment that has an impact on increasingly competitive school conditions, community needs, and learning technology. The need for adequate educational facilities and infrastructure is one of the educational factors whose existence is very necessary for a quality educational process (Munthe & Mataputun, 2021).

The problem faced by national education, especially vocational education, today is that many vocational school graduates or alumni have abilities or competencies below the standards required in the business world and the industrial world. According to Indriani & Jahani (2024), the phenomenon that occurs is that vocational school graduates are one of the biggest contributors to the unemployment problem in Indonesia. Without community participation, the world of education will find it difficult to develop optimally. Vocational education produces graduates to prepare a trained and ready-to-work workforce. Murniati & Usman (2009) stated that in empirical reality, vocational schools have not been able to implement educational programs that can provide knowledge, skills, and experience to students so they are not yet able and skilled in doing certain jobs. One

of the implementations of the Vocational Competency Test the national exam as an indicator of the achievement of graduate competency standards (Akbar Al Maruf & Razilu, 2022). The skills competency test aims to measure students' competency achievement at a certain level according to the expertise competencies taken during the learning period at vocational high school. UKK is implemented by educational units in the form of practical exams that test aspects of knowledge, skills, and attitudes (Yahya et al., 2023).

The success of implementing competency tests in a school can be achieved if all aspects of the competency test have high-quality scores. Aspects of the competency test include context, input, process, and product aspects. The context aspect includes policies, objectives, demands for self-development, and opportunities for graduates of ceramic, textile, and woodcraft majors in the business/industry world as well as advances in science and technology. The input aspect includes human resource support, facilities and infrastructure, assessment tools, and competency test locations. The process aspect includes time allocation, work procedures, and implementation of competency test observations. The product aspect includes documentation or competency test results and competency certificates.

Based on the initial object that has been carried out by researchers at SMK Negeri 2 Kayuagung, Ogan Komering Ilir Regency, through interviews with competency assessors of ceramic craft, textile craft and wood craft departments in April 2024, it shows that there are still many problems that occur in the implementation of the vocational certification program, including 1) Tight competition in the labor market and the implementation of the ASEAN Economic Community, 2) there are still many alumni/graduates of vocational schools who do not get jobs according to their fields of expertise because the competencies of vocational school graduates are not all in accordance with the competencies needed by the business world/industry; 3) many graduates of vocational high schools have not taken the vocational certification test so that there are still limited graduates of vocational high schools who have nationally recognized competency certificates); 4) not many vocational high schools collaborate with the world of work industry in an effort to market their graduates; and 5) vocational certification test for vocational high school students in ceramic, textile and wood craft expertise programs has not been evaluated by the Professional Certification Institute-P1 in South Sumatra Province. This problem shows that there are indications that the implementation of vocational competency certification still has many shortcomings and needs to be evaluated. With evaluation, information, and conclusions are obtained about the success of an activity, and then we can determine alternatives and decisions for the next action (Phafiandita et al., 2022).

To improve the implementation of Vocational Competency Certification at SMK Negeri 2 Kayuagung, it is necessary to evaluate the implementation of the program activities to see and find out the extent of its success rate and to find out what shortcomings exist so that they can be improved in the implementation of Vocational Competency Certification in the future. By evaluating the Vocational Certification, it is hoped that it will be known how the process of implementing the vocational certification program that has been carried out will be able to produce SMK graduates who are intelligent, skilled, ready to work, and competitive in finding various job opportunities by their work competency standards, either by doing their entrepreneurship or becoming workers in the Business World/Industrial World. The evaluation is carried out to see and find out the level of conformity between the implementation of the program activities carried out by the school and the guidelines for the Implementation of Vocational Certification for SMK students. Evaluation of the assessment of the level of success of students in achieving the goals set in a program (Anwar, 2021). Related to this, the evaluation of a program must be able to produce problem-solving from existing deficiencies so that there will be a follow-up to improve the implementation or process in the future. Therefore, the researcher will study more deeply "The evaluation of Vocational Certification Program for SMK students through the Professional Certification Institute-P1 Competency of ceramic, textile and wood craft expertise at SMK Negeri 2 Kayuagung.

This research was conducted at SMK Negeri 2 Kayuagung because SMK Negeri 2 Kayuagung is a vocational school that has advantages in Ogan Komering Ilir Regency, one of which is being a Center of Excellence School. Another reason for choosing the title is because based on the results of observations, the school has implemented a professional certification competency test-P1 for the craft major.

B. Methods

This research was conducted at SMK Negeri 2 Kayuagung. In this study, the Principal of SMK Negeri 2 Kayuagung, the head of the professional certification institution, and the assessor of the ceramic creative craft competency test, the textile creative craft, and the wood and rattan creative craft. Additional informants in this study were the deputy head of public relations for facilities and infrastructure, teachers, and students. The research method used in this study is the qualitative phenomenological method. According to Iskandar (2013), qualitative research is research that adheres to the naturalistic or phenomenological paradigm about what is understood by the research subject, for example, behavior, perception, motivation, action, and others, holistically, and using description in the form of words and language, in a specific natural context and by utilizing various scientific methods. This study uses primary data sources and secondary data sources.

Primary data sources include the principal, head of LSP, and assessor test. Data collection in this study was collected through observation, interviews, and documentation. Fauzan & Djunaidi (2012): stated that the success of naturalistic research is very dependent on the accuracy and completeness of the notes compiled through observation, interviews, and documentation studies.

C. Results and Discussion

From the results of the research that has been carried out through the process of observation, interviews, and documentation studies, the researcher hereby tries to describe the research results based on the selected program evaluation model, namely Context, Input, Process, and Product (CIPP).

Context Analysis

The implementation of a student professional certification program needs to be implemented because it can see the level of student ability in their field of expertise and also the quality of education will be increasingly seen to increase. This is in line with or relevant to research Sudradjat & Amyar (2020) , the vocational competency test is part of the Government's intervention in ensuring the quality of education in vocational high school education units, for this reason, it is necessary to carry out a program evaluation to improve the quality of education. According to Munandar et al (2023) , the importance of evaluating educational programs emerged as a response to the community's need for quality education. Through evaluation activities, the advantages and disadvantages of the program being run can be identified, so that solutions can be formulated as appropriate follow-up actions (Santiyadnya, 2021).

The Vocational Certification Program at SMK Negeri 2 Kayuagung is implemented by the SKKN policy and guidelines issued by the Directorate of Vocational High School Development in 2021. The program involves the assessment of attitudes, knowledge, skills, and professionalism, ensuring educators meet the demands of the MEA era. As per opinion Kristian & Rahmat (2018) Professionalism is a need that can no longer be postponed, the increasing competition that is getting tighter in the era of globalization, and the need to improve the professionalism of a teacher. Professionalism is an attitude that must be possessed by an accountant because, with a professional attitude, accountants provide client trust and a good reputation for companies and accounting organizations (Salsadilla et al., 2023).

The first context evaluation in this study begins with evaluating the implementation of the internship. The activities carried out by the evaluator include assessing the needs, problems, assets, and implementation of internship at SMK Negeri 2 Kayuagung according to the competencies possessed, this is something that is the

basis for the implementation of vocational certification. The main point in the implementation of Vocational Certification, among others, aims to provide recognition of the competencies possessed according to their field of expertise and produce graduates who have competent and relevant knowledge and skills according to their competencies. This is also in line with the results of the research conducted by Astutik (2023) which states that the SMK student competency test is carried out to measure the achievement of student competencies at a certain level according to the expertise competencies taken during the learning period at SMK, concerning SKKNI and the development of the business world/industrial world. The expertise competency test results from students in creative ceramic, textile, and wood and rattan craft majors indicate their achievement of graduate competency standards. Recognizing these competencies can be achieved through vocational certification at SMK Negeri 2 Kayuagung. Graduates with these skills can work in industry, meet DU/DI needs, and meet the expectations of business actors or the industrial world. The experience of certification assessment can shape discipline, self-confidence, and respect for time.

Evaluation in the second context by assessing the determination of the objectives of the implementation of student certification at SMK Negeri 2 Kayuagung. Based on the Prakerin guidebook at SMK Negeri 2 Kayuagung for the 2023/2024 academic year. The objectives of student certification include (1) producing a professional workforce, namely a workforce that has a level of knowledge, skills, and work ethic that is by the demands of the job market.; (2) Strengthening the relationship of relevance and equivalence between SMK and DU/DI; (3) increasing the efficiency of the education and training process for professional quality workers; (4) providing recognition for the competencies possessed and (5) forming independent mindsets and behaviors that are by the main educational objectives of vocational high schools.

The study reveals that SMK Negeri 2 Kayuagung can fulfill the demand for SMK graduates' certification, following guidelines from PBNSP No. 1 of 2017. The existing school curriculum must adapt to modern developments to produce intelligent, skilled, and competitive graduates. The revised 2013 curriculum aims to produce reliable and professional workers, while the 2006 curriculum focuses on producing competent graduates for industrial competition. The evaluation aims to guide the implementation of vocational certification in ceramic, textile, and woodcraft competencies, ensuring the school's commitment to education. The third Context Evaluation is to assess the assets or resources of vocational certification. Vocational certification assets are capital that must be available in the implementation of student certification so that the implementation of student certification can run smoothly. Based on the evaluation results, show that several assets that are already available in the implementation of vocational certification at SMK Negeri 2

Kayuagung include Learning methods, adequate facilities and infrastructure, and conditions of competency test locations that already support the implementation of vocational certification.

SMK Negeri 2 Kayuagung is not fully implementing vocational certification assets due to a lack of socialization about the importance of recognizing competencies. The implementation of vocational certification aims to produce graduates with knowledge, competence, and relevant attitude skills for the business and industrial world. The final assessment assesses opportunities for implementing vocational certification in creative ceramic crafts, textile crafts, and wood and rattan crafts. Interviews with assessees, principal, assessor, and head of LSP SMK Negeri 2 Kayuagung show that vocational certification has utilized opportunities, aiming to bring about social change and provide convenience in applying for jobs based on students' expertise.

Based on the description above, the results of the context evaluation show that improvements are needed, including (1) adjusting the objectives of implementing vocational certification with the curriculum used; (2) the need for additional vocational certification assets in the form of analysis activities on the achievement of learning outcome competencies in schools as a basis for student activities during the implementation of vocational certification. This is intended so that vocational certification activities can run according to expectations.

Input Analysis

The input aspect in the implementation of vocational certification does not only come from within the students themselves, but can also come from the school which plays an important role as a facilitator for vocational certification activities for students. According to Purnawirawan & Prilestari (2022), input evaluation aims to find obstacles and potential resources available in an institution. Good input will produce good results too, at least not too far from things that are not by expectations. This is in line with the opinion put forward by Stufflebeam that input evaluation does not only look at what is in the environment of the institution (both material and personal) but must also be able to estimate the possibilities that will be faced in the future. In terms of vocational certification activities, the input in question does not only come from schools and their students but also from the professional certification institution, input in the form of completeness of practical equipment by the certification scheme so that the learning process carried out is by the standards that have been determined regarding the completeness of the tools.

The completeness of learning facilities will affect the learning outcomes of students. This criterion must be maintained by continuing to increase student involvement in

the evaluation process and development of facilities and infrastructure (Hidayana, 2021). The ceramic craft department and textile department lack complete tools, causing students to wait for tool changes and slow exam completion. The woodcraft assessor also notes that the availability of electric planer machines is not ideal for students, as they require turns to use. This hinders the work process during vocational competency test practice and the determined time for exam completion.

Input from this vocational certification activity includes students and schools. Input from the students themselves includes the competencies possessed by the students and is supported by input from the school including teachers, facilities and infrastructure, and materials provided to students. Students are expected to become independent, competent, and responsible individuals in carrying out vocational certification activities. Competent teachers according to their fields are also important input in carrying out vocational certification. Whatever material is delivered by the teacher also affects the results of the implementation of vocational certification, because students will do what they know when studying at school, therefore teachers must be professional and competent in providing material to their students so that when the implementation of vocational certification later can run well according to expectations.

The vocational certification activity at SMK Negeri 2 Kayuagung involves class XII students, in semester 5. The students are believed to have mastered the material, according to Nurdianto's 2021 research. The evaluation results identified and assessed the competency of creative ceramic crafts, textile crafts, and wood and rattan crafts. The approach used is a practical approach, incorporating Situated learning and Work-Based Learning. Situated learning focuses on everyday cognition, situational acquisition, social processes, and a healthy, complex social environment. The second principle is an environment similar to the real world of work, providing students with industry experience. The assessment indicator of this approach is the link match of the curriculum taught with the relevant DU/DI.

SMK Negeri 2 Kayuagung implements Vocational Certification in line with National Professional Certification Agency standards. The process includes registration, independent assessment, and competency tests. The certification activities last for five days, covering ceramic, textile, and woodcraft expertise. Competency assessors are determined by the LSP and do not teach assessments, ensuring any bias during the certification process. Schools do not provide competency test materials, as they are submitted directly to the professional certification institution. This ensures that the curriculum aligns with the demands of the Business World and Industrial World. SMK Negeri 2 Kayuagung assigns assessors for creative ceramic crafts, textile, wood, and rattan crafts, the only one in South Sumatra. These assessors provide moral support during vocational certification activities and provide recommendations for test results. They also conduct assessments based on the assessee's competency. The

assessors are determined directly by the relevant LSP, and experience is crucial for the targeted implementation of vocational certification. Without assessment experience, assessors may struggle to make assessments and provide recommendations for test results.

The third evaluation in Input is in the form of obstacles encountered in the implementation of vocational certification at SMK Negeri 2 Kayuagung in the competency of ceramic creative craft, textile creative craft, and wood creative craft. Based on the results of the evaluation, obstacles often encountered in the implementation of vocational certification at SMK Negeri 2 Kayuagung are obstacles in the form of a lack of understanding by the assessee regarding the importance of recognizing the competencies they have. The second type of obstacle is the readiness and level of progress of the organizing SMK which is indicated by the emergence of obstacles in the form of undisciplined vocational certification participants. The third obstacle is the SMK curriculum which is not by SKKNI. This is indicated by the difficulties in implementing vocational certification because the understanding of the material is by the competency unit being tested.

Based on interviews with the principal and the head of the certification division, the obstacles or constraints encountered during the implementation of vocational certification at SMK Negeri 2 Kayuagung can be overcome with several preventive efforts, including conducting socialization for students and parents of students, about the importance of vocational certification to provide recognition of the competencies they have, in addition to the assignment of assessors from the school itself so that there is no element of bias between the assessor and the assessment participants.

Based on the results of the input evaluation above, other things that need to be considered in the implementation of Vocational Certification in the future include (1) the need to prepare activity materials for the implementation of Vocational Certification adjusted between the needs of the school and the Professional Certification Institution, so that the Vocational Certification activities can be more focused; (2) Competency Assessors appointed by the LSP should be assessors from other schools so that there is no element of bias in the assessment process and (3) there needs to be communication with the LSP regarding the completeness of the TUK. Especially tools and materials for the needs of practical students during the competency test practice. The tools available are at least 50% of the number of students (4). There needs to be preparation of funds for assessors brought in from outside the school or province.

Process Analysis

The process analysis aspect in implementing Vocational Certification is a series of activities that must be taken to get the desired results. In this case, the Vocational Certification activity process is not only to do what is ordered but also related to how students respond to this Vocational Certification activity both in practical work and interactions that occur between the assessee and the competency assessor. The process in this vocational certification is a series of actions taken by the assessee in completing the assigned work. A good process according to expectations is the suitability between the knowledge possessed and the tasks given, the punctuality needed by the assessee in completing the task, and the results given by the assessee in completing the task. At school, teachers provide students with various competencies of expertise which will later be used as provisions for the assessee in carrying out tasks during vocational certification. The knowledge that has been obtained can later be useful when entering the world of work. Mastery of the material and the learning process in the classroom as a whole is very good (Arimbawa et al., 2024).

The process evaluation attempts to provide an overview of how the implementation process of the Vocational Certification program at SMK Negeri 2 Kayuagung can be carried out. The implementation targets of the evaluation are the implementation process, assessment process, components, stages, and benefits in the implementation of Vocational Certification. The planning time scheduled by SMK Negeri 2 Kayuagung has been running according to plan. The order of implementation is also by the planning. From the explanation of the principal at SMK Negeri 2 Kayuagung, it began with compiling a work program and budget, then starting to conduct socialization, after that carrying out the certification application process to the professional certification institution.

The committee and professional certification institution at SMK Negeri 2 Kayuagung handle vocational certification test activities, with each member having specific duties and functions. Obstacles in the implementation of the test can be overcome by adjusting the availability of tools, adjusting the materials, and assessing the competency test location. The Professional Certification Institute provides the recommendation process, and the school only accepts competency test results in the form of a Decree. Certification decisions and assessments are based on standards and measurement processes, with expertise mastery assessed through competency tests and professional tests. SMK Negeri 2 Kayuagung needs to improve its assessment process, particularly in the certification test decision-making process, to ensure graduates are competent in their fields. The implementation of vocational certification tests is not yet properly evaluated, with internal assessors potentially causing bias. Preparing vocational certification activity materials is crucial for

directing activities and ensuring compliance with school needs. The school must coordinate activities such as competency test programs and certification. The evaluation stage of vocational certification requires improvements in the assessment process, external assessor preparation, and existing tools to ensure a more focused and effective implementation. Assessors who pass the test receive a Garuda certificate, while those who fail receive a certificate of appreciation.

Product Analysis

Evaluation of the product variable or the expected results of this vocational certification activity are for the achievement of vocational certification goals, and competency test results, and can have an impact on the surrounding environment. The purpose of the evaluation of the results is implemented to meet the needs of the group that uses it, in terms of vocational certification activities. Evaluation of the results of this vocational certification activity is expected that students will get recognition for their competencies so that they can be a picture later when meeting their needs as prospective workers, which are by the needs of business actors or the industrial world. Product evaluation is an assessment process carried out to measure the extent to which the product produced has achieved the goals that have been set, and the extent to which the product meets the needs and expectations of users (Wayan et al., 2024).

The implementation of vocational certification at SMK Negeri 2 Kayuagung has positively influenced the success of competency test activities, according to Nurdianto's research. The product evaluation provides an overview of the results obtained after the process, focusing on value recommendations and certification decisions. Improvements are needed to avoid bias and align with SKKNI standards. The certification process aims to shape students into Active, Creative, Competitive, Energetic, and Independent Professionals according to SMK Negeri 2 Kayuagung's vision and mission. Participants demonstrate professionalism, creativity, and independence. However, there are still shortcomings in the Creative Ceramic Craft, Creative Textile Craft, and Creative Wood and Rattan Craft departments. Teachers continuously supervise and guide students, aiming to complete tools and materials according to each department's needs. This aims to overcome the need for mastery of student skills at SMK Negeri 2 Kayuagung. The study evaluates the implementation of vocational certification at SMK Negeri 2 Kayuagung. It concludes that the program's objectives, input components, process components, and product components align with the National Professional Certification Agency standards. The data was gathered through observations and interviews, and the results show that the program's objectives, input components, process components, and product components align with the objectives of the ceramic, textile, and woodcraft majors at

SMK Negeri 2 Kayuagung. The implementation of competency tests and student certification also aligns with the program's objectives.

From the results of the research and discussion above, the researcher can conclude that the assessment of the suitability of the determination of the objectives of the implementation of Vocational Certification at SMK Negeri 2 Kayuagung with the objectives set by the National Professional Certification Agency shows categories by each department set by the National Professional Certification Agency. However, in the results of the context analysis for the use of tools during the practice of student certification competency tests, it is better to use technology according to the current industry, this is in line with the research opinion Astutik (2023) which supports and strengthens previous research conducted by Kuntoro (2020) that the implementation of competency certification tests is based on indicators of technological progress used during the implementation of competency tests to be able to be adjusted to the technology currently in the industry. The results of this study indicate that there is conformity with previous research that has been conducted.

D. Conclusion

The Professional Certification Institute is implementing a vocational certification competency test for SMK students majoring in creative ceramic crafts. The test is based on context, input, process, and product aspects, including objectives, assessors, equipment, locations, facilities, and infrastructure. The assessment system is suitable for DU/DI needs. The Professional Certification Institute is implementing a vocational certification competency test for SMK students majoring in creative textile crafts. The test is based on context, input, process, and product aspects. It assesses the test's objectives, suitability for DU/DI, assessors, equipment, locations, facilities, and infrastructure, and provides results for textile craft expertise competencies. The Professional Certification Institute is implementing a vocational certification competency test for SMK students majoring in creative wood crafts. The test is based on context, input, process, and product aspects. Competent students receive a certificate of expertise from BNSP, while those not yet competent receive a charter from the school. The program covers ceramic, textile, wood, and rattan craft expertise programs.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues SMK Negeri 2 Kayuagung, and Universitas PGRI Palembang who helped us in this article.

References

- Akbar Al Maruf, M., & Razilu, Z. (2022). Mikrotik Routerboard Training in Preparation for the TKJ Department's Expertise Competency Exam. *Amaliah: Jurnal Pengabdian Masyarakat*, 6(1), 37-44. <https://doi.org/10.51454/amaliah.v6i1.423>
- Anwar, K. (2021). The Urgency of Evaluation in the Learning Process. *Rausyan Fikr: Jurnal Pemikiran dan Pencerahan*, 17(1), 108-118. <https://doi.org/10.31000/rf.v17i1.4183>
- Apriyani, D., Sudana, I. M., & Krisnawati, M. (2020). The Importance of Soft Skills for Vocational High School Students. *Jurnal Teknologo Busana Dan Boga*, 8(2). <https://doi.org/10.15294/teknobuga.v8i2.29117>
- Arimbawa, G. P. A., Aditya, I. P. A. W. S., Windhu, T., Wikanta, I. M. I. A., Warpala, I. W. S., & Suartama, I. K. (2024). Evaluation of the Mathematics Learning Program at Vocational School Level using the CIPP Model. *Didaktika Jurnal Kependidikan*, 13(4). <https://doi.org/10.58230/27454312.1074>
- Astutik, I. L. I. (2023). Evaluation of the Implementation of the LSP P1 Certification Test on Improving Student Competence through the CIPP Model at State Vocational School 2, Kediri City. *Jurnal Teknologi Pendidikan*, 8(1). <https://doi.org/10.33394/jtp.v8i1.6834>
- Bukit, M. (2014). *Vocational Education Strategies and Innovations*. Alfabeta.
- Fauzan, A., & Djunaidi, G. (2012). *Qualitative Research Methodology*. Ar-Ruzz Media.
- Fitri, S. F. N. (2021). Problems of Education Quality in Indonesia. *Jurnal Pendidikan Tambusai*, 5(1), 1617-1620. <http://jptam.org/index.php/jptam/article/view/1148>
- Hidayana, A. F. (2021). The Influence of Complete Learning Facilities on Mathematics Learning Outcomes of Class V Students of MI Nurul Ulum Madiun. *Jurnal Paradigma*, 11(1), 187-201. <https://doi.org/10.53961/paradigma.v15i2>
- Indriani, A., & Jahani, J. (2024). The Influence of Field Work Practice, Self Efficacy and Competence on Students' Work Readiness at SMK Niba Bogor. *Jurnal Mirai Management*, 9(2), 294-315. <https://doi.org/10.37531/mirai.v9i2.7549>
- Iskandar, J. (2013). *Social Research Methods*. Referensi (GP Press Group).
- Kristiawan, M., & Rahmat, N. (2018). Improving Teacher Professionalism through Learning Innovation. *Jurnal Iqra': Kajian Ilmu Pendidikan.*, 3(2), 373-390. <https://doi.org/10.25217/ji.v3i2.348>
- Kuntoro, T. (2020). *Evaluation of the Implementation of the SMK Student Competency Certification Test for the Light Vehicle Engineering Expertise Program by LSP-P3 in Banyumas Regency using the CIPP model*. Semarang: Universitas Negeri Semarang.
- Mahmudah, F. N., & Baswedan, A. R. (2024). Concept Map of Vocational Education Graduate Employment. *Maret: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(2). <https://doi.org/10.51903/bersatu.v2i2.634>

- Munandar, A., Artika, D. tria, Mahroja, S., Nurholizah, R., Anggraini, M., Rahmawati, I. S. N., Agnes, S. M., Najwa, H., Adetya, A. F., Wiansyah, A., Anang, & Gustianda. (2023). Educational Program Evaluation: A Review of Effectiveness and Challenges. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(2), 128–136. <https://doi.org/10.19109/elidare.v9i2.20229>
- Munthe, F., & Mataputun, Y. (2021). Analysis of School Cooperation with the Business World and Industry in Improving the Quality of Vocational School Graduates. *Jurnal Penelitian Pendidikan Indonesia*, 7(4). <https://doi.org/10.29210/020211479>
- Murniati, A., & Usman, N. (2009). *Implementation of Strategic Management in Empowering Vocational High Schools*. Cita Pustaka Media Perintis.
- Phafiandita, A. N., Permadani, A., Pradani, A. S., & Wahyudi, M. I. (2022). The Urgency of Classroom Learning Evaluation. *JIRA: Jurnal Inovasi dan Riset Akademik*, 3(2), 111–121. <https://doi.org/10.47387/jira.v3i2.262>
- Purnawirawan, O., & Prilestari, B. D. (2022). Evaluation of the Implementation of the Entrepreneurial Printing School Program at Ibu Kartini Vocational School Using the CIPP Model. *JEKPEND Jurnal Ekonomi Dan Pendidikan*, 5, 96–104. <https://doi.org/10.26858/jekpend.v5i2.34624>
- Rembang supu, A., Budiman, K., Bidin, Puspita, & Rangkuti, M. Y. (2022). Legal Study on Types and Paths of Education in Indonesia. *Journal for Islamic Studies*, 5(4), 91–100. <https://doi.org/10.31943/afkarjournal.v5i4.337>
- Ritonga, A. K. (2022). Teacher Career Development and Development in Vocational Education. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 6(1). <http://dx.doi.org/10.58258/jisip.v6i2.3042>
- Salsadilla, Kuntadi, C., & Pramukty, R. (2023). Literature Review: The Effect of Auditor Competence, Professionalism, and Integrity on Internal Audit Quality. *JURNAL ECONOMINA*, 2(6), 1295–1305. <https://doi.org/10.55681/economina.v2i6.599>
- Santika, A., Simanjuntak, E., Amalia, R., Kurniasari, S., & Artikel, R. (2023). The Role of Vocational High School Education in Positioning Graduates in Seeking Employment Article Info Abstract. *Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(1), 84–94.
- Santiyadnya, N. (2021). The Effectiveness of CIPP Model's Implementation in Secondary School. *Journal of Physics Conference Series*, 1810(1). <https://doi.org/10.1088/1742-6596/1810/1/012071>
- Sitanggang, M. L. (2020). The Importance of Softskills for Preparation for Vocational School Students' Internship. *Jurnal Wahana Abdimas Sejahtera*, 1(2). <https://doi.org/10.25105/juara.v1i2.7178>
- Sitorus, L., SiregaR, N., & Aruan, B. (2022). The Influence of Image Media on Increasing Student Learning Motivation in Christian Religious Education Subjects for Class VII at SMP Negeri 22 Medan. *Jurnal Pendidikan Dan Konseling*, 4(5), 6888–6897.

- Sudradjat, S., & Amyar, F. (2020). PKM Accounting Expertise Competency Test at Bogor City Development Vocational School. *Jurnal Abdimas Dedikasi Kesatuan*, 1(1), 37–42. <https://doi.org/10.37641/jadkes.v1i1.321>
- Sutianah, C. (2021). Improving Work Competencies Based on the Integration of Soft Skills, Hard Skills and Entrepreneur Skills in Culinary Expertise Programs through the Implementation of Teaching Factories for Vocational Schools. *Jurnal Ekonomi, Sosial & Humaniora*, 2(08), 152–167. <https://jurnalintelektiva.com/index.php/jurnal/article/view/596>
- Wayan, D., Isnandar, & Widiyanti. (2024). Evaluation of the Competency Level Test Program (UTK) of the Automotive Department of SMKN 1 Blitar Using the CIPPO Model. *Briliant: Jurnal Riset Dan Konseptual*, 9(3), 590–601.
- Yahya, A., Nurastuti, P., Nurjanah, R., & Riyanah, S. (2023). Competency Test (UKK) as a Measuring Tool for Accounting Abilities of Students at Darurrohman Islamic Vocational School, Sukawangi. *Jurnal Peradaban Masyarakat (JPM)*, 3(3). <https://doi.org/10.55182/jpm.v3i3.284>