



LEARNING ASSISTANCE AND CURRICULUM ASSESSMENTS IN THE VOCATIONAL HIGH SCHOOL IMPLEMENTER PROGRAM OF THE VOCATIONAL HIGH SCHOOL CENTRE OF EXCELLENCE (SMK PK)

I Made Indra P.^{1*}, Fanny Novika², Holil Padli³, C. Nike Septivani⁴, John Jhony Kurniawan⁵

^{1,2,3,4,5}Trisakti School of Insurance (STMA Trisakti)

Email: ¹indrainade1@gmail.com, ²novikafanny@gmail.com, ³holilpadli58@gmail.com

⁴nseptivani@gmail.com, ⁵jhonykurniawan199@gmail.com

Abstract

The Center for Excellence Vocational School Assistance Program is a vocational development program with certain expertise and competencies in improving quality and performance. This activity is strengthened through partnerships and alignment with the business world, industry, and world of work, which eventually becomes a vocational reference school that can function as a driving school and a center for quality improvement. And other SMK performance. This Community Service activity provides learning assistance and assessment at the Vocational High School, implementing the Center of Excellence program implemented at SMKN 11 Bandung and SMK Wahidin Cirebon. It can conclude that the mentoring results from August 2021 to December 2021 obtained 100% achievement results with the implementation of a learning mentoring program with the new paradigm of the Vocational High School of Excellence, which carry online and offline operational curriculum assistance.

Keywords: Vocational High School, Center of Excellence, Learning, Facilitator

INTRODUCTION

The economic shocks that occurred in various regions around the world (Anderson, Heesterbeek, Klinkenberg, & Hollingsworth, 2020) ultimately impacted the education sector. The Covid-19 pandemic has become a hot discourse and *a trending topic* because it brings transformation in the field of education today (Sintema, 2020). Various countries have taken policies, including Indonesia, by reducing all forms of activity in various academic activities that allow for physical contact (*physical distancing*) and mass crowds (*social distancing*) in excess (Koning, Rop, & Paas, 2020). This policy forces the government and educational institutions leaders to present alternative learning activity options that can accommodate the Covid-19 pandemic while maintaining good quality learning (Nurfaidah et al., 2020).

During the Covid-19 pandemic, the government, in this case, the Indonesian Ministry of Education and Culture 2021, inaugurated the Center for Excellence Vocational High School (SMK PK) program. The government does this to carry out a vocational development program with certain expertise and competencies in improving quality and performance.

It strengthened through partnerships and alignment with the business world, industry, and world of work, eventually becoming a vocational reference school that can function as a driving school and a center for improvement. Quality and performance of other SMK (Pudyastuti et al., 2021). In addition, there is a mentoring program designed to assist PK SMK in achieving outputs. Implementing assistance is carried out by universities that have met the criteria (Kemendikbud, 2021).

In general, the Center of Excellence Vocational School (SMK PK) is expected to have the vision to mobilize other schools to improve the quality of student learning outcomes and develop vocational education.

The increasingly relevant to the demands of the community's changing needs according to the development of the world of work and become supporting local wisdom/excellence in certain economic development sectors or supporting government policies with other specificities to increase the number of SMK graduates who get jobs and become entrepreneurs.

It is always achieved by improving the quality of education, referring to the empowerment components of the school as an organization for learning based on their respective main tasks and functions in the program structure. (Sabariah, 2022) in line with the vision of the SMKPK program

Several universities that also support the Center of Excellence Vocational School program have reported the results of their activities. Implementation of mentoring at SMKN 3 Seluma Bengkulu by assisting in utilizing technology *platforms* in education in the pandemic era to support the implementation of educational policies applied to teachers, education staff, and students (Prabowo et al., 2021). In addition, the same program implementation at SMK Negeri 12 Surabaya to develop performance and improve the quality of graduates of SMK students through quality improvement in the field of teacher competence, facilities, and infrastructure, selection of new student admissions, and curriculum. (Mardi, 2021) .

Implementing the Vocational PK program at SMKN 1 Dlingo through *the link and Match 8+1* includes a jointly prepared curriculum and real project-based learning from Dudika.

The role of guest teachers from Dudika, internships or street vendors, competency certification, teachers updating technology from Dudika, applied research that supports *teaching factory*, absorption of graduates, scholarships from Dudika (Fahmayani, 2021). The same thing has also been done in Community Service activities at SMKN 11 Bandung and SMK Wahidin Cirebon with the implementation of mentoring in the implementation of academic quality

METHODS AND PROCEDURES

The implementation of this Community Service is held at the Directorate General of Vocational Schools initiative following the Pocket Book of the Center for Excellence in Vocational High School (Ministry of Education and Culture, 2021). The PkM implementation is carried out at the Center of Excellence Vocational School, namely SMKN 11 Bandung and SMK Wahidin Cirebon, from August 2021 to December 2021 with the following details:

- A. The targets of Community Service Assistance for the Center for Excellence in Vocational High Schools Program are:
 1. Bandung and Cirebon City Education Office
 2. Supervisor of SMKN 11 Bandung and SMK Wahidin Cirebon
 3. Head of SMKN 11 Bandung and SMK Wahidin Cirebon
 4. Teachers of SMKN 11 Bandung and SMK Wahidin Cirebon
 5. Other education personnel at SMKN 11 Bandung and SMK Wahidin Cirebon
- B. Scope, The scope of this Community Service Program for the Center of Excellence, includes:
 1. Center of Excellence Vocational School Program Socialization
 2. Selection of Vocational High Schools as Implementers of the Center of Excellence Vocational High School Program
 3. Determination of SMK as the implementer of the Center of Excellence Vocational School
 4. Implementation of the Center of Excellence Vocational School Program activities
 5. Evaluation of the implementation of the Center of Excellence Vocational School Program.
- C. Stages of Implementation of Community Service

Learning and assessment at the Vocational High School implementing the Center of Excellence Vocational School in principle involve the world of work (*link and match*). Learning at the Vocational High School implementing the Center of Excellence Vocational School is learning with a new paradigm oriented towards strengthening competence, character, and work culture following the Pancasila student profile. Learning is done through:

1. The use of a curriculum that is tailored to the purpose of developing and strengthening competencies, character, and work culture following the profile of Pancasila students;
2. The application of learning is following the stage of learning achievement of students;
3. The use of various teaching tools, including textbooks and lesson plans, according to the characteristics of the education unit and students;
4. Learning through projects to strengthen the profile of Pancasila Students and work culture;
5. Assistance in the implementation of learning in the Center of Excellence Vocational School program that is in line with the world of work; and
6. Assessment of student learning outcomes prioritizes the achievement of non-technical skills (soft skills), work readiness character, and technical skills (hard skills) according to the needs of the world of work.

Assistance in implementing learning in the Vocational Center of Excellence program that is in line with the world of work as referred to in number (5) is carried out by universities and substantially assisted by technical implementing units within the main unit in charge of vocational education.

RESULTS

This Community Service activity is through face-to-face and online assistance. The Principal attended this mentoring activity, Deputy Head of the Curriculum, Head of the MPLB program, curriculum staff, teachers, technicians, and committees with the attached attendance of face-to-face mentoring. This mentoring activity occurs in 2 (two) vocational high schools selected as Center of Excellence Vocational Schools fostered by STMA Trisakti, namely SMKN 11 Bandung and SMK Wahidin Cirebon, which were carried out online and offline.

The activities' implementation discussed the operational program curriculum and Learning with the New Paradigm of the Center for Excellence in Vocational Schools. In his discussion, he presented the profile of Pancasila students as a reference in the vision, mission, and goals of the education unit. The Pancasila student profile is designed to answer student questions about what kind of profile (competence) the Indonesian education system wants to produce? Indonesian students are lifelong students who are competent in character and behave according to the values of Pancasila. This character is related to two things: the competence to become a democratic citizen of Indonesia and become a superior and productive human being in the 21st Century. The Pancasila student profile has 6 competencies that are formulated in key dimensions, namely: 1) Faith, fear of God Almighty, and noble character, 2) Global diversity, 3) cooperation, 4) independence, 5) Critical reasoning, 6) Creative. This dimension shows that the profile of Pancasila students does not only focus on cognitive abilities but also attitudes and behavior according to their identity as Indonesians.

A. Evaluation of Community Service Activities Assistance for Center of Excellence Vocational Schools

Table 1

Evaluation of the Scope of Implementation of PkM Mentoring for the Center of Excellence for Vocational High Schools

N o	Implementatio n of the Scope	SMKN 11 Bandung		Wahidin Vocational High School Cirebon	
		Implemente d	Not Implemente d	Implemente d	Not Implemente d
1	Center of Excellence Vocational School Program Socialization	√		√	
2	Selection of Vocational High Schools as Implementers of the Center of Excellence Vocational High School Program	√		√	
3	Determination of SMK as the implementer of the Center of Excellence Vocational School	√		√	
4	Implementation of the Center of Excellence Vocational School Program activities	√		√	
5	Evaluation of the implementation of the Center of Excellence Vocational School Program	√		√	
Achievement		100%		100%	

Table 2
 Evaluation of Learning and Assessment of the Center for Excellence in Vocational High School Curriculum

N o	Implementatio n Scope	SMKN 11 Bandung		Wahidin Vocational High School Cirebon	
		Implemente d	Not Implemente d	Implemente d	Not Implemente d

1	The use of a curriculum that is tailored to the purpose of developing and strengthening competencies, character, and work culture under the profile of Pancasila students	√		√	
2	The application of learning following the stage of learning achievement of students	√		√	
3	The use of various teaching tools, including textbooks and lesson plans, according to the characteristics of the education unit and students.	√		√	
4	Learning through projects to strengthen the profile of Pancasila Students and work culture	√		√	
5	Assessment of student learning outcomes prioritizes the achievement of non-technical skills (soft skills), work readiness character, and technical skills (hard skills)	√		√	

	according to the needs of the world of work.				
	Skills	100%		100%	

B. Evaluation of the Satisfaction Level of Community Service Activities

The outcomes of community service, mentoring, learning, and curriculum assessment at Vocational Schools implementing the Center for Excellence program at SMKN 11 Bandung and SMK Wahidin Cirebon received a positive response from supervisors, and school principals, curriculum managers, teachers, and business partners

C. Documentation of Community Service Activities

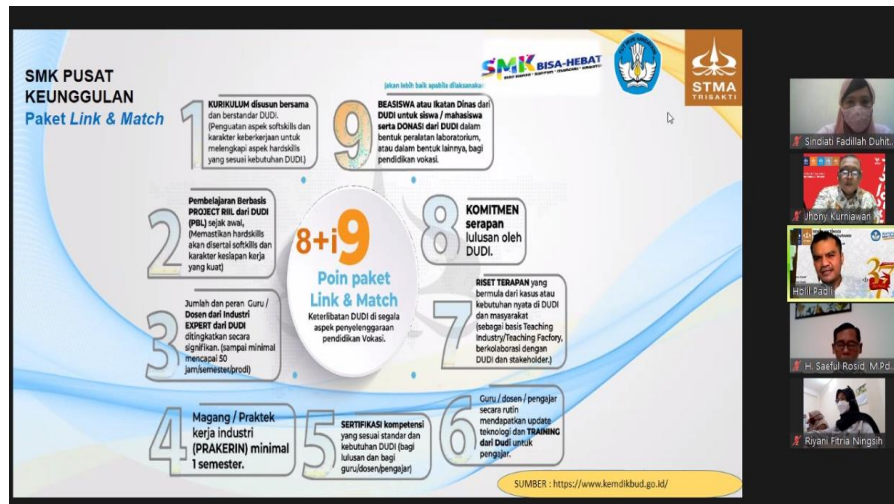


Picture 1

Community Service Online mentoring at SMK Wahidin Cirebon with the topic Learning with a New Paradigm SMK Center of Excellence.



Picture 2
 Community Service Offline assistance at SMK Wahidin Cirebon with the topic of Operational Curriculum



Picture 3
 Community Service Online mentoring at SMKN Wahidin Cirebon with the topic Learning with a New Paradigm at the Center for Excellence.



Picture 4
 Community Service Offline assistance at SMKN 11 Bandung with the topic of Operational Curriculum



Picture 5

Evaluation of Community Service Curriculum Assistance at SMK Wahidin Cirebon



Picture 6

Evaluation of Community Service Curriculum Assistance
 at SMKN 11 Bandung

CONCLUSION

This Community Service activity provides learning assistance and assessment at the Vocational High School by implementing the Center of Excellence program, which is carried out at SMKN 11 Bandung and SMK Wahidin Cirebon. It can conclude that mentoring from August 2021 to December 2021 obtained 100% achievement results by implementing a learning mentoring program with the new paradigm of the Excellence Center Vocational School, which carry out online and offline operational curriculum assistance.

ACKNOWLEDGMENTS

We want to thank all those who have helped so that Community Service can carry out properly. The related parties are as follows:

1. Directorate of Vocational High School - Directorate General of Vocational Education, Ministry of Education and Culture
2. Trisakti High School Leader
3. Bandung City Education Office
4. Cirebon Education Office
5. School superintendent
6. Head of SMKN 11 Bandung
7. Head of SMK Wahidin Cirebon
8. Teachers of SMKN 11 Bandung
9. Wahidin Cirebon Vocational High School teachers
10. Other education personnel at SMK
11. Trisakti STMA Advisory College Team
12. World of Work Partners

REFERENCES

- Anderson, R. M., Heesterbeek, H., Klinkenberg, D., & Hollingsworth, T. D. (2020). How will country-based mitigation measures influence the course of the COVID-19 epidemic? *The Lancet*, 395(10228), 931–934.
- Fahmayani, E. N. (2021). Pelaksanaan Link and Match 8+I di SMK Pusat Keunggulan SMKN 1 Dlingo. *Prosiding Pendidikan Teknik Boga Busana*, 16(1), 1–7.
- Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 165/M/2021 Tentang Program Sekolah Menengah Kejuruan Pusat Keunggulan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi,
- Kemendikbud. (2021). *Yuk, Mengenal SMK PK*. <https://vokasi.kemdikbud.go.id/read/yuk-mengenal-smk-pk>
- Kementerian Pendidikan dan Kebudayaan. (2021). Buku Saku SMK Pusat Keunggulan. <http://ditpsd.kemdikbud.go.id/upload/filemanager/download/merdeka-belajar/Episode-8-merdeka-belajar-SMK-Pusat-Keunggulan-Buku-Saku.pdf>
- Koning, B. B., Rop, G., & Paas, F. (2020). Effects of spatial distance on the effectiveness of mental and physical integration strategies in learning from split-attention examples. *Computers in Human Behavior*, 110(March), 106379. <https://doi.org/10.1016/j.chb.2020.106379>
- Mardi, M. (2021). Meningkatkan Mutu Sumber Daya Manusia Bidang Animasi Melalui Program SMK PK (Pusat Keunggulan). *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(8), 1259–1268. <https://doi.org/10.47387/jira.v2i8.208>
- Nurfaidah, S., Tambunan, A. R. S., Yonata, F., Kurniawati, D., & Lestariyana, R. P. D. (2020). International students' perceptions of virtual service learning program amidst Covid-19 pandemic. *Journal of International Students*, 10(S3), 198–208
- Prabowo, D. A., Fathoni, M. Y., Toyib, R., & Sunardi, D. (2021). Sosialisasi Aplikasi Merdeka Mengajar dan Pengisian Konten Pembelajaran pada SMKN 3 Seluma Untuk Mendukung Program SMK-PK Tahun 2021. *JPMITT (Jurnal Pengabdian Masyarakat Teknologi Terbaru)*, 1(2), 55–60.
- Fahmayani, E. N. (2021). Pelaksanaan Link and Match 8+I di SMK Pusat Keunggulan SMKN 1 Dlingo. *Prosiding Pendidikan Teknik Boga Busana*, 16(1), 1–7.
- Pudyastuti, E., Ginting, R. S., & Ginting, M. (2021). Sosialisasi Program SMK Pusat Keunggulan pada SMK Immanuel. *Pubrama: Jurnal Publikasi Pengabdian Kepada Masyarakat*, 2(1), 35–38.

- Sabariah. (2022). EDUKATIF: JURNAL ILMU PENDIDIKAN Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Ilmu Pendidikan*, 4(1), 116–122.
<https://doi.org/10.31004/edukatif.v4i1.1764>
- Sintema, E. J. (2020). *Effect of Covid-19 on the performance of grade 12 students: Implications for STEM education*. EURASIA: Journal of Mathematics, Science and Technology Education, 16(7), 1–6.