

Assessors in the South Sulawesi Provincial Level Vocational School Student Competency Competition (LKS)

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Abstract

Vocational education has a very important role in preparing the young generation to enter the world of work. Student Competency Competitions (LKS) are one way to test and improve students' skills at the vocational high school (SMK) level. This article discusses the experience and impact of participating as a judge in the South Sulawesi provincial-level vocational school worksheet. This in-depth review aims to convey a better understanding of the importance of the role of juries in improving the quality of vocational education in Indonesia. This activity not only provides valuable experience for students, but also provides insight to education administrators about the strengths and weaknesses of the curriculum and the learning methods applied. Through observations and assessments made during LKS, judges and organizers can identify areas that need improvement in the curriculum and teaching approach. The results of the LKS can be important input for developing more relevant and effective educational programs. Overall, vocational education through vocational schools and extracurricular activities such as LKS are strategic steps in preparing Indonesia's young generation to face the challenges of the world of work. By prioritizing the development of practical skills and involving various stakeholders, the vocational education system in Indonesia can continue to develop and produce a competent and high-quality workforce.

Keywords: Vocational Education; Student Competency Competition; Jury; South Sulawesi; Society Participation.

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Introduction

Vocational education is a type of education that focuses on developing practical and technical skills specific to a particular job or industry (Mahande & others, 2023). This program aims to prepare students to immediately enter the world of work with skills that can be applied directly in the field (M. Astuti et al., 2024). Vocational education covers areas such as engineering, tourism, culinary, nursing, and information technology, and often involves practical, hands-on training (Abdillah, 2020). The duration of study in vocational education is usually shorter compared to traditional academic education, allowing students to enter the job market more quickly. In addition, vocational education often collaborates with industry and companies to ensure the curriculum taught is in line with job market needs. These collaborations can take the form of internships or practical work at companies, which provide students with hands-on experience and a useful professional network (Ubihatun et al., 2024). Vocational education graduates usually receive a certificate or diploma that is recognized by the relevant industry, increasing their chances of finding work (Sobari et al., 2023).

Vocational education is an important pillar of the education system in Indonesia (Son, 2024; Wardina et al., 2019; Irwanto, 2020). Vocational High Schools (SMK) are educational institutions that emphasize the development of student's practical skills and work readiness (Husein, 2019; Basuki, 2022). To improve the quality of vocational education, various efforts need to be made, including through extracurricular activities such as the Student Competency Competition (LKS) (Qoni'ah, 2019; Julian, 2023). Participation as a jury in LKS is a form of community service that can make a real contribution to improving the quality of vocational education at the local and national levels (Muqorobin et al., 2022). Vocational High Schools (SMK) are educational institutions that emphasize the development of students' practical skills and work readiness (Marsiti, 2011; Sari & Mariyanti, 2024). The programs offered at SMK are designed to provide learning experiences that are directly related to a particular field of work (Suyitno, 2020; Daryanto et al.,

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2022). Thus, vocational school graduates are expected to have specific skills and be ready to enter the world of work immediately after graduating (Ratnata, 2010; Junaidah et al., 2023; Utomo, 2021).

The curriculum implemented at SMK also combines theory with practice, so that students can understand concepts in depth while mastering the necessary technical skills (Suparman & Pd, 2020; Uno & Nina Lamatenggo, 2022). In order to improve the quality of vocational education, various efforts need to be made (Brand et al., 2013; Hartanto et al., 2019; Indadihayati & Hariyanto, 2023). One way is through extracurricular activities such as the Student Competency Competition (LKS) (Gustini & Mauly, 2019). LKS is a competition held to test and expand the skills of vocational school students in various vocational fields. This activity plays an important role in encouraging students to hone their skills more intensively and creatively. Apart from that, LKS also functions as a forum for introducing high competency standards to students.

Student Competency Competition (LKS) is a competition event participated in by vocational school students to test and expand their skills in various vocational fields (Pusprenas, 2024). As part of the evaluation process, the presence of a qualified jury is required to assess student works (Santoso & Magdalena, 2023). This activity not only provides valuable experience for students but also provides insight to education administrators about the strengths and weaknesses of the curriculum and the learning methods applied (Sugiarto et al., 2019; Wijayanto, 2023). The jury involved in LKS usually consists of experts and practitioners in vocational fields who have in-depth experience and knowledge (Fadlan, 2024). With a qualified jury, the assessment of students' work becomes more objective and professional (Asrul et al., 2022). This is important to ensure that students receive evaluations that are fair and beneficial to their skill development (Masduki Ahmad & others, 2022).

In 2024, the Head of the South Sulawesi Service has held the opening of the South Sulawesi Provincial Vocational School Student Competency Competition which will take place from 5 – 10 May 2024 in Makassar. There were 135 participants in the competition, they came from 24 regencies and cities throughout South Sulawesi (Yunus, 2024; Ahmad, 2024). The LKS for Vocational Schools at the South Sulawesi Provincial level is that they are champions in their respective regions who have passed a strict selection. They are accompanied by 123 supervising teachers and will be assessed by a jury of 127 people in 9 competition fields (Asri, 2024; Risal, 2024). The competition branches that are contested include electrical engineering, fashion technology, hair styling, building drawing techniques, car automotive technology, page design, graphic design technology, software information technology, and network administration information technology (Education & Technology, 2024).

With this, participation as a judge in LKS can also strengthen relations between the world of education and industry. Judges from industry can provide valuable perspectives on the needs and demands of the world of work (Setianama et al., 2023; Astuti & Utomo, 2021). This collaboration can help schools adapt their educational programs to better suit the needs of the labor market. In this way, vocational school graduates will be better prepared and more easily accepted into the world of work (Oktafiandi et al., 2022; Tanjung et al., 2022). Improving the quality of vocational education through activities such as LKS requires support from various parties, including government, schools, industry and society (Rojaki & Yuliana, 2023; Sumbodo et al., 2019). All parties need to work together to create a conducive learning environment and provide adequate resources for students (Efendi & Sholeh, 2023; Pambudi et al., 2020). The government can play a role in providing supportive policies, while industry can contribute through apprenticeship and training programs (Mustari, 2022; Murniati et al., 2021). The community can also be involved by providing moral and material support.

Method

In this research, the author is based on direct experience as a judge in the South Sulawesi provincial level Vocational High School Student Competency Competition (LKS). As a judge, the author has the opportunity to be directly involved in the evaluation and assessment process of the competencies of vocational school students participating in this competition. This experience provides deep insight into students' technical and professional abilities, as well as the challenges they face in mastering their respective vocational fields. In addition, interactions with participants, organizers, and fellow judges provide a rich perspective on the dynamics and importance of LKS in the context of vocational education.

The data and information used were obtained through participatory observation during LKS activities (Data, 2019). This observation involves direct observation of the implementation of the competition, assessment of student work, as well as interactions between participants and judges (Maulida, 2020). Apart from that, the author also conducted interviews with various related parties, including student participants, accompanying teachers, and experts in the vocational field. This interview aims to dig deeper into the experiences, hopes, and challenges faced by all parties involved in LKS (Nurjaman et al., 2021). The results of these observations and interviews provide a comprehensive picture of the implementation of LKS and its contribution to improving the quality of vocational education.

Apart from direct experience and interviews, the author also conducted a literature study related to vocational education and the role of judges in assessing student competency. The literature reviewed includes a variety of academic and practical sources that discuss theory and practice in vocational education, as well as applicable competency assessment standards. This literature study helps in understanding the framework and basic principles underlying the implementation of LKS, as well as providing a broader context regarding the important role of judges in ensuring the objectivity and quality of assessments.

Results and Discussion

South Sulawesi Provincial Student Competency Competition (LKS) activities will be held on 5-10 May 2024. Participation as a judge in the Student Competency Competition (LKS) in the Network Administration Information Technology competition field has a significant impact, both for students and education providers. For students, the presence of judges provides motivation and encouragement to compete as well as possible. The presence of competent judges not only increases the spirit of the competition but also provides an objective and professional assessment. Through constructive feedback, students can identify their strengths and weaknesses, so they can improve and develop their work in the future.

Apart from providing direct benefits for students, participation as a jury also has a positive impact on education providers. By being directly involved in the assessment process, judges can provide valuable input about the effectiveness of the curriculum and learning methods implemented in the school. The observations and evaluations carried out by the jury during the LKS help education providers identify areas that need to be improved and adapted to industry needs. This ensures that the curriculum remains relevant and is able to produce graduates who are ready to compete in the world of work. The judges have a big responsibility in determining the winners and providing constructive feedback that students can use to improve their abilities. The assessment process carried out by the jury includes various aspects such as creativity, accuracy, efficiency and application of technology. The jury plays a role in maintaining competition standards and encouraging students to achieve optimal results.

Based on feedback from the student competition participants, with 22 participants from various districts in the field of Network Administration Information Technology, it is evident that the judges' assessments were highly satisfactory, with 90% stating that the judges' evaluations were objective and transparent, as shown in Figure 1.

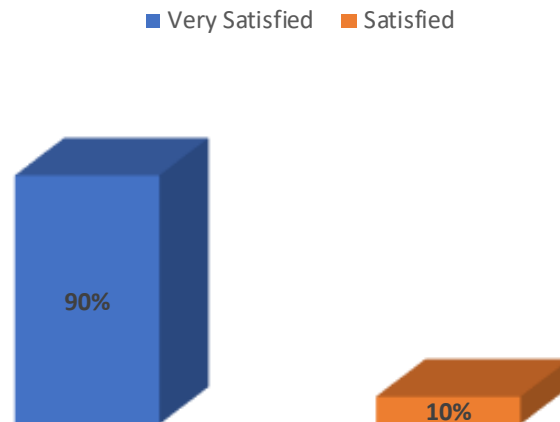


Figure 1. Descriptive Analysis Results

With the high level of satisfaction among the competition participants regarding the judges' evaluations, it can be concluded that efforts to improve the quality of vocational education through participation as judges in the Student Competency Competition (LKS) for Vocational High Schools (SMK) have been successful. This is a positive indication for continuing to involve experts as judges in similar competitions in the future. This descriptive analysis can help stakeholders understand the importance of transparency and fairness in the competition evaluation process, as well as its impact on participants' perceptions and satisfaction.



Figure 2. Student Competency Competition Jury Participation



Figure 3. Judges for Student Competency Competitions

Thus, participation as a judge in LKS not only contributes to increasing student competence but also plays an important role in the development of the vocational education system as a whole. The jury's active involvement in the assessment process helps create higher educational standards that are relevant to industry developments. This shows that

participation as a judge in the South Sulawesi provincial-level vocational school worksheet is an effective strategy for improving the quality of vocational education in Indonesia.

Conclusions

Participation as a judge in the South Sulawesi provincial level Vocational School Student Competency Competition (LKS) is a form of community service that has a significant positive impact on improving the quality of vocational education in Indonesia. The direct involvement of the judges in assessing the competency of vocational school students is not just providing assessments, but also shows concern and commitment to the development of human resources at the vocational secondary education level. With this participation, it is hoped that vocational education standards can continue to increase, along with adjustments to the needs of the continuously developing world of work. Professionals and experts in vocational fields can provide encouragement and motivation to students to continue to hone and develop their potential and skills. This experience not only benefits students in the short term but also provides inspiration for them to achieve success in the future.

The judges, with their knowledge and experience, can provide valuable input for students in their efforts to prepare themselves to face challenges in an increasingly competitive world of work. Through assessments and feedback provided by judges, schools can identify strengths and weaknesses in the existing learning system. This allows for improvements and innovations needed to increase the effectiveness of the curriculum so that it can be more suited to the needs of industry and the world of work. Thus, participation as a judge in LKS not only provides benefits for students but also encourages improvements in the overall quality of education. Through worksheets, students have the opportunity to demonstrate their abilities in solving problems, innovating, and working effectively in teams. This event also motivates students to continue learning and adapting to the latest technological developments and industry trends. As part of the evaluation process, the presence of a qualified jury is required to assess student works. By integrating empirical data from the field and theoretical insights from the literature, it is hoped that this article can make a significant contribution to the development of vocational education in Indonesia

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