



Evaluation of Assessment of General Administrative Courses at SMK Sumpah Pemuda Jakarta

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ABSTRACT

In general, all aspects and assessment criteria were met. However, it would be better if the supervision was carried out periodically by the school. However, several aspects and criteria have not been achieved, such as a detailed standard review, several general administration learning targets that have not been achieved, and three characteristics of education quality that have not been met. For this reason, the school must continue to evaluate so that later general administration learning is carried out more effectively and beneficially for the parties concerned. This research is a qualitative research. In this study, the author uses a case study as an investigative method. Furthermore, the research design model used is the discrepancy evaluation (DEM) model. Data collection techniques used: interviews with the school (principals, and teachers), students and parents, document study, and observation. In this study, the researcher used Miles and Huberman model data analysis, namely data analysis carried out at the time of data collection and after data collection was completed in a certain period. Activities in the data analysis model are data reduction, data display, and drawing conclusions/verification. The results of this study will have a positive and significant impact on the general administration learning program at this school if the parties optimize as much as possible in minimizing existing gaps and obstacles so that the positive impact of online learning that is carried out is more effective and widespread. Apart from that, future research can continue to explore the alignment between the national learning regulations of general administration and school regulations, as well as the readiness of school information technology facilities in implementing maximum learning.

Keywords: *Evaluation, General Administrative Courses, SMK Sumpah Pemuda Jakarta*

BACKGROUND

Analysis of the evidence suggests that public administration has the potential to contribute to youth community development in management and administration, in addition to positive benefits such as staffing, youth involvement in organizations, emphasis on social relationships, and an explicit focus on the learning process (Solmon et al., 2020). In the affective domain as well, involvement in administrative activities is positively related to various dimensions of psychological and emotional development (Bailey et al., 2009; Carlson et al., 2013). In line with that, the objectives of general administration learning are to develop knowledge, skills, and understanding as well as develop administration and management competencies as well as encourage participation in organizations (Fischetti & Greco, 2017; Pfladderer & Brusseau, 2021). In the general administration learning process, it is necessary to evaluate learning to see how far the learning objectives have been achieved (Wardhana et al., 2017).

Learning evaluation includes measurement and assessment activities on student learning progress results (Fitrianti, 2018). With a good assessment of learning outcomes, it is



possible to know the level of student practice development, their weaknesses, and their strengths. Good practice evaluation results will be feedback for the master to assess the level of success of teaching and learning methods. Through assessment, educators can better guide their students to achieve maximum learning outcomes, both from cognitive, affective, or psychomotor aspects (Ayuso et al., 2018). there have been many researchers from various countries who have studied educational evaluation in general administration learning, such as research on the application of computer artificial intelligence in general administration independent learning (Ge et al., 2018), extreme piece hybrid learning to evaluate general administrative abilities (Yanpeng, 2019) . Evaluation of the constructivist learning environment for prospective masters of general administration (Ozgul et al., 2018), the effect of instructional self-talk on general administration learning (Zetou et al., 2014).

Based on the results of interviews conducted with the respondents, it was stated that one of the private vocational schools in the capital city of Jakarta is the Jakarta Youth Pledge Vocational School having its address at Jl. Joglo Raya No.36, RT.5/RW.8, Joglo, Kec. Kembangan, West Jakarta City, Jakarta Special Capital Region 11640. Jakarta Youth Pledge Vocational School seeks to implement the 2013 revised 2017 curriculum, teachers are required to be creative in classroom implementation and expect students to be able to play a role. It is expected that students can also play an active and creative role when learning. General administration is part of the subjects in the OTKP major, basic subjects are intended for students who take the OTKP major or include subjects in the field of expertise. In general administration, teachers use assessment materials with LOTS-based tests. Indonesia is currently still carrying out 21st century skills, based on the Ministry of Education and Culture (2017) (in Khoiroh, 2019:48) conveying that in compiling (RPP) it is applied to 21st century skills by looking at PPK (Strengthening Character Education), literacy, 4C and HOTS. However, general administration has been implemented by the PPK and literacy, for 4C and HOTS teachers have not implemented it in the assessment.

The assessment applied with multiple choice is an assessment that is often used by teachers from several other tests. Sudjana (1990) (in Istiyono Mardapi, & Suparno, 2014:12) that the test is excessive, namely the material in the test contains the entire teaching and learning activity, the evaluation results are easy to correct and the answer can be ascertained right or wrong so assessing it is easy. The researcher applied the population, namely general administration subjects that were only studied in class X majoring in OTKP, there were 2 classes, namely X OTKP 1 and X OTKP 2. The sample was carried out in class X OTKP 1 and X OTKP 2 with a total of 70 students, with 2 classes because there were general administration lessons.

Therefore, based on some of the descriptions above regarding the evaluation of the assessment of each subject, it is very important because it is closely related to the development of students in general administration subjects, the authors determined the title "Evaluation of the Assessment of General Administration Subjects at the Di Smk Sumpah Pemuda Jakarta ".

METHOD

This research is a qualitative research. In this study, the author uses a case study as an investigative method. The case study was chosen because this study aims to dig deeper into a phenomenon or situation (Cresswell, 2014). The participants of this study were two teachers who taught general administration subjects at the Jakarta Youth Pledge Vocational School and 70 students of class X OTKP in the 2020/2021 academic year. Information collection is done by using interviews. It is done for both Teacher and students. Open and structured interviews will be designed to collect information. This study evaluates the program using a



method that focuses on a selected phenomenon and wants to be understood in depth. Furthermore, the research design model used is the discrepancy evaluation (DEM) model. Data collection techniques used: interviews with the school (principals, and teachers), students and parents, document study, and observation. In this study, the researcher used Miles and Huberman model data analysis, namely data analysis carried out at the time of data collection and after data collection was completed in a certain period. Activities in the data analysis model are data reduction, data display, and drawing conclusions/verification. The data obtained from the field is quite a lot, for that it is necessary to record carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the essential things, looking for themes and patterns. Data Display After the data is reduced, the next step is to display the data. Presentation of data can be done in brief descriptions, charts, and relationships between categories in qualitative research.

RESULT AND DISCUSS

The findings of this evaluation are the part that will explain the aspects studied, namely general administration learning, general administration learning objectives, availability of students, staff, and infrastructure, as well as standards or guidelines for implementing learning (Kearns, 2012). In addition, researchers will also discuss the review of standards or guidelines for implementing general administration learning. In addition, it will also discuss the ongoing general administration learning as well as obstacles and gaps in the general administration learning carried out. Then, the researcher will discuss whether or not the learning objectives of general administration have been achieved and the positive impact of learning general administration (Hosie, Schibeci, & Backhaus, 2005). In the next stage, the causes of the existing barriers and gaps will be discussed. Then, improvement efforts will be discussed at a final stage, and a final decision will be made. In addition, the researcher also conducted an analysis of the six stages, the principles of general administration learning at the Jakarta Youth Pledge Vocational School, and the characteristics of the quality of education at the Jakarta Youth Pledge Vocational School.

Planning

Human Resources at the Jakarta Youth Pledge Vocational School are sufficient to support the learning process of general administration subjects. With adequate human resources, effective and efficient online learning is more accessible to schools as organizers. On the other hand, the lack of human resources will cause learning to be less effective and efficient. The Jakarta Youth Pledge Vocational School as the implementer of education in general, teaching and learning activities take place, does not have obstacles in infrastructure.

It is expected that general administration learning can be carried out effectively and efficiently to achieve general administration learning objectives in schools. The number of human resources owned by the school is not much. However, it is sufficient to support general administration learning because of the small number of students. Regarding infrastructure in schools, there are no obstacles and support in the implementation of general administration learning in schools. Adequate infrastructure is one of the success factors of schools in organizing learning. This is in line with the theory which states that facilities and infrastructure are also a supporting factor in the learning process for teachers and students (Tomczyk, Potyrała, Woch, Wnęk-Gozdek, & Demeshkant, 2020). Without education, education will not be achieved in accordance with shared goals, so that facilities and infrastructure affect learning success (Novita, 2017). Schools use standards or implementation guidelines issued by the Ministry of Education.



Implementation

The school did not conduct a detailed review of the standards or guidelines used. This indeed triggers obstacles and gaps if the process and results are not in line with the school's expectations. Conducting a detailed review of the standards or guidelines for the implementation of general administration learning can minimize obstacles and gaps in the process and results.

Process

In general, the general administration learning carried out by the Jakarta Youth Pledge Vocational School went smoothly. Although general administration learning is carried out smoothly, it cannot be denied that it cannot be separated from several obstacles. Among them are some students who do not have learning tools. Some students are less active in learning or are often absent from learning. Some students were late for the lesson so that some material was missed.

Barriers from the student's side are also the lack of student preparation in participating in learning. Some are not ready, have not had breakfast when the lesson starts. In addition, their position in participating in learning is sometimes arbitrary and at will. This can trigger their lack of focus in learning, especially if they follow the learning while sleeping (Fletche, 2005).

There are also obstacles on the part of the teacher. Some of these barriers are specific, and some are general. For those who are unique, one of the obstacles is the teacher's family situation. Then for common obstacles, one of which is the teacher cannot know the overall ability of students in detail. Parents also have problems, where some parents complain that their children cannot focus and concentrate on what is conveyed by the teacher.

Another obstacle from the parents is that some parents do not supervise their children while studying. Some of them also happen to work. Some may have agendas that clash with the child's learning. This can lead to a lack of control over their children. Some of them who are not controlled by their parents have difficulty in learning. Several obstacles from the parents related to supervision related to their children's learning and the misuse of learning tools owned by their children (which should only be used for learning). Some of them play games during class hours. In addition, parents who do not control also do not understand or have not taught their children, so it is constrained to control the learning tools and understand the learning being carried out. As a result, the results obtained from the child in question are also unsatisfactory.

The school also feels the obstacles felt by parents who are given information from the teacher about their children who are less active or absent in learning. The school has no authority to ensure that the child has been reprimanded or counseled. Schools cannot ensure that the child in question listens and does what his parents say.

Apart from the above constraints, there are also various economic disparities in the parents' family. Therefore, there will be a difference in circumstances between the guardians of students who attend and students who are economically disadvantaged. The difference is for example the facilities used by their children in the implementation of general administration learning. This is because the economic status of student guardians at the Jakarta Youth Pledge Vocational School is heterogeneous and not homogeneous. Of course this can trigger obstacles and gaps between guardians of students who attend and those who are less.

The implementation of general administration learning in schools runs smoothly. This is inseparable from the existence of several gaps and obstacles in it. If examined more



deeply, several obstacles and gaps occur, ranging from the lack of school reviews to standards or guidelines. In addition, the gap in resources and facilities is a consequence of education reform. According to Bdair (2021), students who live in remote areas have problems with technological facilities in carrying out learning. It must improve the school if it wants to do learning. Thus, the gaps and obstacles that occur can be eliminated or at least minimized.

Measurement results

General administration learning at the Jakarta Youth Pledge Vocational School is quite good compared to several other schools. However, these results are not very good in face-to-face learning. One of the positive impacts that occur is the results of general administration learning carried out by the school. If general administration learning can be done better, it is possible to get maximum results, and the positive impact will also be wider. According to Minutes et al. (2020), some of the positive impacts are that students can explore knowledge and resources in the field of general administration such as management, organization, staffing and others. Some of the gaps and obstacles that occur are caused by almost all stakeholders in the school. Schools, parents, and students also have a role to play in creating gaps and barriers. This needs to be improved so that learning becomes better and gaps and barriers are not found again.

Effort

Schools have made various efforts to address gaps and barriers. Regarding the issue of quotas, the school opened a quota for alms for those in need. In addition, the school also provides opportunities for guardians of students who are constrained by facilities such as books and worksheets, the school will provide facilities. Regarding children who are less active or absent from class and are also late for learning, teachers are concerned about their parents or guardians. Several guardians of students also provided input to the school as an effort to answer all existing gaps and obstacles. One of the inputs is that schools can make classroom management, where later teachers can divide their students into several groups, later each group will carry out learning with teachers intensely and teachers will be closer to students. This can minimize students' general administration learning because there are only a few children (divided into several groups).

RPP changes are needed where the school (teachers) must make learning more interactive. Teachers should involve students more in learning. Students can be invited to play games (especially grades 1 to 3) and think that they can attract students' attention to follow the learning later. Teachers must also be wiser in determining the number of chapters that students must study.

There is also input from the student's guardian so that the child's learning account is automatically connected to the parent's email or whatsapp. Teachers can also provide monthly evaluations/feedback regarding students, assignments, etc. so that parents can also evaluate at home and children are more controlled. Then, the teacher can randomly check the child's work or shuffle to make sure that the child is doing the assignment. Feedback and evaluations received from parents have been included in the learning guidelines issued by the Ministry of Education and Culture. For example, it is written "collect and recap the assignments sent by students within the agreed time". However, the Jakarta Youth Pledge Vocational School does not entirely do this because there is no detailed levy on standards or guidelines for implementing learning. So, in this case, schools must conduct a detailed review of the standards and guidelines used. As for the final decision, if this learning continues, the school is ready to re-register. However, schools have not made any efforts to conduct detailed reviews of learning standards or guidelines. This needs to be done if the



school wants to implement learning to meet the standards. The key to successful learning is collaboration between schools and parents.

Being creative can be obtained through the learning process. The emergence of creativity can be influenced by various factors, including communication between families (Gündüz, Alemdağ, Yaşar, & Erdem, 2016). In this case are parents, and the school, especially teachers. Mutual trust, helping each other in guiding children, and communicating between parents and teachers. This will make children feel they have to be creative and achieve success in learning. So the importance of the role of families and teachers in the formation and development of creativity means that communication between parents and teachers must also be well established. Because with good communication, there is a synergy between the two (Pusitaningtyas, 2017). The school is ready when learning is re-enacted.

All the principles contained in the standards or implementation guidelines have been met by the school. Especially for needs and abilities, because of the heterogeneous economic status of parents in schools, the ability to intend there (from an economic perspective) is also relatively conditional. In a sense, the school can adjust the plan and implementation to the economic status of the student's guardian. This can be seen from the various efforts made by the school in supporting the implementation process, such as providing learning facilities from schools for students who are constrained by networks and others (Tsa, Tsa, & Kuen-Yi Lin, 2015).

In the characteristics of the quality of education below, there are disparities in these three characteristics. In terms of performance characteristics, some teachers do not routinely make lesson plans. Some teachers do not learn on time to start or end lessons at a reasonable time. On the characteristics of certain standards, in learning, schools use government standards as a reference. However, the lack of a detailed review creates several gaps and barriers (T. Page et al., 2008). This happens because of the lack of supervision and monitoring of school management from all teachers. School management must always carry out strict monitoring and monitoring of online learning that is carried out smoothly and effectively to minimize gaps (Griff & Matter, 2012).

Student learning outcomes are one of the determinants of whether education in an educational institution is good or not (Dolan, Hancock, & Wareing, 2015). With this general administration lesson, the learning outcomes of the Jakarta Youth Pledge Vocational High School students show that around 70% of students have reached the minimum standard of completeness. Approximately 30% of students who have not reached the minimum standard of achievement. However, 30% is not all material, only 1-3 materials per student. Thus, this study shows that the quality of education at the Jakarta Youth Pledge Vocational School is quite good, especially in implementing general administration learning.

CONCLUSIONS

In general, all aspects and assessment criteria were met. However, it would be better if the supervision was carried out periodically by the school. There is good cooperation between the school and parents, and the school's efforts to review the standards used are further enhanced. However, several aspects and criteria have not been achieved, such as a detailed standard review, several general administration learning targets that have not been achieved, and three characteristics of education quality that have not been met. For this reason, the school must continue to evaluate so that later general administration learning is carried out more effectively and beneficially for the parties concerned.

This research will have a positive and significant impact on the general administration learning program in this school if the parties optimize as much as possible in



minimizing existing gaps and obstacles so that the positive impact of online learning that is carried out is more effective and widespread. Apart from that, future research can continue to explore the alignment between the national learning regulations of general administration and school regulations, as well as the readiness of school information technology facilities in implementing maximum learning.

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