

## **Evaluation of the Dual Professional Function Transfer Program of the Cosmetology Study Program Against the Implementation of the KKNI (Indonesian National Qualification Curriculum)**

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**Abstract.** KKNI is one of the synergies in the fields of education, training and work experience that is feasible to apply in vocational education. This study aims to evaluate, map and find out equitable competency test and certification for vocational school teachers, indicators of the success of the teacher transfer function program integrated with competency tests and certifications, and the urgency of the KKNI in the cosmetology field. The research method uses a combination of quantitative and descriptive methods with library research, which involves 42 teachers transferring the function of the cosmetology study program. Data was collected by questionnaire and analyzed a descriptive technique. The results showed that equalization of national qualifications and certification is considered very important, the need for general skills-based on KKNI for vocational school teachers, competency expertise is one of the urgent things that need to be possessed by educators. In addition, based on the results of the evaluation, it was found that the need for an effort to disseminate and distribute information about KKNI in order to increase competency for 3T regional teachers. It is necessary to support more adequate facilities and infrastructure in the process of applying competency-based vocational education and certification.

**Keywords:** Evaluation of vocational education, KKNI, teacher transfer program, vocational education.

### **INTRODUCTION**

Education is a top priority in human resource development in Indonesia. One of the keys to education lies in the professionalism of a teacher. Teachers according to the Teacher and Lecturer Law No. 14 of 2005 concerning Teachers state that a teacher is a professional who has a role in learning agents through improving the quality of national education. Teachers are given a workload in the form of; (a) learning planning or mentoring, (b) carrying out learning and / or mentoring, (c) giving appreciation or assessing the results of the learning or mentoring process, (d) guiding and providing skills training to students, and (e) carrying out additional tasks functional functional at the school/madrasah level in accordance with statutory regulations (Ministry of Education and Culture, 2018).

The role of a teacher, also requires professional competence set out in article 40 paragraph 2b of Law Number 20 Year 2003 concerning National Education System, with the sound that teachers as the spearhead of education are very strategic and will be a determinant of the quality of education, so it is necessary to have professional competence in the form pedagogic competence, personality competence, social competence, and professional competence (Nappu, Dewi, & Daddi, 2019).

The professionalism of teachers, will be more efficient and effective when equipped with qualifications and certifications. In carrying out obligations as a teacher, the teacher must be a competent and qualified person who has been proven through competency certification. Some countries believe that teacher qualifications are related to students' academic achievements. Countries that have researched the teacher's qualification relationship to students' achievements, then see the correlation between them, including in United States (Wayne and Youngs, 2003), Finland, France, Luxemburg (Teddlie & Reynolds, 2000), India, Mexico, and Tanzania (Luschei & Chudgar, 2016), Kenya, South Africa, Swaziland (Zakharov et al., 2016).

The Government of Indonesia, since 2016 began to focus on vocational education, starting with the Presidential Instruction of the Republic of Indonesia Number 9 of 2016 concerning the Revitalization of Vocational High Schools which is expected to improve the quality and competitiveness of Indonesian human resources. One of the programs in improving the quality of vocational education is to increase the number and competence of educators and education at Vocational High School (VHS).

Data from the Ministry of Education and Culture's states that the reality of vocational education is the problem of Productive Vocational Teacher shortages, with a total shortage of 41,861 productive VHSs, while in Private Vocational Schools the number of productive teacher shortages reaches 50,000 teachers with the total deficit of productive teachers at the Vocational School reaching 91,861 people. To overcome these problems, the Ministry of Education and Culture opened a productive teacher recruitment program with the Skills Certification and Educator Certification Program for Vocational School/High School teachers which can be called a function transfer program or a dual skills program (Ministry of Education and Culture, 2016).

Resources for structuring, increasing the number of educators and fulfilling the demands of teacher competence, are carried out through the Strategic Certification Program for Educators and Expertise Certification for Vocational Schools or High School Teachers which are then stated by the Transfer Function program which aims to meet the productive teacher quota in Vocational High Schools (Vocational Schools). The objectives of the transfer program are as follows; (a) increasing the competence of vocational and high school teachers who are adaptive in order to have additional expertise competencies so that they can teach productive subjects in vocational schools, and (b) Meeting the needs of priority teachers in the maritime, agriculture, creative economy, tourism, and technology sectors and engineering.

The function transfer program has benefits, including; (a) The teacher will obtain an educator certificate through certification in accordance with his competency expertise, (b) Optimization of learning at the vocational level with the main principles of professionalism and entrepreneurship, (c) Preparing vocational graduates who are able to compete against the AEC with appropriate competencies in the field of expertise (Ministry of Education and Culture, 2018).

Equitable distribution of productive teachers through the transfer of dual expertise functions, is a follow-up activity that requires readiness, maturity, and equity in terms of teacher placement and allocation of schools where teaching productive subjects is intended. There is a tendency found; (a) the ineffectiveness of the output of the teacher transfer function program, due to the lack of clarity on the number of teacher needs and the ratio of students in quantity to the destination school, (b) vocational expertise profession certification has not been evenly distributed, and (c) improvement of vocational education is not accompanied by the appropriateness of facilities and available infrastructure.

Derived from the problem, it should be researched further (a) the indicator system SKKNI and KKNI in the achievement of program learning over the teacher's function in terms of the national qualification and certification, (b) to the extent that the teacher's understanding Program over function on the access indicators of program learning over the function, (c) General skills and attitude of a teacher who is judged as important based on the professionalism and competence of KKNI, (d) the need for a dual-vocational school system, (e) The conditions and realities of the revitalization of vocational schools that have been synstantial to KKNI.

Referring to this background, the problem in this study is focused on 1) How to assess the competence of the self in teachers who take the function transfer program, 2) How the success of the function transfer program. Referring to the formulation of the problem, the purpose of this study is to compile written documents that can be made recommendations for the Ministry of Education and Culture of Indonesia, and the government and implementing vocational education based on competence and certification in implementing vocational education that is right on goal and effective.

## **SKKNI and KKNI**

The government's policy priority in education is the revitalization of vocational education that is included with vocational training. The Indonesian National Work Competency Standards (SKKNI) are defined as the formulation of work capabilities with holistic coverage in the form of knowledge, skills, and / or expertise as well as work attitudes that are relevant to the implementation of the duties and conditions of the position stipulated in accordance with applicable laws and regulations. Whereas the Indonesian National Qualification Framework (KKNI) is a level framework of competency qualifications that can be juxtaposed, equalized and integrated between the fields of education and job training, as well as work experience in the context of providing work competency recognition in accordance with the employment structure in various sectors (RI Minister of Manpower Regulation Number 21 of 2014).

The educational evaluation states that one of the challenges of evaluation in a coherent education profession is consistency and quality control in the evaluators of education itself (Ayoo and King, 2017). Educational evaluation is a broad term with aspects that start through the planning and evaluation process, from various stakeholders (Gullickson, King, LaVelle, and Clinton, 2019). One evaluator that can be used to assess vocational education is KKNI and SKKNI, wherein vocational education graduates are expected to be competent and become experts according to the professionalism of the workforce with their chosen fields of expertise.

## **Implementation of Adaptive Teacher Dual Skills Program Towards Productive Teachers**

The dual teacher skills program, implemented since 2016 with the main objective of increasing the competency of secondary and vocational school teachers who teach adaptive subjects (English, Mathematics, Physics, Chemistry, Biology, Social Sciences and Entrepreneurship) to have additional expertise competencies that can be used as requirements teaching productive subjects, so as to meet the needs of productive teachers in vocational schools.

The requirements for teachers who are eligible to follow this program are as follows; (1) Minimum S1 or D-IV, (2) Maximum age 45-55 years, (3) Adaptive subjects (natural sciences, social sciences, entrepreneurship, and KKPI) at the Vocational School, (4) supporting normative subjects (mathematics, PPKn, education Physical, and Cultural arts) at the Vocational School, (5) There are over factors of secondary school teachers in adaptive subjects, (6) There are excess productive vocational teachers with a lack of hours of teaching as seen from the certificate held, and (7) Teachers productive vocational school whose course of expertise is no longer held in the school where they teach (Kemendikbud, 2016).

The implementation of the program is conducted for 12 months through two methods of service training with independent study in the supervision conducted in vocational schools where teachers as participants, teachers or in VHS referral and in-Service training. Training outside of school is at the center of Education and Training of educators and education staff or training institutes. Then the program concludes with the certification of teachers in PLPG offices and certification of expertise.

## **METHODS**

This study uses quantitative descriptive type research through two methods i.e. providing an explanation of how the program's effectiveness over standard-run functions refers to KKNI with the help of a questionnaire filled with Self-reports and Study literacy gained from previous studies, as well as other literacy references. Studies on literacy conducted to collect information and theory through books, research papers that have been conducted by other researchers, rules or legislation, documents, and so on. Studies on Literation were found, serving as basic foundations and primary tools for designing interviews and dimensional questions on the measurement instruments questionnaire.

### **Place and Time of Research**

This research was conducted at Wisma Kinasih, Tapos Depok, West Java during the implementation of the teacher dual expertise program or the teacher transfer function program in 2017 - 2018.

### **Data and Data Sources**

The data used in this study is divided into two types, namely: primary data, which is the direct findings data through questionnaires filled by teachers as the participant of the program rather than functions and secondary data, including data derived from data and facts containing information related to the research variables.

The Data in this research is descriptive that explains the results of the processed questionnaire in the form of a percentage of importance, self-competence assessment, and implementation of the program that uses KKKNI as one of the curriculum references. The data source comes from the number of program participants over the makeup field function with a total of 42 respondents.

### **Population and samples**

The population and research samples were all participants of the program over the makeup field function which is the function of the master's adaptive, inspired teacher's functionality. This research does not use sampling techniques, as the number of populations has the same amount of samples used for research.

Data obtained from respondents through a poll of quantitative data in the form of answers, as follows: does not repent, less repentant, repent, and very repentant for the dimensions of KKKNI and the assessment of revitalization VHS. As well as on the assessment of self-competence using answers were never, rarely, often, and always. The answers gained from the respondents were denoted with the score being guided using the Likert scale based on four levels of respondent answers.

### **Data Analysis Techniques**

The research was analyzed descriptively, and quantitatively with a percentage presentation. Both analyses were processed using the help of Microsoft Excel and SPSS programs. The results of the analysis and discussion of this research are based on the descriptive and presentative analysis in which each data analysis is outlined based on research objectives.

## **RESULTS AND DISCUSSION**

### **Characteristics of Respondents**

The results showed that the average age of respondents following the program was 38.8 years old, with the educational background of most strata 1 (S1) and 9.5% of the respondents being a strata 2 (S2) graduate. A total of 85.7% of participants over the teacher's function have already conducted a competency test and are certified in the field of skin beauty and hairdressing, and as many as 14.2% of participants have never tested their competence and do not have a certificate of expertise.

The adaptive subjects that have been previously learned by the participants over the function, based on research in the Science and technology field as much as 33.3%, on the social field of humanities as much as 30.9%, in the field of cultural arts and skills as much as 28.5% and in physical education as much as 2.3%. The objective of the productive subjects that will be learned by the teacher of the participants over the function of the cosmetology program is divided into subjects of skin beauty and hairstyling.

### Crucial Factors in Function Program Implementation of KKNi Based Teacher

The results of the study (see Table 1) stated that the average respondent mentions the most important factor in the teacher's dual expertise, is the ability to be applied incompetence so as to provide benefits, knowledge mastery, achievement of learning conducted in the classroom, learning outcomes, learning objectives, competency standards of graduates, curriculum integration, scholarly contributions and expertise to the community, entrepreneurial motivation, development of ability to evaluate, the theory used as a provision to explore the potential of expertise, general knowledge, and cooperation development.

Table 1. Urgency Program Implementation According to Participants of Multiple Membership Programs

Factors deemed essential in a descriptive statistical master's double-expertise program	Descriptive Statistic		
	Mean	Standard deviation	Variance
Attitudes and values during the structured and restructuring learning process	3.98	0.15	0.02
Ability to transform from potential to applicative and useful competencies	4.00	0.00	0.00
Mastery of knowledge, knowledge, and experiences that accumulate into an ability for a teacher	4.00	0.00	0.00
Responsibilities of teachers who have the ability and supporting knowledge to play and contribute correctly and ethically	3.83	0.37	0.14
Classroom Learning Achievement	4.00	0.00	0.00
Purpose in Learning	4.00	0.00	0.00
Competency standards for graduates to understand and implement	4.00	0.00	0.00
Must attend training and competency test	3.40	0.49	0.24
Curriculum courses of clumps that will be related to KKNi	4.00	0.00	0.00
Qualification Level Size	3.45	0.50	0.25
Contribute to improving the quality of society through competency development	4.00	0.00	0.00
Cooperate and have social sensitivity and concern to apply the competencies that have in the community and the environment	4.00	0.00	0.00
To show the attitude of responsibility for work in the field of expertise independently	3.95	0.21	0.04
Internalizing entrepreneurial spirit	3.95	0.21	0.04
Able to apply logical thinking, critical, innovative, quality and measurable in conducting specific types of work in the field of expertise according to the competency of the work	3.90	0.29	0.08
Work independently, with quality and measurable adhering to the final results that can be tested through certification	4.00	0.00	0.00
Able to apply science that has a field of expertise, in creating artwork, standard procedures, and design	3.88	0.32	0.10
Able to publish works according to competence	3.88	0.32	0.10
Able to perform safety and security of work	3.86	0.35	0.12
Networking to collaborate on developing science and creating work	3.26	0.44	0.19
Developing the graduates evaluating the results of independent work and the results of the work done in the team	4.00	0.00	0.00

Factors deemed essential in a descriptive statistical master's double-expertise program	Descriptive Statistic		
	Mean	Standard deviation	Variance
Sharpen the sharpness of delivering educators and personal self to manage to learn independently	3.93	0.26	0.06
Sharpen theory in the field of expertise owned	4.00	0.00	0.00
Organizing learning Materials	3.95	0.21	0.04
General knowledge	4.00	0.00	0.00
Practical Application Expertise	3.88	0.32	0.10
Real conditions between theory and practice	4.00	0.00	0.00
Curriculum alignment	3.00	0.00	0.00
Competency certification of graduates and synergies with LSP (Professional certification body)	3.95	0.21	0.04
Provision and improvement of quality competency certified teachers	3.86	0.35	0.12
Development of regional and industrial government cooperation to build vocational education infrastructure	3.98	0.15	0.02
Accreditation and Maintenance	3.50	0.50	0.25

Table 2. Urgency Program Implementation According to Participants of Multiple Membership Programs

Factors deemed essential in a descriptive statistical master's double-expertise program	Descriptive Statistic		
	Mean	Standard deviation	Variance
Attitudes and values during the structured and restructuring learning process	3.98	0.15	0.02
Ability to transform from potential to applicative and useful competencies	4.00	0.00	0.00
Mastery of knowledge, knowledge, and experiences that accumulate into an ability for a teacher	4.00	0.00	0.00
Responsibilities of teachers who have the ability and supporting knowledge to play and contribute correctly and ethically	3.83	0.37	0.14
Classroom Learning Achievement	4.00	0.00	0.00
Purpose in Learning	4.00	0.00	0.00
Competency standards for graduates to understand and implement	4.00	0.00	0.00
Must attend training and competency test	3.40	0.49	0.24
Curriculum courses of clumps that will be related to KKN	4.00	0.00	0.00
Qualification Level Size	3.45	0.50	0.25
Contribute to improving the quality of society through competency development	4.00	0.00	0.00
Cooperate and have social sensitivity and concern to apply the competencies that have in the community and the environment	4.00	0.00	0.00
To show the attitude of responsibility for work in the field of expertise independently	3.95	0.21	0.04

Factors deemed essential in a descriptive statistical master's double-expertise program	Descriptive Statistic		
	Mean	Standard deviation	Variance
Internalizing entrepreneurial spirit	3.95	0.21	0.04
Able to apply logical thinking, critical, innovative, quality and measurable in conducting specific types of work in the field of expertise according to the competency of the work	3.90	0.29	0.08
Work independently, with quality and measurable adhering to the final results that can be tested through certification	4.00	0.00	0.00
Able to apply science that has a field of expertise, in creating artwork, standard procedures, and design	3.88	0.32	0.10
Able to publish works according to competence	3.88	0.32	0.10
Able to perform safety and security of work	3.86	0.35	0.12
Networking to collaborate on developing science and creating work	3.26	0.44	0.19
Developing the graduates evaluating the results of independent work and the results of the work done in the team	4.00	0.00	0.00
Sharpen the sharpness of delivering educators and personal self to manage to learn independently	3.93	0.26	0.06
Sharpen theory in the field of expertise owned	4.00	0.00	0.00
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Provision and improvement of quality competency certified teachers	3.86	0.35	0.12
Development of regional and industrial government cooperation to build vocational education infrastructure	3.98	0.15	0.02
Accreditation and Maintenance	3.50	0.50	0.25

Table 2 states that the most effective aspect of the program's success is awareness of the importance of expertise competence for VHS teachers, the ability to teach productive lessons, and to optimize learning in VHS, as well as the ability to motivate Graduates to have competitive competitiveness. Thus, the vocational education of competency skills is paramount.

The results of this study reinforce the previous research that says that in higher education, to meet the demands of the times, the role of higher education is not only to educate students to get the desired work in the future, but also to train graduates to be competent in carrying out work tasks ideally, and produce innovation (Keinänen, Ursin, & Nissinen, 2018). Teacher competence will encourage improvement in the quality of teaching staff. Quality teachers will be very important in the learning

process of students. Teacher quality influences the variation in students' learning outcomes (Bruns & Luque, 2014).

Table 3. Effectiveness of Dual Proficiency Programs

Program Success Indicator	Descriptive Statistic		
	Mean	Standard deviation	Variance
Competency Enhancement	3.93	0.26	0.06
Ability to teach productive subjects	3.98	0.15	0.02
Awareness of skills competency urgency for vocational school teachers	4.00	0.00	0.00
Encourage vocational school teachers to improve performance, and measure skills owned through certification of appropriate competency skills	3.93	0.26	0.06
Learning process Optimization at VHS	3.98	0.15	0.02
Ability to encourage graduates to be able to compete in the workforce with professionalism, competence and expertise recognition through the certification owned	3.98	0.15	0.02

## CONCLUSION

The average assessment that is important according to the participants of the teacher's double skills in activities, is the transformation of work, mastery of knowledge, achievement and objectives of learning, standards of competence of graduates, learning integration with KKNI curriculum, Vocational education, and competence is considered important for vocational education. The next Program of double expertise needs to pay attention, (a) The quality of teachers, interests, and potential teachers so that the competence that belongs to the teacher becomes skills that can be developed so as to provide extensive benefits, (b) Revitalizing education Vocational, requiring maturity in the alignment of education curriculum with professional training through the expansion and socialization of the importance of competency test and certification.

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