Assessment by Assignments for Outcomes Digital Skills Competence Vocational Graduate in Indonesia

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ABSTRACT: *Accomplish one of the problems of actualizing digital transformation in the world of work in Indonesia today, this research aims to explain the effort how vocational graduate had digital soft skills as achievement of outcomes, and competence by did the task and project as the process of assessment to complete their value to past from subject examination. Collect data conducted by interview and focus group discussion with 30 students and 5 lecturers from one private university in Jakarta and two state universities in Bandung and Jogjakarta. The result of the research could be delivered here, that opinions about the types of assignments that can increase soft skills, 85% of students agree that individual assignments can improve their soft skills, and 44% did not agree that group assignments can improve soft skills. In comparison, 56% of students agree with group assignments because they think that in group assignments they can practice and develop how to coordinate and work together, it will be seen (we can judge) who is capable of leading and who is responsible for their respective tasks. In FGD we agreed that digital skills needed to develop as soft skills. Analyse based on the theory of authentic assessment and self-actualization the conclusion was that assignments and projects can encourage students to develop their digital skills as soft skills but in the process need the high dedication of the lecturer.*

KEYWORDS- *assessment by assignment, authentic assessment, self-actualisation, digital skill*

I. INTRODUCTION

The crucial point for actualizing digital transformation in the world of work in Indonesia was how to develop human resource skills that can fulfill the needs of the world of work. Not only hard skills but more and much useful soft skills. Relate to the digital transformation process what skill really needed was digital skill. That's why we really had concerns about achievement outcomes and competence of college and vocational graduates who would go to the world of work next. Based on our earlier research found that there has been a development in the need for soft skills in the world of work related to the development of telecommunications technology which is quite significant in line with the progress of civilization towards society 4.0 where it was identified that there was a need for digital skills as a form of soft skills that students should have after graduating from their study program (Rachmaningsih and Wijayanti, 2021) So it is necessary to develop more innovative and creative teaching methods to encourage digital transformation in the education system in tertiary institutions and especially for vocational programs.

Furthermore, as a follow-up, it is necessary to develop an assessment method that can encourage and direct students toward the achievement of soft skills, namely soft skills complemented by digital skills. Because the problem here is assessing or making assessments not only to give scores or points as values but also to measure the level of achievement and output of students as university graduates, especially in the vocational field.

The purpose of this study is to continue the previous research so that it becomes complete and sustainable as well as make it clear at the application level. In the first phase of the research, researchers have been able to identify the types of soft skills that must be pursued by students so that they are able to appear as graduates who are competent according to their fields and according to the needs of the world of work which has developed rapidly in the 4.0 era, namely having soft skills plus, soft skills complemented by digital skills. While in the second phase of the research, it has been able to explain teaching models and methods that can be developed in tertiary institutions and vocational programs, especially, by applying blended learning models and hybrid learning methods to encourage digital transformation through higher education. Next, with the intention of developing a holistic teaching system and method, it is necessary to develop an assessment system and method to meet the competency requirements of student graduation. So then in this third phase of the research, the researcher seeks to be able to explain the systems and methods of assessment that can be applied to the teaching and learning process in tertiary institutions in the vocational program especially, in order, to actualise student outcomes that have competence according to the demands of the world of work in the 4.0 era.

Related research on "The Effect of Competency Level on the Performance of Office Administration Employees" (Kartika and Sugiarto, 2014) found that there were significant differences in competency between employees who attended training and employees who did not attend training. Where employees who take part in a training program have better competence than employees who have never attended a training program. And there is a significant influence between competences on performance. As stated by Mangkunegara (2002. in Lucia and Agus, 2014) one of the factors that influence a person's performance is ability which consists of potential abilities and reality abilities. According to Chetam and Chivers (1996. in Lucia and Agus, 2014), competence and its various constituent components will interact in such a way that will produce specific performance. How to get training for students in university was by assignments and projects during learning in college, of course.

II.   THEORY AND LITERATURE

Authentic assessment is a term created to describe a variety of alternative assessment methods that allow students to demonstrate their ability to complete assignments and solve problems. At the same time, expressing knowledge and skills by simulating situations that can be encountered in the real world outside the school or campus environment (Hymes. 2003). In this case, it is a simulation that can express students' achievements from a practical point of view and application in the real world. Authentic assessment is a significant measurement of student learning outcomes in the realm of attitudes, skills, and knowledge. The term authentic is synonymous with genuine, real, valid, or reliable. So authentic assessment is the process of gathering information about the development and achievement of learning carried out by students through various techniques that are, able to express, prove, or show precisely that learning objectives have been really mastered and achieved. (Sunarti, 2014). Where authentic assessment tries to combine teacher/lecturer teaching activities, student learning activities, student motivation and involvement, and learning skills. Because the assessment is part of the learning process, the teacher/lecturer and students share an understanding of performance criteria and learning outcomes. In some cases, students even contribute to defining expectations for the tasks they have to do.

One person's need to have the ability to become what is intended according to the potential he has becomes a form of self-actualization (Robbins and Coulter, 2010).According to self-actualization is the process of implementing an individual from interest, creativity, desire to development, the ability to be responsible and independent (Perfilyeva, 2012). So, self-actualization can be defined as a person's need to develop, use, and utilize their potential, talents, and capacities to produce and realize themselves as 'what'. Explain based on Maslow's theory of needs (Jerome, 2013) said that Self-actualization is the stage of achievement by the individual towards what he begins to realize as the self-competence that exists within him.

According to Robbins and Coulter, one indicator of the need for self-actualization is the need to achieve one's potential, namely the need for a person to develop the potential, abilities, and talents that exist within him to the fullest. Internal factors that affect self-actualization such as ignorance of self-potential, namely self-capital need to be known, explored, and maximized. Requires encouragement within the individual to maintain his existence in accordance with the potential he has while environmental factors as external factors

influence efforts to realize self-actualization. Because self-actualization can be done if the environment allows it. The environment becomes one of the determining factors in the process of forming and developing individual behavior, both the physical environment and the socio-psychological environment.

Uno and Koni (2012: 2-6) explain that the purpose and function of the assessment are to find out how far students can achieve the required level of competence, and where to achieve competency standards, the function of the assessment is as a basis for helping self-understanding, in making decisions about next step. Assessment is an activity of interpreting measurement results based on certain criteria and rules (Widoyoko, 2012). states that Assessment is decided on something with good and bad measurements, whereas Assessment tends to be qualitative (Arikunto, 2013). Furthermore, Kizlik (2009) explained that Assessment is a process where information is obtained related to learning objectives. Assessment itself is a broad term that also includes ability tests or exams.

In all learning models, there are four principles of assessment, namely, emphasizing the assessment of the accompaniment effects (cooperation ability, tolerance, and perceptual integrity). Integral and comprehensive principles, namely an assessment that is carried out as a whole and comprehensively on all aspects of learning, including knowledge, skills, and attitudes. Furthermore, the principle of continuity, namely the assessment is carried out in a planned, continuous, and gradual manner to obtain an overview of the development of behavior as a result of learning activities. The last principle is objectivity, namely the assessment is carried out using good and appropriate measuring instruments (Rusman, 2011). Assessment itself is an integral part of the entire teaching and learning process, thus assessment must be seen as one of the factors that determine the success of the process and learning outcomes, not just how to assess students' scores. (Kunandar, 2007).

III.   RESEARCH METHOD

Apply qualitative description research, collecting data conducted by focus group discussion (FGD) and interviews with 30 students and 5 lecturers from one private university and 2 state universities in Indonesia which is held from April until November 2022. Processing data using the Huberman model with a tree step, first, we categorize and reduce data, second is analyze, and present data presentation both by description and diagram, third made a conclusion. (Mattew B Miles et al., 2020) Validity of data by source triangulation data, comparing and combining opinions and ideas from the sources, students, lecturers, as well as insight from the experts by literature study. Triangulation is a data collection process that combines various sources and existing data collection techniques by examining evidence from these sources and using it to build justifications for coherent themes. (Creswell. 2010: 286) On November 26, 2022, data was gathered through focus group discussion (FGD) and continued with online interviews with the students in April 2023. The study used diagrams to provide the data before the justification and conclusion.

IV.   RESULT

The study obtains Modifications and innovations that need to be carried out in the technique of providing an assessment of the learning process in tertiary institutions, especially in the vocational field, with the aim of obtaining competent student outcomes according to their fields. Where in the 4.0 era. This competency achievement is not only measured by the value of hard skills but also by the value of soft skills. Where, providing an assessment of the teaching and learning process is not only to carry out tests of theoretical understanding and ability tests, but in the process, conducting assessments must also be able to encourage students to improve soft skills and apply digital skills for today's era. By applying a combination of assessment technique methods with the appropriate weighting of scores, the purpose of the assessment is not only to focus on mastery of theory but also to encourage students to develop their abilities in the form of soft skills according to their field of study.

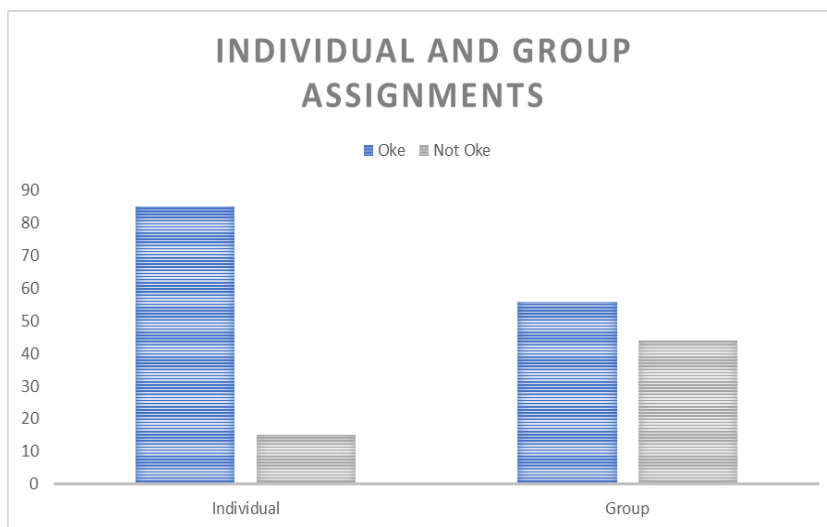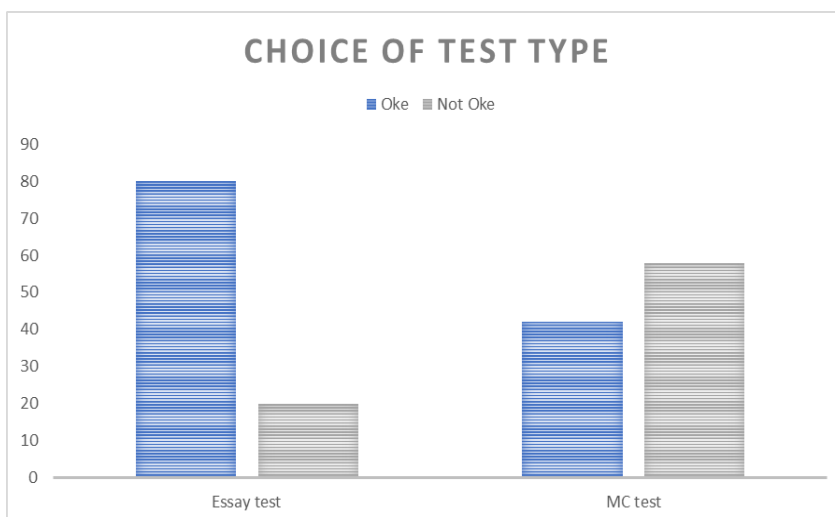Figure 1. The Opinion of Students of Assignment Type

Figure 2. The Opinion of Students of Test Type

From the results of the opinion poll, 85% of students agree that individual assignments can improve their soft skills, and 56% of students also agree that group assignments can improve soft skills, as we can see in Figure 1, because they think that in group assignments they can practice how to coordinate and work together, it will be seen (we can assess) who is capable of leading and who is responsible for their respective duties. Opinion about the form of the test for exams, 80% of students prefer the test with essay questions, because it is not an absolute value, where the assessment is not a matter of right or wrong, so you will still get a score. And 58% of students did not agree that the Multiple Choice (MC) test could improve soft skills, as we can see in Figure 2. However, 42% of students still think that tests with MC can also help train the mind in addition to understanding the theory itself, while the tests with essays are more for practicing analysis and problem-solving. Furthermore, all agree that to improve soft skills, the assessment technique is through assignments, both individually and in groups and they prefer the progress project type because they can learn to improve and revise assignments before arriving at the end of the assignment and submitting them for the whole assessment.

The competence achievements of each person can be increased by continuous efforts to develop insight and knowledge, skills, and experience, which can be obtained by learning and practicing on matters related to work match to the field, thus knowledge and skills can increase by getting an experience. The question is, how

to get experience while you are still learning in college, and the answer is by doing the tasks and projects which is given as assignments in the learning process in college.

Authentic assessment is a term created to describe a variety of alternative assessment methods that allow students to demonstrate their ability to complete assignments, in this case, a simulation that can express students' achievements in practical terms and application in real situations. Assessment is a term that is often used in the workplace and in the academic, where assessment is carried out with the intention of implementing and using several methods or tools with the aim of obtaining information about learning outcomes and achievement of student competence. Conducting an assessment in the learning process aims to measure the achievements or learning outcomes can be done by giving tests, giving questions to be answered (question and answer), both written and verbal, can also be done by giving assignments both individually and in groups to students. This type of progress project encourages students to learn to improve and revise assignments for completion. Student choices regarding assessment techniques tend to be based more on personal reasons, likes, and dislikes and do not yet refer to the idea that I need to practice applying theory or technology so that I have more experience and abilities. So where should innovation and change begin, whether by changing the mindset of students changing the mindset of lecturers, or changing the mindset of officials who play a role in making and implementing policies?The establishment of a curriculum that includes operational procedures not only about how to carry out learning, and what the teaching materials are, but also how to use appropriate assessment techniques, which are not only for carrying out memory or understanding tests but also ability tests. Then everything will move according to the goal, change the mindset then innovate. It must be understood that giving assessments to students in tertiary institutions, especially in vocational education, does not only provide scores or point numbers, but the meaning behind these numbers should reflect their level of ability as learning outcomes. And the soft skills including digital skills that can be owned were one of the indicators of student outcomes. How students can feel their abilities by absorbing various experiences in doing lecture assignments as one of the assessments and requirements for passing courses. Moreover, the process of assessment techniques through assignments can encourage students to improve their digital skills as well as soft skills according to the knowledge learned in their study program. Carrying out tests using either MC tests or essays will be a formality that students have already taken the exams, but have their abilities been tested, then experience in practicing applying their knowledge through assignments during lectures will be able to show students' real abilities in addition to the numerical scores they have obtained formally.

Applying a combination of assessment techniques with the appropriate weighting of scores can be carried out for assessment purposes which not only focus on mastery of theory but also encourage students to develop their abilities in the form of soft skills according to their field of study. Provide opportunities and facilities for students to train themselves in applying theory and add to their practical experience, not just chasing grades on the examination test. The weight of the value on the assignment that is greater than the weight of the value on the examination test can motivate students to do better in class assignments and be more responsible. Determining the composition of the percentage weighted score is important in the assessment technique here. Because students have been stigmatized that doing assignments requires more effort than preparing for exams, while the weight of the score is smaller. So, students tend to not prioritize doing their assignments and take them lightly, so they don't feel the need to do it as well as possible. Thus, it is necessary to change the stigma. Then the determination of the value weight for 30% theory and 70% practice in the assessment is mandatory.

Meanwhile, regarding the use of digital technology in assignments, teaching lecturers play a very important role in providing conditions for students and forcing the use of digital technology in carrying out lecture assignments, such as encouraging students to search and browse as an effort to complete data and information, to work on and complete their coursework. Make good and qualified power point for presentations. Assignments of making videos, assignments carrying out digital publications, assignments using social media positively, and documentation of data related to lecture material. So that students will be trained and accustomed to using digital technology for various assignments and work. Along the way forming soft skills plus digital skills.

Based on the description above, it can be understood that the competence achievements of each person can be increased by continuous efforts to develop insight and knowledge, skills, and experience, which can be obtained by learning and practicing on matters related to work according to the field, thus knowledge and Skills supported by experience can be increased. Success will be correlated with individual competence achievements, where the higher the level of competency achievement of a person, the easier it will be for him to achieve success. Because to succeed, we sell competence as the expertise we have. As in efforts to develop entrepreneurialism, for example, apart from the aspects of resources and capital, self-competence is a very important thing to achieve success as well as a form of self-actualization. as stated by Robbins and Coulter. (2010: 110) that self-actualization is the need for someone to develop, use, and utilize their potential, talents, and capacities to produce and realize themselves as 'what'. The need for someone to be able to be what they want according to their potential.

V. CONCLUSION

Providing an assessment of the teaching and learning process is not only to carry out tests of theoretical understanding and ability tests but in the process, conducting assessments must also be able to encourage students to improve soft skills and apply digital skills. This can be done by applying a combination of assessment methods according to the needs and conditions, as well as giving greater weight to student assignment results to motivate maximum achievement in doing lecture assignments. Modifications and innovations need to be made in the technique of providing an assessment of the learning process in tertiary institutions, especially in the vocational field, with the aim of obtaining competent student outcomes according to their fields. Where in the 4.0 era, this competency achievement is not only measured by the value of hard skills but also the value of soft skills which are complemented by additional skills, namely digital skills. Next students can sell their competence as the expertise they have at the same time to realize self-actualization.

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