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Integrated Performance Assessment Instrument of Tri Hita Karana's Priority Values in Vocational Learning

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ABSTRAK

Tujuan dari penelitian ini yakni untuk menganalisis keberhasilan pengembangan instrumen asesmen kinerja terintegrasi nilai keutamaan Tri Hita Karana (THK) dalam pembelajaran kevokasian dalam hal ini pada mata kuliah pratikum pembuatan busana pria. Jenis penelitian ini yakni jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model ADDIE. Subjek dalam penelitian ini yakni rekan sejawat dan para ahli pembelajaran dan asesmen, dengan fokus penelitian adalah pengembangan instrumen asesmen portofolio terintegrasi nilai keutamaan THK pada pelajaran mata kuliah pratikum pembuatan busana pria. Pengumpulan data dalam penelitian ini dilakukan menggunakan metode kuisioner, dengan instrument penelitian berupa lembar validitas. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis data menggunakan analisis deskriptif kuantitatif. Kelayakan dari perangkat instrumen yang dihasilkan dilakukan uji validasi dengan menggunakan formula Gregory dengan menggunakan dua orang pakar, dan uji reliabilitas instrumen dengan menggunakan teknik inter-rater reliability. Hasil penelitian menunjukkan instrumen asesmen kinerja yang dikembangkan memenuhi kriteria validitas dengan skor rata-rata diperoleh sebesar 4,0 (sangat relevan) dan melalui perhitungan dengan formula Gregory memperoleh validitas sangat tinggi (1,0). Perhitungan reliabilitas melalui inte-rater agreement dari dua orang pakar menunjukkan skor yang sangat konsisten dengan skor pada instrumen kinerja sebesar 0,96. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa rancangan perangkat instrumen asesmen kinerja terintegrasi nilai keutamaan THK karana pada Mata Kuliah Praktikum Pembuatan Busana Pria yang dikembangkan berada pada kategori valid dan reliabel, sehingga sangat layak digunakan untuk mengukur kemampuan siswa.

ABSTRACT

This study aims to analyze the success of developing an integrated performance assessment instrument for the priority values of Tri Hita Karana (THK) in vocational learning, in this case, in the practicum course for making men's clothing. This type of research is development research, which was developed using the ADDIE model. The subjects in this study were colleagues and learning and assessment experts. The focus of the research was the development of an integrated portfolio assessment instrument of the priority values of Tri Hita Karana in the practicum course in the manufacture of menswear. Data collection in this study was carried out using the method of questionnaires, with the research instrument being a validity sheet. The data obtained in the study were then analyzed using data analysis techniques using quantitative descriptive analysis. The feasibility of the resulting set of instruments is tested for validation using the Gregory formula using two experts and testing the reliability of the instrument using the inter-rater reliability technique. The results showed that the developed performance assessment instrument met the validity criteria with an average 4.0 (relevant) score and obtained very high validity through calculations using the Gregory formula (1.0). Calculation of reliability through an inter-rater agreement from two experts, which was very consistent with a score on the performance instrument of 0.96. Based on these results, it can be concluded that the design of the integrated performance assessment instrument set of priority values of Tri Hita Karana karana in the Men's Clothing Making Practical Course developed is in the valid and reliable category, so it is very feasible to use to measure students' abilities.

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1. INTRODUCTION

Vocational education is a form of education that emphasizes the mastery of a particular skill to prepare someone to become a workforce that has expertise and skills in their field so that they are ready to work and able to compete globally (Anam, 2021; Nugraha et al., 2020; Suwardi, 2021). Vocational education levels are generally at the school, polytechnic, institute, and university levels (Fadillah et al., 2021; Rifdarmon, 2020). Vocational education has a vision of preparing students who can compete in the world of work and deal with changes in society and their environment (Wardina et al., 2019; Yanto et al., 2022). Vocational education is more responsible than general education, especially in producing professional graduates with high employability skills and abilities (Aini & Efendi, 2019; Nugroho, 2022). Apart from being prepared to work in the formal sector, students in vocational education are also provided with entrepreneurial material or skills (Rahman et al., 2022). In Indonesia, vocational education is currently divided into two major sections, namely vocational education at the secondary level or what is commonly referred to as Vocational High School (SMK) and vocational education at the higher level (high school, college, institute, or university) (Nurhayanti, 2021; Verawadina et al., 2019).

One of the skills taught in vocational education is vocational learning practicum for making men's clothing. It's just that the results of observations and interviews conducted with the lecturers of the vocational study program for making men's clothing show that in this practicum material, teachers and lecturers need help in assessing the performance process and the skills shown by students. These problems then have an impact on the non-maximum assessment process carried out. One of the efforts that can be made to overcome this problem is to develop an assessment instrument for making men's clothing. Assessment instruments have a position as important as learning. Even meaningful learning will depend on assessment instruments as an integral part of learning (Septiani et al., 2019; Umami et al., 2021). Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for educators, students, and parents/guardians to guide them in determining further learning strategies (Indrawati et al., 2022; Mudanta et al., 2020; Praja et al., 2021). The assessment needs to be designed and carried out according to the assessment's function. However, there is flexibility in terms of technique and implementation time so that it can effectively achieve learning objectives. The Practicum Subjects in the Merdeka Belajar Kampus Merdeka (MBKM) curriculum it is carried out in several materials with material characteristics that emphasize the achievement of learning outcomes in the aspects of knowledge and skills, as well as practicum results produced by students accompanied by the formation of attitudes/characters (Herawati et al., 2020; Uswatiyah et al., 2021).

In the practicum course for making men's clothing, an assessment that is suitable for development is a performance assessment. Performance is a series of student activities in achieving competence through targeted learning outcomes as evidence of learning outcomes seen as a form of assessment that students can demonstrate in all their abilities (Bari et al., 2020; Nurhaifa et al., 2020; Tadhkiroh et al., 2023). It proves as one of the things that performance assessment is a form of assessment that is very suitable to be used to help see and prove the development of student learning outcomes and can provide continuous feedback throughout the process and at the end of learning carried out by students under the guidance of the teacher (Nurhayati, 2020; Sartika et al., 2020). As a performance of the results of student learning development, performance assessment can be used by students as well as educators and parents of students in seeing the progress of learning outcomes, feedback and seeing the weaknesses and strengths of the students themselves, and in this case of course accompanied by teacher guidance and guidance in providing advice and motivation to students (Aswaruddin, 2021; Isnaini & Utami, 2020; Rahmi & Sylvia, 2021). In this case, the interaction process during learning needs the participation of all of them wisely, providing input, guidance, and appreciation of what students have produced in their learning (Kusumastuti et al., 2020).

In the context of forming attitudes and character, educators can use performance assessment to develop student character and attitudes and build student knowledge and skills. In this case, the teacher can also integrate character values into student learning activities. The integration of values referred to in this connection is the priority value in Tri Hita Karana. The values of these virtues are selected in every dimension in Tri Hita Karana's philosophy. The first philosophy in the concept of Tri Hita Karana is the value of virtue derived from the parahyangan dimension (maintaining good relations with God) by recognizing that everything that exists is God's creation, recognizing that all God's creation is governed by natural law as a manifestation of His omnipotence (Arimbawa et al., 2019; Yasa, 2020). The second philosophy is pawongan (maintaining good relations with fellow human beings) by showing politeness and courtesy in speaking and behaving, tolerance for others, empathy and social care, and responsibility in carrying out tasks (Jaya, 2019; Lilik & Mertayasa, 2019). The third philosophy, namely Palemahan (maintaining good relations with nature/environment) by implementing a clean life, and using the environment wisely, explains why human life depends on nature (Puspitasari, 2017).

Several previous studies have revealed that the performance instrument developed is reliable and belongs to the very good category, so it is very feasible to assess student skills (Dewi et al., 2019). The results of other studies reveal that the performance appraisal system that has been designed can be used in tertiary vocational institutions to measure their performance so that these tertiary institutions will make improvements. Improvements can be identified to compete nationally and internationally (Bayhaqi, 2020). Further research revealed that implementing authentic assessment in informatics engineering vocational education can help lecturers assess students' abilities appropriately (Efendi, 2020). Based on some of the results of these studies, the vocational assessment instrument can significantly help teachers and lecturers to assess student performance. It's just that in previous research, no study specifically discussed the development of an integrated performance assessment instrument for Tri Hita Karana's priority values in vocational learning. So this research is focused on this study to analyze the success of developing an integrated performance assessment instrument of the priority values of Tri Hita Karana (THK) in vocational learning, in this case, in the practicum course for making men's clothing.

2. METHOD

This research belongs to the development research developed using the ADDIE development model through five stages of development: analysis, design, development, implementation, and evaluation. The subjects of this study were colleagues and learning and assessment experts, with the focus of the research being the development of an integrated portfolio assessment instrument of the priority values of Tri Hita Karana in the practicum course in manufacturing men's clothing. Data collection in this study was carried out using the method of observation, interviews, and questionnaires, with the research instrument being a media validity sheet. The research data is in the form of quantitative data, and the analysis is carried out by quantitative analysis. Descriptive analysis was also carried out to give meaning to the data description related to the content, inference logic, and process dynamics throughout the research stages. Statistical analysis was used about empirical test formulas (instrument validation), including the Gregory content validity test). To determine the degree of validity of the instrument items, consult the achievement criteria table according to Guilford, as in Table 1.

Table 1. Achievement Criteria According to Guilford

Content Validity Coefficient Limits	Criteria
0,00 – 0,09	Very low degree of validity
0,20 – 0,39	Low degree of validity
0,40 – 0,59	Moderate degree of validity
0,60 – 0,89	High degree of validity
0,90 – 1,00	The degree of validity is very high

Furthermore, in the rater equivalence test (interrater reliability), the concept from Cohen Kappa is used with the formula; the total amount approved divided by the total number that may be approved. Furthermore, the calculation results are compared with the reliability criteria. To determine the degree of reliability, then consult the criteria table, as in Table 2.

Table 2. Table of Kappa Statistical Criteria

Kappa Statistic	Strength of Agreement
<0.20	Poor
0.21 to 0.40	Fair
0.41 to 0.60	Moderate
0.61 to 0.80	Good
0,81 to 1.00	Very Good

3. RESULT AND DISCUSSION

Result

Data analysis was carried out according to the development stages of the ADDIE model. The results of each development stage are as follows: the first development stage is the analysis stage. Context analysis was carried out at this stage, including syllabus analysis, learning implementation plans for practicum courses in making men's clothing, learning resources, and discussion activities with colleagues. The results of this analysis obtained several important things, such as activities that are important to be

carried out in learning that support the formation of student competencies, relevant material, learning resources, and student competencies which include attitudes, knowledge, and skills related to the subject matter of the practicum course for making men's clothing and values. The virtues of Tri Hita Karana may be integrated into learning activities. The second stage is the design stage, or the design of the assessment instrument. In this stage, the form and technique of the performance assessment instrument are designed. The design of the form and technique of this assessment was preceded by formulating indicators of basic competencies that had been formulated earlier, which were the development of aspects of knowledge and skills, and attitudes which were then made in the form of a draft lattice of performance assessment instruments for practicum courses in the manufacture of men's clothing.

The third stage is the development stage, carried out through a grid of instruments. Then, an integrated performance assessment instrument for the priority values of Tri Hita Karana is drafted by accommodating basic competency components, indicators in the practicum course material for making men's clothing, and integration of the values of virtue Tri Hita Karana. At this stage, three types of performance instruments related to basic competencies were successfully developed, including designing, manufacturing, and presenting creative and innovative men's clothing practicum products, according to local potential. The performance assessment instrument was developed in 3 indicators, namely designing products, making products, and presenting products, which were then developed into several instrument items by inserting several Tri Hita Karana values that would be raised and accessed during learning in class and outside. Classes integrated with knowledge activities and other skills in a basic competency defined in the syllabus of learning subjects. The portfolio has three important elements: a sample of learning work, self-assessment, and clear and open assessment criteria. Concerning this view, the learning performance assessment instrument for the practicum course for making men's clothing has been constructed to contain these three elements.

The fourth stage is the Implementation and Evaluation stage after going through the instrument development stage and having carried out an expert assessment, an analysis related to content and construction validity through the Gregory formula, and an interrater test to obtain instrument reliability. The results of the content and construct validity tests, as well as interrater reliability, were carried out to obtain an appropriate assessment instrument for use in the study of men's clothing-making practicum courses. While some of the input obtained from experts and raters is then used as input material to improve the formulation of indicators, formulation of statements in the instrument is the development of the instrument from a good appearance or appearance. Content validity determines the extent to which the instrument reflects the desired content. Construct validity refers to the extent to which the instrument measures the nature of a certain understanding or construct. The content validity of the instruments in this study was carried out by consulting several experts (expert judgment). Through this expert judgment, it can be seen whether each item of the instrument has described indicators of each variable in theory. Then an instrument is obtained to fulfill and reflect the overall content to be measured. The results of calculations in the validity test using the Gregory formula can be seen in Table 3.

Table 3. Validity Test Results

		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A	B
		0	0
	Relevant	C	D
		0	30

Based on the results of calculations using the Gregory formula, a content validity value of 1.00 is obtained with a very high category. At the same time, the calculation of instrument reliability uses interrater reliability, which measures the reliability between raters (Cohen Kappa). In this case, it involves two raters with the following calculations by utilizing two raters to evaluate two students using a performance assessment instrument validated with 16 statement items. Furthermore, the two raters obtained the number of statement items that received the same approval of 29, while the possible number of items that received the same approval from the assessment results was 30. Furthermore, 29 divided by 30 obtained an index number of 0.96. Thus, this instrument based on the interrater test has a reliability index score of 0.96 in the very good category. To improve the assessment tools, including analysis of the results of trials and improvements (revisions based on the results of empirical trials) of the assessment instruments. The assessment instruments that have been analyzed are then refined and perfected in terms of writing format, use of language, and making complete instructions on how to use the instrument according to input and expert advice, and rearranging it so that it forms a unified whole.

Procedures for Using Assessment Instruments The learning performance of the practicum course for making men's clothing needs further adjustments. This adjustment was made to provide convenience and increase understanding of the assessment procedures carried out during the learning process, which are different and have different characteristics in terms of the use of learning resources which are dynamic and very broad, the application of integrated values, including the subject matter used. Different in terms of competency selection in learning outcomes. An understanding of the characteristics of student activities needs to be done from various things in a learning atmosphere, such as; characteristics derived from students, characteristics of learning materials and learning activities in the independent learning curriculum (MBKM), learning goals or objectives of students is an integral part of the development of assessment of learning outcomes. For this reason, developing an assessment of learning outcomes must be carried out with various assessment instruments to achieve good student learning goals. Practical learning that takes place in the practice of making men's clothing needs to be expanded and deepened by building students' insights in several ways, such as building independence and character mastery that needs to be mastered in the context of learning in the 21st Century, entrepreneurship, as well as mastery of information and communication technology. Through developing this assessment instrument, it is necessary to obtain input related to improving learning in the future.

Discussion

Based on the results of the data analysis that has been done, the performance appraisal instrument developed is in a very valid category, so it is feasible to use. The success of developing a performance appraisal instrument is influenced by several factors, including the first factor is that the media is developed according to the teacher's needs. Assessment of the practice of making men's clothing is classified as a type of performance assessment. It is because the learning process is carried out to strengthen students' life skills (Septiani et al., 2019; Umami et al., 2021). Performance assessment is a form of assessment that is very suitable to help see and prove the development of student learning outcomes and can provide continuous feedback throughout the process and at the end of learning carried out by students under the guidance of the teacher (Nurhayati, 2020; Sartika et al., 2020). As a performance of the results of student learning development, performance assessment can be used by students as well as educators and parents of students in seeing the progress of learning outcomes, feedback and seeing the weaknesses and strengths of the students themselves, and in this case of course accompanied by teacher guidance and guidance in providing advice and motivation to students (Aswaruddin, 2021; Isnaini & Utami, 2020; Rahmi & Sylvia, 2021). In this case, the interaction process during learning needs the participation of all of them wisely, providing input, guidance, and appreciation of what students have produced in their learning (Kusumastuti et al., 2020).

The second success factor is that the developed instrument meets the requirements of a good instrument. An instrument is feasible if valid and reliable (Indrawati et al., 2022; Mudanta et al., 2020; Praja et al., 2021). Instruments that are valid and reliable will be able to assess student learning outcomes properly and by the demands of learning objectives (Herawati et al., 2020; Uswatiyah et al., 2021). In learning activities, assessment instruments have the same important position as learning. Even meaningful learning will depend greatly on the existence of assessment instruments as an integral part of learning (Septiani et al., 2019; Umami et al., 2021). Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for educators, students, and parents/guardians to guide them in determining further learning strategies (Nurhayanti, 2021; Verawadina et al., 2019). It was even further stated that the assessment needs to be designed and carried out according to the function of the assessment itself. However, there is flexibility in terms of technique and implementation time so that it can effectively achieve learning objectives.

The third success factor is that the developed instrument contains the Tri Hita Karana philosophy. In addition to assessing performance, the developed instrument can also be utilized by educators to develop student character and attitudes and form student knowledge and skills (Puspitasari, 2017). In this case, the teacher can also integrate character values into student learning activities. The integration of values referred to in this connection is the priority value in Tri Hita Karana. The virtue values contained in the Bagawadgita are also by the virtue values contained in the Tri Hita Karana philosophy, such as truth, virtue, and beauty as the implementation of the Tri Hita Karana concept, namely Parahyangan, Pawongan, and Palemahan (Jaya, 2019; Lilik & Mertayasa, 2019). These three dimensions are derived again to produce several priority values. The values of the primacy of the Tri Hita Karana philosophy in the performance assessment instrument for the men's fashion practicum course were developed in the form of a portfolio assessment instrument that is integrated into learning activities that arise in student learning activities. Then these values are assessed in the practicum learning activity for making men's clothing (Arimbawa et al., 2019; Yasa, 2020).

The results obtained in this study align with previous research results, which also revealed that the performance instrument developed was reliable and classified as very good, so it was very feasible to be used in assessing student skills (Dewi et al., 2019). The results of other studies reveal that the performance appraisal system that has been designed can be used in tertiary vocational institutions to measure their performance so that these tertiary institutions will make improvements. Improvements can be identified to compete nationally and internationally (Bayhaqi, 2020). Further research revealed that implementing authentic assessment in informatics engineering vocational education can help lecturers assess students' abilities appropriately (Efendi, 2020). Based on some of these research results, vocational assessment instruments can significantly help teachers and lecturers to assess student performance.

4. CONCLUSION

Based on some of the results of the research and discussion that has been carried out, it can be concluded that the design of the integrated performance assessment instrument set of priority values of Tri Hita Karana in the practicum course of making men's clothing which was developed through the stages of analysis, design, development, implementation, and evaluation is in the valid category and reliable, so it is very feasible to use to measure students' abilities.

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