

PROFESSIONAL CERTIFICATION MANAGEMENT IN IMPROVING THE COMPETENCY OF VOCATIONAL SCHOOL GRADUATES

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Abstract

Vocational High School (SMK) graduates should have competencies that suit the needs of DU/DI. Professional certification tests are one of the efforts to prepare competent graduates. This research describes how professional certification management improves the competency of vocational school graduates who are ready to be absorbed into DU/DI. The research method used is qualitative with data collection techniques, namely interviews, observation, and documentation studies. The data analysis technique is a qualitative narrative that aims to describe and reveal the management aspects of professional certification institutions in improving the quality of vocational school graduates. In this case, data management is carried out continuously through checks and re-checks, analysis, and re-analysis, so that the actual reality is found and experienced in real terms. The results of research on professional certification management in improving the competency of vocational school graduates in Bandung City were carried out starting from planning, organizing, implementing, evaluating, and finding solutions to obstacles to professional certification activities carried out by the First Party Professional Certification Institute (LSP P1) at SMK Negeri 11 Bandung. Meanwhile, based on competency tests, increasing the competency of vocational school graduates can be seen in attitude, knowledge, and skills according to their field of expertise.

Keywords: Management, Professional Certification, Competency Certification Institutions, Graduate Competencies, Vocational High Schools.

Abstrak

Lulusan Sekolah Menengah Kejuruan (SMK) hendaknya memiliki kompetensi yang sesuai dengan kebutuhan DU/DI. Uji sertifikasi profesi menjadi satu diantara upaya menyiapkan lulusan yang kompeten. Tujuan dari penelitian ini adalah untuk menggambarkan bagaimana manajemen sertifikasi profesi dalam meningkatkan kompetensi lulusan SMK yang siap diserap di DU/DI. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data yaitu wawancara, observasi, dan studi dokumentasi. Teknik analisis data bersifat narasi kualitatif yang mengarah pada upaya-upaya menggambarkan dan mengungkapkan aspek manajemen pengelolaan lembaga sertifikasi profesi dalam peningkatan mutu lulusan SMK. Dalam hal ini pengelolaan data dilakukan dengan cara terus menerus melalui cek dan re-cek, analisis dan re-analisis, sehingga ditemukan realita yang sesungguhnya terjadi dialami secara nyata. Hasil

penelitian manajemen sertifikasi profesi dalam meningkatkan kompetensi lulusan SMK di Kota Bandung dilakukan mulai dari perencanaan, pengorganisasian, pelaksanaan, evaluasi, dan solusi atas kendala pada kegiatan sertifikasi profesi yang dilaksanakan oleh Lembaga Sertifikasi Profesi Pihak Pertama (LSP P1) di SMK Negeri 11 Bandung. Sementara peningkatan kompetensi lulusan SMK berdasarkan uji kompetensi tampak pada attitude, knowledge, dan skills sesuai bidang keahliannya.

Kata kunci: Manajemen, Sertifikasi Profesi, Lembaga Sertifikasi Kompetensi, Kompetensi Lulusan, Sekolah Menengah Kejuruan.

Introduction

The competencies of graduating students at the Vocational High School (SMK) need to be considered so that they are ready to be absorbed into the business and industrial world (DU/DI). Professional certification tests are one of the efforts to prepare competent graduates. For maximum results, it is important to carry out professional certification management to improve the competency of vocational school graduates.

The most of graduates of vocational school can not go straight to work. It turns out to be inconsistent with the goal of SMK graduations. Many vocational school graduates are unemployed because they are not suitable for absorption. This happens because it is not accompanied by good quality (Hasyim Zaman, 2019). Even though several research results state that there is a match between the competencies of vocational school graduates and the needs of DU/DI, the expected ability standards are still different. This difference means that not all vocational school graduates can work according to their field of expertise (Arina Hidayati, Farah Dzil Barr, Kharisma Nawang Sigit, 2021). This condition is the cause of unemployment and most of them come from vocational school graduates (CNN Indonesia, 2023).

So that vocational school graduates can work according to their field of expertise, good quality graduates are needed that suit the needs at DU/DI. Effective and efficient management in preparing competent graduates, including through professional certification management. Professional certification is a process of granting certificates that are carried out systematically and objectively through work competency tests that refer to the Indonesian National Qualifications Framework Standards (SKKNI), International Standards, or Special Standards. Certification through the First Party Professional Certification Institute (LSP P1) is one of the harmonization efforts to create a link & match between the Business/Industrial World (DU/DI) and Vocational High Schools (SMK) (Presidential Instruction Number 9 of 2016).

In 2018, the Ministry of Education and Culture facilitated full LSP P1 SMK assessment activities. To improve the quality of competence of Indonesian workers, especially vocational school graduates in Indonesia, the government requires that vocational school graduates must have competency certification by competency standards set by the National Professional Certification Agency (BNSP). In carrying out certification duties for vocational school graduates, BNSP appoints a Professional Certification Institute (LSP) which has been accredited by BNSP as a licensed LSP. Through the development of certification in vocational schools through LSP P1, it

is hoped that recognition of vocational school graduates will increase so that the number of vocational school graduates who work will also increase. Apart from that, through certification, it is hoped that it will create measurable achievement of competency of prospective workers educated at vocational schools, as well as serve as an evaluation medium for schools in the context of continuous quality improvement.

Educational institutions as the most important instrument in preparing Human Resources (HR) are required to be able to provide quality human resources. Quality or competent human resources can be realized through standardization and competency certification. With the provision of competency certification, it is hoped that it can increase the competitiveness of the workforce which in turn can increase economic growth (Setyowati, 2017).

The Professional Certification Institute (LSP) is an institution implementing work competency activities that obtains a license from the National Professional Certification Agency (BNSP). One of the Professional Certification Institutions (LSP) that has been accredited by BNSP is LSP P1 SMKN 11 Bandung. LSP P1 Vocational School at SMKN 11 Bandung is ready to collaborate in implementing competency tests for vocational school students by the scope of the certification scheme, namely accounting and institutional finance, office management and business services, marketing, logistics management, software development, visual communication design, network engineering computers, and telecommunications.

The results of previous research illustrate that there are efforts to improve the quality of vocational school graduates, including at SMKN 2 Sangatta Utara, East Kutai. Efforts to improve the quality of graduates at SMK N 2 Sangatta Utara are carried out by the school principal by improving the quality of teachers, improving the learning process, and adding or developing school infrastructure. This business can help graduates who are immediately ready to work according to their skills, and many also continue their studies to higher education (Nurtan, N., Bahrudin, I., Ismail, T., Edi Susilo, M., Rizki Kusuma Wardani, D., & Angela, M., 2022).

Furthermore, other previous research discussed teaching factory learning management in improving the competency of graduates of SMK Negeri 3 and SMK Negeri 15 in Bandung City. The conclusions from this research show that the teaching factory learning model is effective in increasing students' motivation to participate in learning activities with a work culture that has a positive impact on increasing graduate competency (Sofa Sari Miladiah, Cahya Syaodih, Dadi Permadi, 2021).

There is also research related to the implementation of knowledge management in the implementation professional certification service system at SMKN 1 Garut as the implementer of competency test activities. This research aims to design a knowledge management model starting from knowledge, capture. to knowledge application which is expected to help improve the effective and efficient performance of the professional certification process at LSP P1 SMKN 1 Garut (Andriansyah Maulana, Christina Juliane, 2022). Then, research related to the study of competency test management in the Mechanical Engineering Department at SMKN 1 Blitar was carried out through the preparation, implementation, evaluation, and certificate issuance stages.

Having certificate recognition is hoped that it can be a consideration in absorbing labor in the business and industrial world (Andika Setiawan, Widiyanti, Sunomo, 2018).

The results of further research related to the management of the competency test at the professional certification institution (LSP) of SMK Negeri 1 Kebumen show that the management of the competency test consisting of planning, organizing, implementing and supervising the LSP of SMK Negeri 1 Kebumen has been implemented well (Muji Slamet, Mulyoto, 2021). And the results of the management of professional certification institutions in improving the quality of graduates at SMK Negeri 3 and SMK Negeri 9 Bandung describe planning, organizing, implementing, and evaluating, obstacles, as well as efforts to overcome them in improving the quality of vocational school graduates. The conclusion shows that the implementation of LSP management in vocational schools is quite good referring to BNSP standards (Rina Daryani, Deti Rostini, Ida Tejawiani, 2022)

Based on previous research that has been carried out, there is a difference with professional certification management research by the first-party professional certification institution (LSP P1) in improving the competency of graduates at Bandung City Vocational Schools. The differences lie in the scope of the certification scheme, namely institutional accounting and finance, office management and business services, marketing, logistics management, software development, visual communication design, computer network engineering, and telecommunications. Another difference is the increase in competency of graduates at Bandung City Vocational Schools from the results of competency certification for students so that graduates are ready to be accepted by DU/DI. So this research aims to reveal how planning, organizing, implementing, and evaluating professional certification by the first-party professional certification institution (LSP P1) at SMKN 11 Bandung improves graduate competency, as well as what obstacles and solutions are faced in implementing certification management profession by the first-party professional certification body (LSP P1) in improving the competency of graduates at Bandung City Vocational Schools.

Management

Management is defined as the process of planning, organizing, leading, and controlling an organization with all its aspects so that organizational goals are achieved effectively and efficiently (Amtu, 2013). Management is an activity of interaction and synergy between organizational components by mobilizing the resources they have so that they can realize the hopes and ideals of the organization. Management is related to various other scientific disciplines, making it possible for management to be studied, analyzed, researched, and then developed as an applied science in managing an organization or company. Management has four basic functions, namely planning, organizing, implementing, and controlling (G. R. Terry (2010).

The following are management functions that refer to the requirements and procedures for competency certification based on the regulations of the National Professional Certification Agency (BNSP) Number: 09/BNSP.301/XI/2013 and Number: 1/BNSP/III/2014. *First*, planning. Planning is an activity to determine goals to be achieved along with ways to achieve these goals. So the importance of planning is to provide clarity of direction for each activity so that each activity

can be attempted and carried out as efficiently and effectively as possible. Planning is the first step in formulating a strategy, taking into account the ability of organizational resources to predict future success (Terry, 2010). Planning is also defined as an effort to utilize available resources by taking into account all limitations to achieve goals efficiently and effectively (Terry, 2010).

Second, is organization. Organizing is determining, grouping, and arranging the various activities needed to achieve goals, assigning people (employees) to these activities, providing physical factors suitable for work needs, and determining the relationship of authority delegated to each person about the implementation of each expected activity. The principles of organizing, namely: 1) The objective or purpose; (2) Departmentation or division of work; (3) Assign the personnel or placement of workers; (4) Authority and Responsibility or authority and responsibility; and (5) Delegation of authority or delegation of authority (Terry, 2010).

Third, implementation. Implementation is arousing and encouraging all group members to have the will and try hard to achieve the goal sincerely and in harmony with the planning and organizing efforts of the leadership. Implementation without planning will not be effective because it is in planning that objectives, budgets, standards, work methods, procedures, and programs are determined (Sukarna, 2011). The factors required for implementation are (1) Leadership; (2) Attitude and morale (Attitude and Morals); (3) Communication (Relationship Management); (4) Incentive (Stimulus); (5) Supervision (Supervision); and (6) Discipline (Terry, 2010).

Fourth, control. Control has a very important role or position in management, namely having the function of testing whether work implementation is orderly, orderly, directed, or not. Control has the function of supervising all activities so that they are focused on their targets so that the goals that have been set can be achieved. Control is the process of determining what must be achieved, what is being done, assessing implementation, and if necessary making improvements, so that implementation is by plan, that is, in line with standards or measures (Terry, 2010).

Professional Certification

Competency certification is the process of granting competency certificates which is carried out systematically and objectively through competency exams which refer to the certification scheme that has been created by LSP and approved by BNSP. The competency certification process carried out by LSP consists of the registration of prospective participants through to the issuance of a competency certificate. The competency exam is carried out and assessed by an assessor. The evaluation results from the competency exam then become the basis for determining the eligibility of participants (assesseees) to obtain a certificate.

Work competency certification in Republic of Indonesia Government Regulation Number 23 of 2004 is the process of granting competency certificates which is carried out systematically and objectively through competency tests that refer to Indonesian national and/or international work competency standards. The process of obtaining a work competency certificate through LSP which carries out work competency certification based on statutory regulations and/or has been recognized by international institutions, for example, professional associations or government and

private professional certification bodies whose existence has been recognized by international institutions.

Requirements and procedures for administering competency certification are contained in BNSP Regulation Number: 09/BNSP.301/XI/2013. The requirements and procedures for administering certification include the registration, assessment, and certification processes. *First*, at the time of registration, the LSP must provide an overview of the certification process by the certification scheme. This description at least includes the requirements and scope of certification, an explanation of the assessment process, the applicant's rights, certification costs, and the obligations of the certificate holder. The LSP must require complete registration, signed by the certification applicant. The LSP must review the registration file to confirm that the certification applicant meets the requirements set out in the certification scheme.

Second, in the assessment process, LSP must apply assessment methods and procedures according to those stipulated in the certification scheme. *Third*, the competency certification process is a valid decision-making activity for graduation or failure which is carried out after assessing competency in writing, verbally, practically, by observation or other reliable and objective methods, and based on and consistent with the certification scheme. The decision to graduate students who have taken competency certification is made by the LSP based on information collected during the certification process. Personnel who make certification decisions do not participate in the implementation of competency tests or training of certification participants (BNSP Number: 1/BNSP/III/2014).

Method

This research uses a qualitative approach. A qualitative approach was used to describe and analyze the phenomenon (Sugiyono, 2017; Moleong, 2011; Mulyana, 2010) regarding professional certification management in improving the competency of vocational school graduates in Bandung City.

This phenomenon takes the form of planning, organizing, implementing, and evaluating, obstacles and solutions to professional certification activities carried out by first-party professional certification institutions (LSP P1) in improving the competency of vocational school graduates.

The research location was determined at SMK Negeri 11 Bandung because the school is an LSP P1 licensed by BNSP. The data sources used are the principal, deputy principal, head of skills competency, quality management representative, and LSP administrator at SMK Negeri 11 Bandung.

Several data collection techniques used in this research are interviews, observation, and documentation studies. Interviews were conducted with sources related to the aspects studied. Several documents containing interview questions were used to obtain the required information from informants. Data sources were obtained based on skill competencies from the curriculum and LSP spectrum. The observation used is participant observation, that is, the researcher is involved in activities that can support the validity of the data while making observations. The documentation study referred to in this research is data documents related to the management of professional

certification institutions and graduate data. Apart from that, there are also documents in the form of supporting literature to clarify the collection and description of research data.

The data analysis technique is a qualitative narrative that aims at efforts to describe and reveal the management aspects of professional certification institutions in improving the quality of vocational school graduates. In this case, data management is carried out continuously through checks and re-checks, analysis, and re-analysis, so that the actual reality is found and experienced in real terms.

Professional Certification Management in Improving the Competency of Vocational School Graduates in Bandung City

First, planning professional certification to improve the competency of vocational school graduates. Assessment planning at LSP P1 SMKN 11 Bandung is carried out in several steps. The LSP first determines the Standard Operating Procedure (SOP) for developing assessment planning. The steps that must be taken are: 1) Determine the assessment approach by identifying and confirming the assessment, then determine the objectives and context of the assessment in a relevant manner by legal, organizational, and ethical requirements. 2) Determine the assessment route, whether the assessment is carried out through RPL (Recognition Prior Learning), learning pathways, and assessments, or a combination approach. 3) Prepare access to the assessment strategy that is then identified, and access the assessment comparison reference. 4) Prepare an assessment plan by identifying benchmarks for assessment comparisons so that they comply with existing regulations. 5) Prepare a presentation of competency standard components to determine and document the evidence to be collected. 6) Plan the interpretation of each related document, to support the planning of the assessment process. 7) Select and confirm assessment methods and assessment tools based on the evidence that will be collected to meet the assessment principles. 8) Prepare specific physical resources needed in the assessment process and distribute roles and responsibilities to all people involved in the assessment process. 9) Determine the period for collecting the required documents and confirming the assessment plan with relevant personnel. 10) Contextualize and review the assessment plan by identifying the characteristics of the assessee to understand the specific needs of relevant people. 11) Contextualize competency standards to determine the characteristics of the environment where the assessment is carried out. 12) Check the assessment methods and tools used. A review of assessment tools needs to be carried out to ensure that competency standard specifications can be met. 13) Conduct a review to update the assessment plan according to future needs. 14) Document the assessment plan to be carried out by the policies and procedures of the assessment system as well as legal, organizational, and ethical requirements.

Planning for professional certification in improving the competency of vocational school graduates at LSP P1 SMKN 11 Bandung is carried out by the policy of Government Regulation of the Republic of Indonesia Number 23 of 2004 and procedures for administering competency certification are contained in BNSP Regulation Number: 09/BNSP.301/XI/2013. This planning provides clarity of direction for each activity so that each activity can be attempted and carried out

as efficiently and effectively as possible. Planning is the first step in formulating a strategy, taking into account the ability of organizational resources to predict future success (Terry, 2010).

Professional certification planning is carried out within the scope of the certification scheme, namely institutional accounting and finance, office management and business services, marketing, logistics management, software development, visual communication design, computer network engineering, and telecommunications to increase the competency of vocational school graduates. For this reason, LSP P1 SMKN 11 Bandung has six KKNI Level II certification schemes, namely: 1) KKNI Level II Certification Scheme on Software Engineering skills competencies. 2) KKNI Level II Certification Scheme on Multimedia skills competency. 3) KKNI Level II Certification Scheme on Computer and Network Engineering Skills competencies. 4) KKNI Level II Certification Scheme for Office Automation and Management Skills Competencies. 5) Level II KKNI Certification Scheme on Financial and Institutional Accounting Skills Competencies. And 6) KKNI Level II Certification Scheme on Online Business and Marketing Skills competencies.

Second, organizing professional certification to improve the competency of vocational school graduates. The Organizational Structure of LSP P1 SMKN 11 Bandung consists of LSP P1 Trustees, namely the Principal, the Chair of LSP, and 3 members. Organizing the assessment, including a. Arrangement of material requirements and physical resource needs that have been identified by assessment system policies and procedures as well as legal, organizational, and ethical requirements. b. Where necessary, any specialist support required for the assessment is organized and managed by legal, organizational, and ethical requirements. c. The roles and responsibilities of everyone involved in the assessment process are organized. d. An effective communication strategy with people involved in the assessment process is established to encourage a regular flow of communication and obtain feedback. e. Record keeping of assessments and reporting is confirmed.

Organizing professional certification to improve the competency of vocational school graduates at LSP P1 SMKN 11 Bandung is carried out by placing personnel according to the capacity of the work they are supposed to do (Right Man On The Right Place). Apart from that, it also follows the principles of organizing that are implemented, such as organizing following the achievement of goals, division of work, placement of workers, authority and responsibility, and/or delegation of authority (Terry, 2010).

Third, the implementation of professional certification to improve the competency of vocational school graduates. The implementation of professional certification at LSP P1 SMKN 11 Bandung is usually held once a year in April. To be able to carry out professional certification, LSP P1 SMKN 11 Bandung must have an assessor. Currently, LSP P1 SMKN 11 Bandung has 21 assessors, all of whom are certified. The space already has 6 Competency Test Place (TUK) rooms for carrying out certification, namely: TUK RPL SMKN 11 Bandung, TUK MM SMKN 11 Bandung, TUK TKJ SMKN 11 Bandung, TUK OTKP SMKN 11 Bandung, TUK AKL SMKN 11 Bandung, TUK BDP SMKN 11 Bandung.

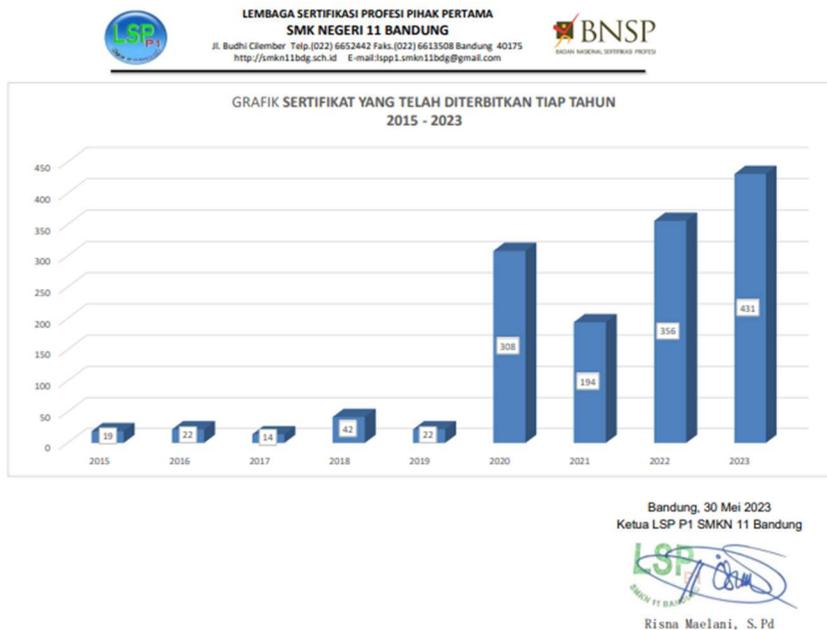
The implementation of assessments and competency tests must comply with the provisions stipulated in the BNSP guidelines. Implementation begins with registering prospective competency test participants and filling out forms, namely APL 01 and APL 02 forms which contain personal data, certification data, a list of competency units, and proof of completeness of the application. Next, the Institution fills in a recommendation as to whether the application is accepted or not accepted. After the competency test participants register, the LSP will then carry out verification and validation of the competency test requirements.

The implementation of the competency test or assessment process is divided into two stages, namely the pre-assessment stage and the assessment stage. At the pre-assessment stage for prospective competency test participants, assessors carry out verification starting from FR APL 01, and FR APL 02, supporting evidence and explaining as well as planning and organizing the assessment using the MMA form. In this verification, the assessor decides whether the prospective competency test participant passed the pre-assessment or not. Next, if prospective competency test participants are ready, they will enter the assessment stage. The assessment process can be carried out by the Competency Test Materials (MUK) that have been prepared. The MUK used in carrying out this competency test is prepared by a team of assessors and prepared based on the applicable Work Competency Standards. After that, there is an interview conducted by the assessor with the students to find out the attitude and knowledge possessed by the competency test participants. Then practice is carried out to find out the skills that the competency test participants have. After carrying out the competency test, the results of the assessment are obtained. For students who are not yet competent in their field, they will be declared not to have passed and for students who have been deemed competent, they have the right to obtain a competency certificate from the LSP.

The activities of the LSP P1 program will be monitored or supervised by the Provincial Education Office and BNSP itself. After the entire series of competency tests has been carried out, the Certification Manager will document it to determine the results of the assessment and then submit it to the Chairman or Director of the LSP to make a recommendation letter for the certification results. After competency test participants are declared competent, competency certificates are then issued. The issuance of competency certificates refers to the National Professional Certification Agency Regulation Number: 03/BNSP.302/X/2013 concerning guidelines for issuing competency certifications.

Fourth, evaluation or results of professional certification by the first-party professional certification body (LSP P1) in improving the competency of graduates in vocational schools. The LSP quality management section carries out regular evaluations through reviews of assessor data on assessment implementation which includes assessment implementation procedures, consistency of assessment decisions, and assessor review results reports. If a nonconformity is found, the LSP certification department must identify alternative corrective actions. The results of the evaluation must be submitted to quality management to be used as material for continuing improvement in the implementation of competency assessments.

Evaluation of the results of the assessment to improve student competency at SMKN 11 Bandung shows an increase from year to year which is presented in the following graph:



It can be seen in the graph above that from year to year competency test participants have increased. This shows the government's efforts to improve the competency of vocational school students through LSP P1. This effort is made so that the competencies possessed by vocational school graduates can be absorbed into DU/DI. Apart from the increase in the number of participants taking competency tests from year to year, this increase is also seen in the mental attitude that students must have to be accepted in the workplace. Apart from that, there is also an increase in knowledge and skills by the competencies in each field they are involved in, such as accounting and institutional finance, office management and business services, marketing, logistics management, software development, and communication design. visuals, computer network engineering, and telecommunications.

Fifth, obstacles and solutions in implementing professional certification activities to improve the competency of vocational school graduates. Obstacles that appeared during the implementation of professional certification included: 1) Lack of technical personnel at LSP P1 SMKN 11 Bandung. Currently, there are only 4 technical personnel. This technical staff has a big responsibility for technical preparation for the exam, such as preparing exam equipment and documents for the assessor because the assessment cannot be carried out online, the assessment must be carried out by direct observation. In one day three to four departments are taking the exam, so with this number of technical personnel, it is considered still insufficient. The solution to dealing with the lack of technical personnel at LSP P1 SMKN 11 Bandung is to involve students who are currently undertaking Field Work Practices (PKL) or Field Experience Practices (PPL) at SMKN 11 Bandung. 2) Financing. The large digitalization of assessments cannot yet be covered by LSP P1 SMKN 11 Bandung. As a result of large funding and not being able to carry out all activities digitally, the solutions for several activities are implemented manually. Likewise, document

storage is still done manually, which of course requires space to archive assessment results because these documents cannot be lost for 5 years.

Conclusion

Professional Certification Management in Improving the Competency of Vocational School Graduates in Bandung City is implemented through the professional certification planning stages in increasing the competency of SMK graduates. Which is by the Standard Operating Procedure (SOP) for developing assessment planning and by the six KKNI Level II certification schemes. The organization of professional certification is adapted to the LSP P1 Organizational Structure and is identified by the assessment system policies and procedures as well as legal, organizational, and ethical requirements. Everyone's roles and responsibilities, communication strategies, assessment record keeping, and reporting are confirmed and follow the applicable organizing principles.

The implementation of professional certification at SMKN 11 Bandung has been carried out by the provisions stipulated in the BNSP guidelines. The implementation of the competency test process is divided into two stages, namely the pre-assessment stage and the assessment stage. After verification is carried out and the assessor decides to pass, the competency certificate is then issued. Evaluation of professional certification results is carried out periodically by the first-party professional certification body (LSP P1). The increase in competency of graduates at vocational schools can be seen in the indicators of attitude, knowledge, and skills in each field of expertise they are pursuing.

The lack of technical personnel at LSP P1 SMKN 11 Bandung, was addressed by involving students who were doing Field Work Practices (PKL) and Field Experience Practices (PPL) at SMKN 11 Bandung. Meanwhile, the huge costs resulting from the digitalization of assessments are being addressed with manual processes for several assessment activities.

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