

Application of Performance Assessment in Professional Competency Test of Participants in Vocational School of Beauty Therapist

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Abstract—The purposes of this study was to determine the importance of implementing of performance assessments in Vocational School of Skin Beauty Skills competencies to improve the qualifications of graduates with professional certification. The research method used is qualitative research. Data obtained through student learning documents, and learning theory and practice of facial skin care and focus group discussion performance assessment in the learning process.. The result of study show that the implementation of the performance assessment system carried out in the learning process and the competency test for treating facial skin is not problematic for students in the Skin Beauty program in four research locations, can improve the quality of vocational school graduates and in accordance with the demands of the beauty industry's world graduation criteria (Criteria the standard of beauty Professional Certification Institution (LSP).

Keywords—*performance assessment, professional competency test, vocational school*

I. INTRODUCTION

Facing labor competition in the 2015 Asean Free Trade Area (AFTA), and North American Free Trade Agreement (NAFTA) 2020, the government through Presidential Regulation Number 8 of 2012 concerning KKNI (Indonesian National Qualification Framework), in article 5 part b, emphasizes that based on the achievement of learning outcomes, Vocational graduates are categorized as intermediate workforce at the qualification level 2 which is capable of carrying out a specific task, using tools, and information, and work procedures commonly performed, and showing measurable quality performance, under direct supervision his boss (UU KKNI, 2012).

This policy regarding the testing of vocational competence is in accordance with the opinion of Terence Jackson which states that: assessment is undertaken by the recognized experts (Jackson, 1989:60). This would normally be the immediate supervisor who is familiar with the work of the staff assessed and knows what is expected of the assessee in term of work performance and is recognized by both staff and management to have this knowledge. In carrying out the competency test, the problems that exist in the Vocational School are the different perceptions in determining the criteria for achieving the level of competence carried out by the teacher and the third party in this case is the industry. The teacher views the achievement of competencies from the development of learning while the Industry views the

achievement of competencies from performance as a work process.

SMK as one of the education levels is expected to prepare graduates quality too. For this reason, in their education, vocational students are equipped with knowledge, attitude, skills and life skills that are useful for himself and the community. In order to provide life skills, vocational schools work with the business world / industrial world as a partner institution. Vocational programs to be fully implemented, students as stakeholders have to be made aware of such programs and their importance; they must become interested in practical skills-oriented lectures, and cognitive skills at the same time (Puyate, 2008:69). Vocational education and curriculum differentiation as a strategy to reduce the school early leaving and to the acquisition of the relevant skills needed in this “knowledge society” (Martins, 2015:2592). The bottom line is that vocational education is responsible for the basic skills in the work place. More importantly, humans need more education, especially vocational education for work (Wang, 2012:16).

Vocational graduates with competencies in Beauty Skin skills are projected to have a career as beauty therapists in beauty clinics or makeup artists in various salon industries and the film industry. These few numbers of graduates have become the target of the industrial world. Human resource needs with competency qualifications in Skin Beauty Management in the work world are quite high, which is the basis of this research to be focused on the Vocational School of Beauty Program on Skin Beauty Skills competencies.

II. METHODS

The research method used is qualitative research to understand symptoms as they are without changing the variables or field conditions. Strauss and Corbin (1998, p:11) state that qualitative analysis is a process of non-mathematical interpretation carried out with the aim of finding concepts and relationships in raw data and then arranging them into theoretical explanatory schemes. Taylor and Bogdan (2016, p:7) state that qualitative methods refer to broader meanings in research that produce descriptive data (words written, oral, or observable behavior). Cresswell (1998, p:27) describes five types of qualitative research, namely biography, phenomenology, grounded theory, ethnography, and case studies, each of which has differences in focus / research objectives, origin of scientific disciplines,

data collection, data analysis, and narrative output from the research. This study uses a case study method whose focus is placed on a particular case. Data is collected from an experienced background (natural setting) as a data source directly. The meaning of data can only be done if the depth is obtained from the facts obtained. This approach is determined by observing the phenomena observed by the subject of the conceptual world through actions and thoughts to understand the meanings compiled by the subject around everyday events (Kusumandari & Sukirman, 2017).

III. RESULT AND DISCUSSION

The location of this study is SMK Negeri 3 Pati, Pati Regency, which continues to develop itself in order to compete in preparing graduates of skilled vocational schools. This is evidenced by the results of A accreditation in 2010 for all existing expertise programs. As well as the implementation of the ISO 9001: 2008 Quality Management system. SMK Negeri 3 Pati has a proud achievement that almost every year represents Central Java Province in the national level student competency competition. This school is the only tourism group school in Pati that has held education in the field of Beauty Skills since 1990.



Figure 1. SMKN 1 Pati

In the 2011-2012 school year, there were 3 classes in the field of skin beauty at SMK 3 Pati with 6 teachers in the field of skin beauty. All of them have suitable educational backgrounds, namely Bachelor of Makeup, Universitas Negeri Jakarta and Universitas Negeri Surabaya. SMK 3 Pati is categorized as NSS (National Standard School) which has fulfilled the criteria of eight national Education Standards (ES) in accordance with PP 19 of 2005. The achievements of the last five years students always won several competitions at the Provincial level and won several competitions at the national level. In fact, three students have been sent to participate in international competitions, even though they have not yet won an award at the international level. Following are some documentation of the achievements of students of SMK Negeri 3 Pati.



Figure 2. National LKS Champion

A. Funding of Assessment Data in The Practical Learning Process

Teachers of SMK Negeri 3 Pati conduct performance assessments in the practice learning process using performance observation instruments called the Observation Check List (OCL) format prepared by researchers. The instrument used is a standard instrument from the Beauty Professional Certification institution that will be used in the competency test. There are 6 elements of student performance at SMKN 3 Pati which are observed by the teacher in the learning process of the practice of competing for facial skin care without problems manually, namely: Element preparation, customer consultation, skin analysis, skin care, advice and advice, and clearing work areas, tools, materials and cosmetics.

1. Element 1. Perform Work Preparation

In the element of work preparation which consists of five performance criteria, the results as a whole 36 students were declared competent for the overall performance criteria, namely: (a) Room hygiene, indicated the atmosphere of a quiet room and safe, clean scented desinfectant, bright light. (b) The criteria for furniture in the form of facial beds are neatly arranged and sufficiently spaced between one bed and another, which is 0.5 meters (c) Personal in accordance with occupational health and safety regulations and referring to professional ethics, indicated by wearing practical clothing, rubber shoes, not there is body odor, and using SSE (Self Safety Equipment), (d) Criteria on the appliance and lenna in a clean condition, sterilization treatment equipment and lenna clean, fragrant arranged on trolley. Lenna in the form of cloth, bed linen and blankets for customers (e) Cosmetics materials provided for three types of skin and declared to meet the requirements of BPOM and do not expire, cosmetics are used according to the instructions in the packaging. The results can be seen in the following table 1.

Table 1. Results of Work Preparation Assessment for Students of SMK Negeri 3 Pati

Element 1. Work preparation	Students are competent
WORKING CRITERIA	
1. The room is prepared to meet the principles of sanitation and hygiene, safety and comfort	36 people
2. Furniture is prepared to meet the principles of work efficiency and practicality	36 people
3. Personal self is prepared according to occupational health and safety regulations and refers to professional ethics	36 people
4. Tools and lenna are prepared as needed and meet security of use	36 people
5. Materials and cosmetics are prepared as needed and hygienic and safe to use	36 people

2. Element 2. Customer preparation.

From the 4 criteria in element 2, customer consultation, it was found that only 1 criterion was fulfilled, namely 2.1 customers were welcome to sit in the space provided. All students can carry out according to the performance criteria 2.1. While on the other 3 criteria, namely performance criteria 2.2, 2.3 and 2.4, there are 11 students who have not met the criteria. In the criteria for performance 2.2, there are 11

students who have not received customer approval for the practice to be carried out. The solution given by the teacher is to show students how to explain to customers.

In criterion 2.3 customers are welcome to change care clothes, there are 11 students who have not met the criteria, namely the same students who failed the criteria 2.2. They don't allow customers to wear care clothing. In the 2.4 criteria the customer was prepared to get facial skin care by means of a head closed with a head covering, body covered with a blanket, and a chest part covered with a towel found in 11 students not meeting the criteria, also the same for 11 students who failed criteria 2.2, 2.3 . They find it difficult to close the head by making a fold of towel on the forehead, therefore having to demonstrate how to close the head. The results can be seen in the following table.

Table 2. Results of Element 2 assessment for students of SMK 3 Pati

Element 1. Consulting customers Customers are competent	Students are competent
WORKING CRITERIA	
Customers are welcome to sit in the space provided	36 people
Consultation with customers is done in a polite, friendly and clear manner to get approval for the desired service advice	36 people
Customers are welcome to change care clothing.	36 people
Customers are prepared to get facial skin care by means of the head is closed with a head covering, the body is covered with a blanket, and the chest is covered with a towel	36 people

3. Element 3. Analyzing the customer's facial skin

In element 3 performs skin analysis, out of the 3 performance criteria, only 2 criteria have been met by all 36 students, namely criterion 3.1 clears eye makeup, lips and customer faces and criterion 3.3 treatment plan is confirmed to get agreement and recorded, while criterion 3.2 analyzes and diagnoses the customer's facial skin, only 20 students are declared competent. The purpose of the analysis is to determine the skin type and skin condition, skin disorders and then determine the cosmetics treatment. Whereas 16 other students still have errors in analyzing facial skin so that the teacher must correct it first. Students are allowed to continue practice if the diagnosis has been declared correct. The results can be seen in the following table.

Table 3. Results of Element 3 assessment for students of SMK 3 Pati

Element 1. Perform facial skin analysis Competent students	Students are competent
WORKING CRITERIA	
Eye makeup, lip makeup and facial skin are cleansed by meeting the correct techniques and procedures	36 people
The facial skin and its abnormalities are analyzed by means of consultation, observation and touch and the results are recorded on an analysis card which is also a customer card	36 people
The treatment plan is confirmed to get an agreement and recorded	36 people

4. Element 4. Implement facial skin care

Table 4. Results of Element 4 assessment on students of SMK 3 Pati.

Element 1. Implement Facial Skin Care Students are competent	Students are competent
WORKING CRITERIA	
The room is prepared to meet the principles of sanitation and hygiene, safety and comfort	30 people
The face is cleaned with cosmetics according to the correct procedures and techniques	30 people
Facial skin massage / massage according to the correct procedures and techniques by meeting customer safety and comfort	30 people
Blackheads / pigmentation (if any) treated according to the correct procedures and techniques and meeting customer safety	30 people
Masks that suit the customer's skin type are smeared by meeting the correct procedures and paying attention to customer safety	30 people
Suitable cosmetics are applied to the customer's face and neck evenly	30 people
Moisturizing cosmetics that suit the customer's skin type are applied evenly.	30 people
Facial skin and abnormalities are analyzed by means of consultation, observation and touch and the results are recorded on an analysis card which is also a customer card	

Element 4. Carrying out facial skin care consists of 7 performance criteria, with the following assessment results:

Criteria number 1 The shape of the eyebrows is refined according to the shape of the face and desires of the customer with the correct epilation techniques and meeting the security of the customer. 30 students can meet the criteria, there are still 6 students who have not competently formed eyebrows

The performance criteria in number 2 face are cleaned with cosmetics that are in accordance with the correct procedures and techniques. The standard criteria for correct facial cleansing are: (1) The face is cleaned using cleaning cosmetics according to the skin type according to the results of analysis, (2) Cleansing the face using efflourage technique, (3) Carrying cleaning cosmetics using a sponge or washing a warm cloth. Students who are categorized as having done facial cleansing correctly are participants who have done the 3 stages of the criteria. The results of the assessment showed 36 participants who had done facial cleansing correctly.

Criterion 3 facial skin is massaged according to the correct procedures and techniques by meeting customer safety and comfort. The standard criteria for performing the face massage correctly are: (1) Apply facial massage cream to the entire face and neck, (2). Perform face massage movements by using Swedish methods and applying efflourage, rotation, tapotage, vibration and friction. The assessment results were 20 students who performed correctly and 16 students who were not right, this requires the teacher to show to do the massage correctly. Criteria number 4 blackheads / pigmentation (if any) are treated according to the correct procedures and techniques and meet customer security, students are directed to do it if there are blackheads, for students who get customers not comedones are welcome to do a face mask. Perform removal of blackheads on facial

skin. Correctly are: (1) Removal of blackheads on the skin of the face using a sterile spoon. (2) If there are pimples applied with acne lotion, (3) If there is black pigmented skin applied with whitening cream on the part that has black vleg pigmentation. Of the 36 students, there were 20 participants who correctly removed the blackheads on the facial skin. While 16 other students were still waiting for the teacher to demonstrate the removal of blackheads on the facial skin correctly.

Criteria number 5 masks that suit the customer's skin type are smeared by fulfilling the correct procedures and paying attention to the safety of the customer, on this criterion students are monitored how to make masks dough, how to polish, and the results of applying masks. In this criterion 30 students can do it correctly and 6 students still need teacher guidance. This type of facial skin mask consists of acne masks, whitening masks and aging masks. Applying a mask to the skin of the face aims to soothe and tighten the skin of the face. Criteria number.6 suitable cosmetics is applied to the customer's face and neck evenly, the observation shows that all 36 students can do it correctly. The standard criteria for the stages are after the mask is removed using a sponge or a wash of warm water cloth from a towel steamer, applied with skin vitamins evenly throughout the facial skin. Criteria.7 moisturizing cosmetics that are suitable for the customer's skin type are applied evenly. Facial skin and abnormalities are analyzed by means of consultation, observation and touch and the results are recorded on an analysis card which is also a customer card. There are 36 students who can meet these criteria.

5. Element 5. Provide post-treatment advice and advice

Table 5. Element 5 assessment results for students of SMK 3 Pati.

Element 1. Provide post-treatment advice and advice Competent students	Students are competent
WORKING CRITERIA	
Customer satisfaction is asked and recorded	25 people
Suggestions and advice are communicated to customers and offered products and services as well as customer cards	30 people

The assessment results on performance criteria number 5.1 customer satisfaction were asked and recorded, 25 students were doing it correctly. while 11 other students did not record customer satisfaction, this performance criterion is important in the workplace later.

Criteria number 5.2 advice and advice communicated to customers and offered products and services as well as customer cards. The results of the criterion 5.2 assessment were carried out correctly by 30 students, there were 6 other students not doing it correctly. Students do not offer other care products / services. This criterion is one of the tips for business success, namely offering other maintenance services so that customers last a long time with a variety of treatment menus

6. Element 6. Packing up to clear up the work area, materials and cosmetics

Table 6. Element 6 assessment results for students of SMK 3 Pati.

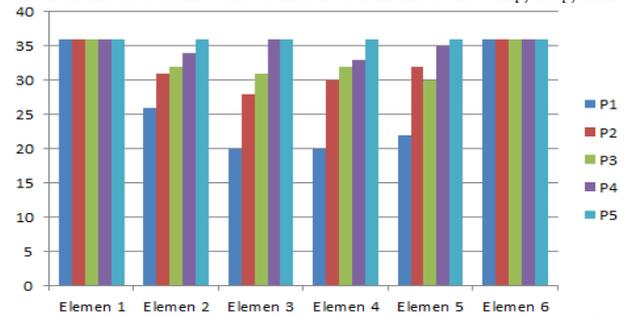
Element 1. Pack. Clearing work areas, tools, materials and cosmetics Students are competent	Students are competent
WORKING CRITERIA	
The work area is cleaned and reorganized to be ready for use	36 people
Tools are cleaned and sterilized to be stored in the prepared place	36 people
Materials and cosmetics are trimmed and cleaned to be stored again	36 people
Lenna that has been used is placed in a place prepared for washing	36 people

My activities as a teacher in theoretical learning still appear to be a little more dominant than students, even though in making the learning plan arranged so that students have more activities, but from the results of the video show the teacher has more activities. This is because the teacher has the responsibility for the implementation of learning to achieve the learning objectives.

From the overall assessment above, the results of observations from element 1 to element 6 can be summarized as follows:

	P1	P2	P3	P4	P5
Elemen 1	36	36	36	36	36
Elemen 2	26	31	32	34	36
Elemen 3	20	28	31	36	36
Elemen 4	20	30	32	33	36
Elemen 5	22	32	30	35	36
Elemen 6	36	36	36	36	36

For more details can be illustrated in the following diagram:



In practical learning activities, students carry out the practice and it appears that I as a teacher seem more busy observing and giving assessment to students. It is appropriate for practical learning to be timed so that all students can be facilitated. In ideal practice learning the ratio of teachers and students is a maximum of one to ten. The teacher must monitor students' practice, give instructions to students who have difficulties, demonstrate, and if conditions endanger the teacher must stop the practice.

The competency test process must be carried out according to BNSP Guideline Number 301 concerning the Guidelines for Implementing the Competency Test.

Table 7. Series of Competency Test Implementationati.

No	Activities and objectives	Form required	time allocation
	Registration: to record participants.	Form APL 01, biodata, portfolio	10 minute
	Self assessment or self assessment contains the discourse of the scope of competencies that must be mastered by students, competency indicators that must be demonstrated in the process of competency testing and attitude in working professionally.	Form APL 02	15 minutes
	Confirmation interviews for the readiness of test participants	Interview Form	10 minutes
	Decision on the implementation of the assessment, signing	APL. 02	5 minutes
	Written tests.	written test questions	60 minute
	Observation of practical activities.	Observation check list form	135 minutes
	Competency decisions must be signed by the assessor and the student as an assistant or competency test participant.	The observation check form	5 minutes
	Feedback	Feedback Form	5-minute
	Appeal	Form Appeal assessment	5 minutes
	Review the assessment	Form	10 minutes

The following is a description of competency test data at SMK 3 Pati:

The executors of the competency test at SMK 3 Pati were 2 assessors from the beauty profession certification institution. Confirmation of the schedule and competency test strategy have been carried out. Competency testing is carried out two days, namely on the first day at 1:00 p.m. to 5:00 p.m. and the second day is held in the morning at 08.00-12.00. Competency Test Procedure: a. Fill in the APL 01 Form (Application format 01)

The assessor's teacher took the initiative so that students prepared portfolio documents and biodata. Students of SMK 3 Pati who at the beginning of the study were 36, had been reduced to 30. Then the competency test participants from SMK 3 Pati are 30 students. There will be 2 industrial assessors from LSP beauty, then the technical competency test will be carried out in two stages, namely the first day with 16 students participating in the test, then each assessor will assess 8 students. The second day there were still 14 students, the test was divided into two so that each assessor obtained 7 students.

b. Fill in Form APL 02 (Self assessment)

Filling out the independent assessment form has been directed by the teacher the day before the implementation of the competency test. All students stated that they understood and marked a check

list of each competency performance criteria in the self assessment format. All students are ready to take competency tests related to facial skin care competencies are not problematic. Industrial assessors confirm the readiness of students for competency tests and recommend further on the process of taking a theory test related to facial skin care competencies.

Professional Certification. The format of the observation check list that is used contains the performance criteria together with the criteria that the teacher has used in the learning assessment. All students jointly carry out the practice and the industrial assessors carry out performance assessments using performance observation methods. Full assessment is the responsibility of industrial assessors from LSP, the assessment of assessment data on the process of Competency test activities at SMK 3 Pati is at the industrial assessor. The researcher obtained competency test data that can be reported in this study all students recommended competent.

Supporting factors and inhibitors of competency certification from professional certification bodies in SMK 3 Pati. Several factors that can become supporters and inhibitors of the beauty profession competency certification activities in Vocational Schools are related to policies and conditions of human resources.

1). Supporting factors :

- a) Principals who dare to carry out UKK policy through the professional competency test of beauty LSP.
- b) Teachers who are certified as assessors are committed to implementing the assessment system as a result of training in competency assessors.
- c) The willingness of teachers who were at this research were not assessors but were willing to participate in observing the implementation of performance assessments.
- d) Referring to the standard where the competency test is stated in accordance with the criteria for the place of competency test from the Beauty competency certification body - National Board of Professional Certification. Even though it is still at a minimum, SMK 3 Pati can be declared eligible to be used as a place to carry out competency tests.

2). Obstacle factor

- a) Regional Government Policy: The policies of the Regional Government / education office related to the utilization of the education budget allocated for professional competency certification to students, especially students of the beauty skills program have not been budgeted ...
- b) Facilities for Pre-facilities: Demands for pre-service facilities at SMK 3 Pati are still needed to improve the quality of facilities such as the need for local additions to learn so that the theoretical space is close to the practice room to be effective. The facilities for practical tools obtained in 1995 need to be rejuvenated or updated.
- c) Certification of Competency Test Place: Schools that are the place for the certification process must meet the criteria as a place of competency testing. SMK 3 Pati meets the criteria and is feasible as a place for competency testing by the Beauty Professional Certification Institute.

The description of the results of the assessment review at SMK Negeri 3 Pati is as follows:

- a. Valid principles are carried out: The pre-assessment elements of form APL 02 are independent assessments, carried out with the existence of assessors and assessment commitments for decisions signed by both parties.
- b. The principle of reliable assessment carried out at SMK Negeri 3 Pati is fulfilled in: (1). Recommendations from the Principal for implementing student competency tests. (2). Qualifications of assessors as teachers implementing implementation of performance assessments in Vocational Schools, (3). Beauty Professional Certification Agency, and competency test procedures that are legitimized by the National Professional Certification Agency.
- c. Flexible Principle: Flexible Principles in planning have met adequacy, this is shown in the determination of the schedule or certification activities carried out with school policies and agreement between participants, and industry assessors. This flexible principle is also found in the implementation of self assessment, flexible time and place, with provisions before the implementation of the competency test.
- d. Principle of fairness: Fair principles occur in assessment procedures, starting from SKKNI that has been used by the teacher since the learning process, independent assessment process, to assessment decisions. Every step of the performance assessment has a principle of openness that is signed by students and assessors. The principle of openness is informed to students, if the results of the competency test cannot be accepted, they can appeal using the appeal form.

B. Discussion

Brown et al (2010, p:3) says that assessment is meant to contribute to improved learning outcomes for students, as well as provide a robust basis for certifying student learning. Assessment in education must, first and foremost, serve the purpose of supporting learning. So it is fitting to start a study assessment with an exploration of the meaning and practices of assessment which serve this purpose most directly (Gardner, 2006, p:12).

The stages are in accordance with BNSP Guideline number 301 regarding the Guidelines for Implementing Competency Tests. The series of Competency Tests are as follows: (1) Fill in the APL 01 form, submit an application as a test participant, competence, allocation of 10 minutes. In this activity students complete the biodata, and fill in the APL 01 format which contains the application for a competency test at a beauty LSP. In this process the teacher is still welcome to help the process of filling in the data of students as test participants. (2). Fill in the APL 02 form, Self-assessment, 30 minutes time allocation. In the session filling out the APL 02 form, students have had a minimum of 5X practical experience with the teacher at each practice at school.

IV. CONCLUSION

The implementation of the performance assessment system carried out in the learning process and the competency test for treating facial skin is not problematic for students in the Skin Beauty program in four research locations, can improve the quality of vocational school graduates and in accordance with the demands of the beauty industry's world graduation criteria (Criteria the standard of beauty Professional Certification Institution (LSP) With the implementation of performance assessment in the learning process and on competency tests, competency qualifications of students' skills in the four vocational study locations in the skin beauty management program have increased and are declared competent characterized by obtaining professional certificates from LSP.

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