FamilyEdu:

Jurnal Pendidikan Kesejahteraan Keluarga

Learner Performance as a Social Worker In Assessment and Intervention Practice at Social Work Vocational School

Silvia Afifah Rahmadhani[1,], Yoyoh Jubaedah[1], Nenden Rani Rinekasari[1], Mia Agustina[2], Nita Aniss[2]*

[1]Universitas Pendidikan Indonesia, Bandung, Indonesia
[2]SMK Negeri 15 Bandung
*Correspondence: E-mail: vivijivifari@upi.edu

A B S T R A C T

Learners who have different levels of expertise so that vocational schools need to assess the performance of students including cognitive, affective, psychomotor. The purpose of this study is to obtain data on the performance of students as Social Workers in the practice of Assessment and Intervention in Social Work Vocational Schools, including cognitive, affective, and psychomotor aspects. The method used in this research is descriptive quantitative to describe the performance of students as social workers in the practice of assessment and intervention at SMK Social Work. Total sampling of the population is social work students in class XI Social Work 1, totaling 35 people. The results obtained from data processing of learner performance based on three aspects, namely cognitive, affective, and psychomotor. Performance on the cognitive aspect shows that almost all students have met the competent criteria and a small proportion of students have met the criteria for being very competent. Performance on the affective aspect shows that almost all students already have a good attitude and a small proportion of students have a very good attitude. Performance on the psychomotor aspect shows that almost all students are competent and a small proportion of students are very competent. This achievement shows that students in class XI Social Work 1 have met the criteria for competence in the practice of assessment and intervention covering cognitive, affective, and psychomotor aspects in accordance with the demands of work as a social worker.

A R T I C L E   I N F O

1. INTRODUCTION

Vocational High Schools (SMK) include formal education that aims to prepare students to be ready to work and become professional workers with learning, guidance and direction in accordance with certain fields of expertise. As in Law No.20 of 2003 Article 15 states that "Vocational education is secondary education that prepares students to work in certain fields". Learning in SMK emphasizes practical learning and skills that are relevant to the chosen vocational field. SMK graduates can have greater employment opportunities because they already have expertise in their fields since studying at school (Ihsan, 2024). The success of vocational education can be analyzed based on multiple measures, namely quality according to the standard measure of schools or educational institutions and the measure of society or users of graduates (Rohaeni *et al*., 2022).

SMK Negeri 15 Bandung has several expertise competencies, namely social work, hospitality, culinary and visual communication design. The competency that will be studied by researchers is the competency of social worker expertise because it is in accordance with the concentration that researchers take in the Family Welfare Education Study Program. SMK Negeri 15 Bandung has also implemented an independent curriculum which does not use basic competencies but learning outcomes.

Social work expertise teaches students to help individuals, groups and communities or improve their social functions. Subjects that prepare graduates as Social Workers include Vocational Fundamentals of Social Work, Social Rehabilitation of Drug Addiction Victims, Child Care and Advocacy, Elderly Care and Services, and Social Rehabilitation of Disabilities. In this study, researchers took one of the subjects in social work, namely Social Rehabilitation of Drug Victims Addiction. The subject of Social Rehabilitation for Drug Victims learns about relationships with clients and the social environment, data collection, assessment of client problems, intervention planning, implementation of interventions, evaluation and termination for drug victim clients.

This subject is important because students not only learn how to provide services to clients but can also familiarize students with critical thinking in dealing with problems, working independently, and being creative in finding solutions to life problems. Good learning is by producing clear learning outcomes, such as cognitive mastery of the material taught, expected attitude changes, and mastery of certain skills. Learning outcomes are obtained through assessment first to provide information related to learner progress (Ramadhan & Darwis, 2023).

Assessment during learning is an important part because it has the aim of measuring the level of competency achievement and improving the student learning process (Suwaibah *et al.*, 2016). Performance is an important aspect that must always be maintained by every individual wherever they work and performance can be seen from how an individual's productivity at work (Kurniawan, 2020). The aspects of assessment in learning cover three domains, namely the cognitive domain, affective domain and psychomotor domain. Assessment of skill competencies is carried out by directly observing the performance of performance of learners. The performance criteria must be in accordance with the demands of the world of work, because in the end the competencies that have been mastered by students or graduates must be recognized by the labor users (Rohaeni *et al.,* 2021).

Assessing the ability of students to apply all the competencies and skills required in the learning process or practical implementation can provide an overview of the strengths and

weaknesses of students and is interpreted as an analysis of the needs or skills needed by each student, so that it can be an evaluation for the future (Lathifah, 2016).

In the learning process, social work students are not only taught in theory but also in practice because with this practice, students can add cognitive and direct experience. The learning methods used by teachers are problem-based learning, discovery learning, and project-based learning. The media used is using power point media to explain the material and learning video media to be used as a reference for practice. Practice is usually carried out after theoretical learning then practiced directly as social workers and clients through simulations with peers in accordance with learning outcomes. Through practical learning, students will be able to master skills optimally and can provide opportunities for students to gain hands-on experience (Prasetyowati *et al.,* 2021). The hope for the future is that students must be able to prepare themselves in mastering subject matter, mastering social work professionals, mastering ways to adjust to clients and having a good personality in carrying out their duties in accordance with the competencies that social workers must have, namely both in terms of cognition, values, and skills (Suhartini *et al.,* 2019).

Researchers conducted interviews with social worker expertise teachers including drug addiction social rehabilitation subject teachers regarding the implementation of student practice during the learning process in class and performance assessment during practice. The form of cognitive assessment is usually in the form of essays, descriptions, descriptions, and multiple choice. The form of affective/attitude assessment uses an assessment rubric. The form of skill assessment is in the form of an assessment rubric. The results of the interview show that each student has a different level of expertise in the three aspects, namely cognitive, affective, and psychomotor (Muslich, 2014).

Therefore, researchers are interested in examining the assessment of students both in terms of cognitive, affective and psychomotor because to measure the performance of students whether they have met the criteria for competence as social workers. This assessment also aims to enable students to improve their performance even better in accordance with the performance needs in social institutions. The required work qualifications are human resources who have competence in accordance with their field of work and have high adaptability and competitiveness. These qualifications can be realized through industrial practice activities that are able to provide learning experiences in accordance with the conditions and demands of the SOP in the world of work (Rohaeni *et al.,* 2022).

The phenomena and findings of the problem have been described in the background and refer to the umbrella title of research on the Development of an Integration Model for Competency Tests for Social Worker Expertise Based on Digital Assessment in Implementing the Independent Curriculum in Vocational Schools (Rohaeni *et al.,* 2021), which is the focus of the problem in writing a thesis with the title Performance of Learners as Social Workers in the practice of Assessment and Intervention in Social Work Vocational Schools. This research is directly related to the science and expertise in the scope of Family Welfare Education that the author is studying, especially in social work expertise.

This study aims to obtain data on the performance of students as Social Workers in the practice of Assessment and Intervention at Social Work Vocational Schools, including cognitive, affective, and psychomotor aspects. The benefits of this research are expected to be a reference to have the ability to collaborate with teachers in developing academic and

professional abilities in family welfare science, to have the ability to publish scientific work in the field of family welfare education, and to apply social work science and expertise.

2. METHODS

This research uses a descriptive method with a quantitative approach or called the quantitative descriptive method. The method is used in this study to process numbers to describe the performance of students as social workers in the practice of assessment and intervention at SMK Social Work. The location of this research was carried out at the Vocational High School (SMK) Negeri 15 Bandung which is located on Jl. Jenderal Gatot Subroto No. 4 Bandung, Burangrang, Kec. Lengkong, Bandung City, West Java. The population in this study were social work students in class XI Social Work 1, totaling 35 people. Learners are the source of data as implementers who study assessments and interventions to describe the cognitive, attitudes and skills of students as Social Workers. Sampling in this study will be done by total sampling. Total sampling is a sample determination technique if all members of the population are used as samples totaling 35 people.

3. RESULTS AND DISCUSSION

3.1. Results

The findings describe the data on the results of the assessment of students' performance as social workers in the practice of assessment and intervention in Social Work Vocational Schools, detailed explanation as follows:

3.1.1. Learner Identity

This research was conducted on class XI students of the Social Work expertise program at SMK Negeri 15 Bandung to examine the performance of students in assessment and intervention practices. Research data on the identity of students will be presented clearly based on gender can be seen in **Table 1**.

Table 1. Identity of Learners by Gender

Gender	Frequency	Percentage (%)
Male	8	22.9
Female	27	77.1
Total number	35	100

The data in **Table 1** can be seen that the identity of students based on gender shows that of the 35 social work 1 students, a small proportion (22.9%) are male and almost all (77.1%) are female. The data can be interpreted that the female gender is more interested in social work expertise at SMK Negeri 15 Bandung.

3.1.2. Description of Performance Assessment of Cognitive Aspects

To be able to find out the performance of students, researchers examined through an assessment of several aspects, the first of which was the cognitive aspect. The following data in detail the calculation of the percentage of performance assessment on cognitive aspects will be presented in **Table 2**.

Table 2. Percentage of cognitive scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78.00	2	5.7	5.7	5.7
	80.00	2	5.7	5.7	11.4
	81.00	7	20.0	20.0	31.4
	82.00	4	11.4	11.4	42.9
	83.00	9	25.7	25.7	68.6
	84.00	7	20.0	20.0	88.6
	85.00	3	8.6	8.6	97.1
	86.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on **Table 2**, it can be seen that the number of students who get cognitive scores in detail from the lowest score obtained by students in class XI PS 3 is 78 and the highest score is 86. The number of students in detail who got a score of 78 amounted to 2 people (5.7%), a score of 80 amounted to 2 people (5.7%), a score of 81 amounted to 7 people (20%), a score of 82 amounted to 4 people (11.7%).

amounted to 7 people (20%), the value of 82 amounted to 4 people (11.4%), the value of 83 amounted to 9 people (25.7%), the value of 84 amounted to 9 people (25.7%).

(25.7%), score 84 amounted to 7 people (20%), score 85 amounted to 3 people (8.6%), score 86 amounted to 1 person (2.9%). The next data is the percentage of cognitive criteria which will be explained in **Table 3**.

Table 3. Percentage of cognitive criteria

Criteria	Frequency	Percentage (%)
Not Yet Competent	0	0
Moderately Competent	0	0
Competent	31	88,6
Very Competent	4	11,4
Total	35	100

Based on table 3, it can be seen that the performance of students in the cognitive aspect is in the category of not yet competent, quite competent, competent, and very competent. In class XI Social work 1, almost all learners (88.6%) already have an understanding of assessment and have met the competent criteria, and a small number of learners (11.4%) already have an understanding of assessment and have met the criteria for being very competent.

3.1.3. Description of Affective Aspect Performance Assessment

To be able to find out the performance of students, researchers examined through the assessment of several aspects of the third, namely the affective aspect. A more detailed explanation of the percentage of data will be presented in **Table 4**.

Table 4. Percentage of Affective Value

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	6	17.1	17.1	17.1

B	29	82.9	82.9	100.0
Total	35	100.0	100.0	

Based on table 4 shows the number of students who get the average affective value obtained, namely value A (very good) and value B (good). The number of students in detail who got grade A amounted to 6 people (17.1%) and those who got grade B amounted to 29 people (82.9%). The next data, namely the percentage of affective criteria, will be explained in **Table 5**.

Table 5. Percentage of Affective Criteria

Criteria	Frequency	Percentage (%)
Not Good	0	0
Fairly Good	0	0
Good	29	82,9
Very Good	6	17,1
Total	34	100

Based on **Table 5**, it can be seen that the performance of students in the affective aspect is in the category of not good, good enough, good, and very good. Table 4.5 shows that almost all students (82.9%) already have a good attitude in learning, and a small proportion of students (17.1%) have a very good attitude in learning.

3.1.4. Description of Performance Assessment of Psychomotor Aspects

To be able to find out the performance of students, researchers examined through the assessment of several aspects of the second, namely the psychomotor aspect. The calculation of the percentage of performance assessment in psychomotor aspects will be presented in **Table 6**.

Table 6. Percentage of Psychomotor Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	1	2.9	2.9	2.9
	83.00	29	82.9	82.9	85.7
	85.00	1	2.9	2.9	88.6
	87.00	4	11.4	11.4	100.0
	Total	35	100.0	100.0	

Based on **Table 6**, it shows the number of students who get psychomotor scores in detail from the lowest score obtained by students in class XI PS 1, namely 80 and the highest score is 87. The number of students in detail who got a score of 80 was 1 person (2.9%), a score of 83 was 29 people (82.9%), a score of 85 was 1 person (2.9%), and a score of 87 was 4 people (11.4%).

85 as many as 1 person (2.9%), and 87 as many as 4 people (11.4%). The next data, namely the percentage of psychomotor criteria, will be explained in **Table 7**.

Table 7. Percentage of psychomotor criteria

Criteria	Frequency	Percentage (%)
Not Yet Competent	0	0
Moderately Competent	0	0
Competent	30	85,7

|		
Very Competent	5	14,3
Total	35	100

Based on **Table 7**, it shows that the performance of students in the psychomotor aspect, almost all students (85.7%) already have skills in intervening in accordance with the stages of social work assistance and have met the competent criteria, and a small proportion of students (14.3%) already have skills in intervening in accordance with the stages of social work assistance and have met the criteria for being very competent.

3.2. Discussion

The discussion of this research aims to describe the data that has been processed and analyzed. This discussion will be described in detail about the performance of students where to measure this performance includes several aspects, namely cognitive, affective, and psychomotor aspects. In a learning process, it is necessary to always assess these three aspects because each aspect has a different emphasis. So that a teacher can obtain complete data on the progress of students' abilities (Nurbudiyani, 2013). A detailed explanation of the results of the assessment of learner performance from three aspects as follows:

3.2.1. Performance Assessment of Cognitive Aspects

Performance assessment of students in class XI Social work 1 on cognitive aspects gets 2 categories, namely students who are competent and very competent. A comparison of the levels between the two will be explained in **Figure 1**.
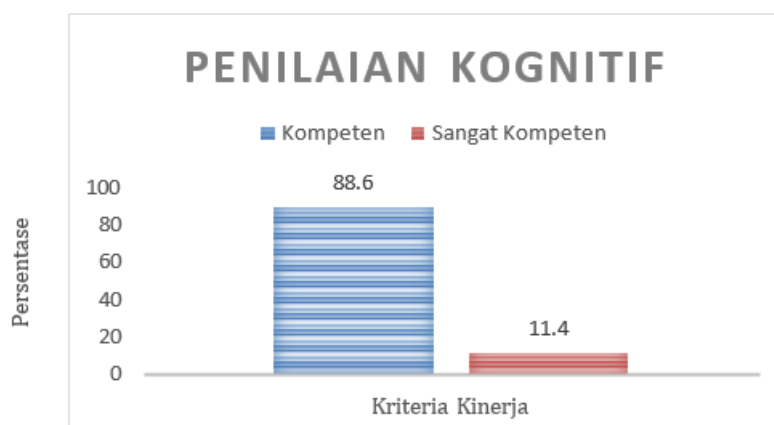
Figure 1. Cognitive Performance Assessment in Assessment and Intervention Practice

Based on the results of the data that has been processed, it shows that competent learners are higher than very competent learners. Competent learners can already understand the 4 biological, psychological, social and spiritual aspects correctly and can understand the material regarding the context of assessment, processing and analyzing information about client needs, adjusting services to client needs, organizing assessments, making assessment decisions, recording assessment results, providing feedback to clients, reporting on the implementation of assessments, recording and reporting on clients who are victims of drug abuse but not maximally and there are several stages that still need guidance. While only a few highly competent learners because only some of them have understood the material more deeply and can apply the 4 biological, psychological, social and spiritual aspects correctly and understand the material regarding the context of assessment, processing and

analyzing information about client needs, adjusting services to client needs, organizing assessments, making assessment decisions, recording assessment results, providing feedback to clients, reporting on the implementation of assessments, recording and reporting on clients who are victims of drug abuse.

Assessment of knowledge or cognitive competence is an assessment carried out by teachers to measure the level of achievement or mastery of students in aspects of knowledge which includes memory or memorization, understanding, application, or application of analysis, synthesis and evaluation. Every learner must have critical thinking skills, especially in the field of social work, because they will continue to be faced with problems that are closely related to human life. Learners who have good critical thinking skills will have the ability to use precise and rational thinking in solving the problems they face. So it is very important for students at the SMK level to learn critical thinking, the goal is to be able to use their ability to make decisions and solve problems wisely in dealing with the dynamics of life (Sopiatun, 2024).

3.2.2. Performance Assessment of Affective Aspects

Assessment of the performance of students in class XI Social work 1 on affective aspects gets 2 categories, namely good and excellent students. The level comparison between the two will be explained in **Figure 2**.
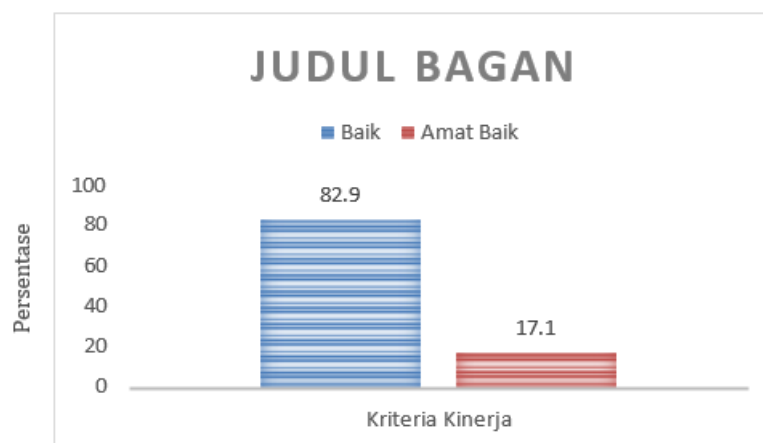
Figure 2. Affective Assessment in Assessment and Intervention Practice

The results of the data in **Figure 2** show that children who have good behavior are higher than children who have very good behavior. Learners who have good behavior include learners who are able to work together during practice, are disciplined in carrying out instructions from the teacher, collect assignments on time, have responsibility for the tasks assigned, can respect the opinions and abilities of others, are able to learn independently, and are able to think critically in dealing with and solving client problems, but there are some who still need to be improved in their attitude. Learners who have excellent behavior and have fulfilled the affective aspects in accordance with social work values which include students being able to

learners are able to cooperate during practice, be disciplined in carrying out instructions from the teacher, collect assignments on time, have responsibility for the assigned tasks, can respect the opinions and abilities of others, are able to learn independently, and are able to think critically in facing and solving client problems. Affective abilities are closely related to interests and attitudes which can take the form of responsibility, cooperation, discipline,

commitment, confidence, honesty, respect for other people's opinions, and self-control (Ulfah & Arifudin, 2021).

Social attitude assessment is divided into 6 including honesty, discipline, responsibility, courtesy, care and confidence. Therefore, it is necessary to conduct an assessment that truly measures the competence of students produced through the learning process. Affective assessment consists of four criteria, namely very good (A), good (B), good enough (C), and less good (D). Attitude assessment techniques carried out by teachers for students' personalities, where attitude assessment techniques are the teacher's way of shaping students' better attitudes and personalities (Muslich, 2014).

3.2.3. Performance Assessment of Psychomotor Aspects

Performance assessment of students in class XI Social work 1 on cognitive aspects gets 2 categories, namely students who are competent and very competent. A comparison of the levels between the two will be explained in **Figure 3**.
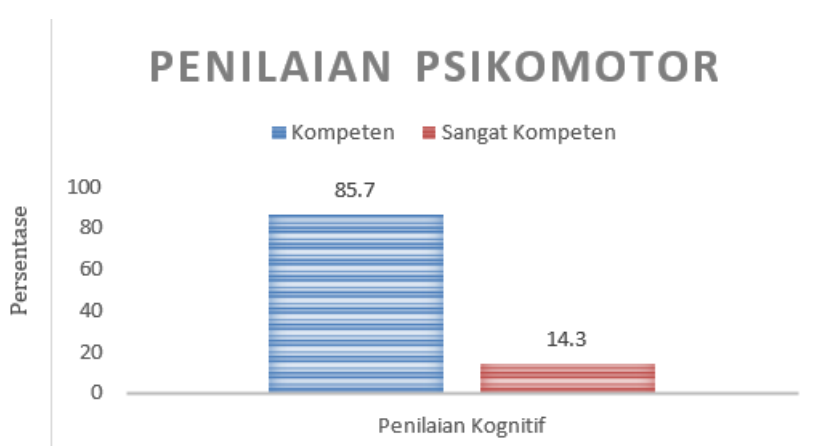
Figure 3. Psychomotor Assessment in Assessment and Intervention Practice

Figure 3 shows that competent learners are higher than highly competent learners. Competent learners already have skills and can apply what has been taught in accordance with the stages of intervention regarding determining the goals and objectives of services in accordance with work procedures, determining the sequence of actions or procedures, determining the deployment of resources, making an agreement on the sequence of actions, designing a sequence of actions that reflect a multi-cultural perspective, recording and reporting clients who are victims of drug abuse, but not yet optimal and there are several stages that still need guidance. While the highly competent learners are only a few because they already have the skills, can apply what has been taught in accordance with the stages of intervention appropriately regarding determining the goals and objectives of the service, determining the course of action or procedure, determining the mobilization of resources, making an agreement on the sequence of actions, designing a sequence of actions that reflect a multi-cultural perspective, recording and reporting victims of drug abuse.

Learners' skills in applying the principles of social workers also increased as seen from the presentation process and simulation of social worker assistance service practices presented by each group. SMK is identical to how students' abilities to carry out specific tasks using tools, information, and work procedures that are commonly carried out and solve problems in

accordance with the work competency standards contained in the field of expertise being taught (Rahman, 2020).

Assessment can be carried out during the process, namely when students practice, or after the process takes place by testing students (Nurwati, 2014). The skills of social work learners aim to enable them to be better prepared to apply their knowledge and skills in practical situations in the field. This opens up opportunities for them to contribute significantly to social work in the community and meet the desired standards of quality and effectiveness (Syarafibi *et al.,* 2024).

4. CONCLUSION

This research can be concluded based on the results of the research and discussion in the previous chapter. In measuring learner performance, there are three aspects, namely cognitive, affective, and psychomotor. These three aspects are interrelated with each other and have an important role in the development and success of students in practical learning. These three aspects are also used to evaluate the extent of the performance of students in class XI Social Worker 1 by referring to the categories in the three main aspects. The conclusions of the three aspects will be described as follows:

(i) The performance of students in class XI Social Work 1 from the cognitive aspect obtained the results that students had reached the criteria of competent and very competent. Based on data from students in class XI Social Work 1, almost all students have met the competent criteria and a small number of students have met the criteria for being very competent. The data shows that students have been able to apply cognitive elements of client problem assessment aspects.

(ii) The performance of students in class XI Social Work 1 from the affective aspect obtained the results that students have good and excellent attitude criteria. Based on data from class XI Social Work 1, almost all students already have a good attitude and a small proportion of students have an excellent attitude with a total of 6 students. The results of the assessment of the attitude of students show that the attitude of students in the simulation practice of assessment and intervention as a Social Worker is in accordance with the values of social workers.

(iii) The performance of students in class XI Social work 1 from the psychomotor aspect obtained the results that students had reached competent and very competent criteria. The data obtained shows that almost all students are competent and a small proportion of students are very competent. The essence of the data shows that students of class XI Social Work 1 already have the skills to intervene in accordance with the stages of social work help when simulation practice.

ACKNOWLEDGMENT

AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

REFERENCES

Ihsan, F. (2024). Society 5.0: opportunities and career preparation of student vocational high school. In *International Conference on Humanity Education and Society (ICHES), 3(1)*, 1-13.

Kurniawan, R. (2020). Analisis antiseden kinerja guru sekolah menengah atas negeri terakreditasi a di kota batam. *Jurnal Benefita, 5(3),* 489-501.

Muslich, K. M. (2014). Pengembangan model assessment afektif berbasis self assessment dan peer assessment di sma negeri 1. *Jurnal kebijakan dan pengembangan pendidikan*, *2(2).* 1-10.

Nurbudiyani, I. (2013). Pelaksanaan pengukuran ranah kognitif, afektif, dan psikomotor pada mata pelajaran IPS kelas III SD Muhammadiyah Palangkaraya. *Anterior jurnal, 13(1)*, 88-93.

Nurwati, A. (2014). Penilaian ranah psikomotorik siswa dalam pelajaran bahasa. *Edukasia: Jurnal Penelitian Pendidikan Islam, 9(2)*, 385-400.

Prasetyowati, D., Indiati, I., and Nayla, A. (2021). Analisis keterlaksanaan perencanaan dan proses kegiatan pembelajaran praktik di SMK selama pandemic covid 19. *Jurnal Riptek, 15(2)*, 69-74.

Rahman, M. H. (2020). Analisis ranah psikomotor kompetensi dasar teknik pengukuran tanah kurikulum SMK teknik konstruksi dan properti. *Jurnal Pendidikan Teknologi Dan Kejuruan, 17(1)*, 53-63.

Ramadhan, D. N., and Darwis, R. S. (2023). Analisis fenomena penyalahgunaan narkoba pada remaja berdasarkan teori sistem ekologi. *Focus: Jurnal Pekerjaan Sosial, 6(2)*, 241-249.

Rohaeni, N., Achdiani, Y., Jubaedah, Y., Rinekasari, N. R., and Yusuf, S. F. (2022). Pengembangan model penilaian praktik industri pada job performance keahlian pekerjaan sosial dan ilmu keluarga. *JKKP (Jurnal Kesejahteraan Keluarga dan Pendidikan), 9(01)*, 19-30.

Rohaeni, N., Jubaedah, Y., Rinekasari, N. R., and Fahliani, I. S. (2021). Application of web based ve. Rubric to the performance assessment making bed in smk hotel accomodation. *Journal of Architectural Research and Education, 3(1)*, 51-58.

Sopiatun, M. (2024). Penerapan model pembelajaran problem based learning pada materi asesmen masalah klien dalam meningkatkan kemampuan berpikir kritis peserta didik bidang keahlian pekerjaan sosial. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan, 4(5)*, 14-14.

Suhartini, M. N., Achdiani, Y., and Widiaty, I. (2019). Pembuatan power point berbasis multimedia sebagai media pembelajaran rehabilitasi sosial di sekolah menengah kejuruan. *FamilyEdu: Jurnal Pendidikan Kesejahteraan Keluarga, 5(2)*, 54-65.

Suwaibah, S. N., Susilaningsih, E., and Sudarmin, S. (2016). Pengembangan instrumen performance assessment praktikum kimia dengan estimasi reliabilitasnya menggunakan program genova. *Chemistry in Education, 5(1)*, 9-14.

Syarafibi, A. K., Milwati, S., and Mahpud, A. (2024). Penerapan model pembelajaran pogil untuk meningkatkan hasil belajar peserta didik materi evaluasi pada program keahlian pekerjaan sosial di SMK Negeri. *Journal of Innovation and Teacher Professionalism, 3(1)*, 47-52.

Ulfah, U., and Arifudin, O. (2021). Pengaruh aspek kognitif, afektif, dan psikomotor terhadap hasil belajar peserta didik. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan, 2(1),* 1-9.