

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandangan & SMKN 5 Banjarmasin)



Tri Noorbudi Wibowo¹, Wahyu², M. Saleh³

^{1,2,3}Master of Education Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

ABSTRACT: This study aims to analyze and describe student development, school policies and differences in student coaching strategies for student participants in schools participating in the Wall and Floor Tiling competency competition at the South Kalimantan province level. The research approach used was qualitative with the type of case study. The research instrument was the researchers themselves. The data were collected by using interviews, observation, and documentation. The research participants were determined by purposive sampling technique. The data analysis techniques consisted of data reduction, data presentation and conclusions. The validity of the data used observation extension techniques, increasing persistence, reference materials, triangulation, and member check. The results of the study suggested that on both sites the student development model for LKS participants is in accordance with the competency-based training model. The coaching process has been going well, as evidenced by the determination of student participants from the selection results, the determination of supervising teachers from the appointment of vocational teachers, the coaching process by providing training and selection to students. The scheduled training was done with basic knowledge and skills as well as practice of using previous competition jobsheets. The policies of the two sites include the use of activity budgets, adequate infrastructure, school support in terms of moral and material. Differences were found in student coaching. At SMKN 2 Kandangan, it is carried out in extracurricular activities for the competition, while at SMKN 5 Banjarmasin in co-curricular activities outside the KBM schedule. Then, training facilities at SMKN 2 Kandangan have special walls with 3 different types of pedestals and use alternative cement materials for cost savings and training. Meanwhile, there are more parties involved in coaching SMKN 2 Kandangan participants, from alumni who have won national/international champions, teachers who have served and trainers from national vocational training centers.

KEYWORDS: modeling, coaching student, policy school, competition competence student

INTRODUCTION

The implementation of the Vocational High School Student Competency Competition or *Lomba Kompetensi Siswa Sekolah Menengah Kejuruan* (LKS SMK) is a tangible manifestation of one of the efforts in developing human resources carried out by the government. LKS SMK is also an effort to encourage SMK to improve the quality of the implementation of teaching and learning activities that refer to the Indonesian National Work Competency Standards or *Standar Kompetensi Kerja Nasional Indonesia* (SKKNI). It is a competitive activity for vocational students that is carried out through a competition that focuses on the area of practical skills, backed by a comprehension of pertinent theories and work attitudes in completing work in accordance with industry standards. These capacities to become dependable middle-level workers in their particular professions in accordance with the needs of the workplace are manifested by the knowledge, skills, and work attitudes in concern. LKS SMK seeks to keep track of the skills and quality of SMK in the established expertise programs. Global competitiveness, however, necessitates the development of human resources in order to compete with employees from other nations. The form of global development is carried out by holding a World Skills Competition every two years.

In the national and regional scope, LKS are also held, from the district/city level, then at the provincial level and then at the national level, LKS is held in order to attract the best students who will make Indonesia proud in the international arena. With a variety of competition fields, there were 42 competitions held at the 28th national LKS in 2020. One of the competitions is Wall and Floor Tiling, which is a competition for installing ceramic tiles on walls and floors. The participants of the national LKS are students who have won the LKS at the respective provincial level. Furthermore, the national LKS champion will be re-trained and prepared to compete on the international arena representing Indonesia in the ASEAN Skills Competition (ASC) and World Skills Competition (WSC).

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandangan & SMKN 5 Banjarmasin)

The Wall and Floor Tiling LKS field is always held in the South Kalimantan provincial LKS event, followed by several SMKs, namely SMK Negeri 2 Kandangan, SMK Negeri 5 Banjarmasin, SMKS Tabalong and other SMKs. By referring to the project given by the jury, the students are competent honestly and put all their skills into drawing, cutting and installing ceramic tiles. From year to year SMKN 2 Kandangan has won the Provincial LKS. It was recorded that from 2015 SMKN 2 Kandangan successively won 1 LKS at the South Kalimantan Province level until 2020, so that students became representatives of South Kalimantan Province in the National LKS. Winning the LKS gives the school and its graduate students a positive and preferable reputation in the eyes of the gated community, the environment, and the business world. Schools are thought to be capable of producing graduates who are skilled, competent, and qualified, piqueing the interest of both the general public and the business world to collaborate and absorb more labor from the school.

According to the aforementioned statistics, there is a sizable difference between each SMK in the South Kalimantan Province's geographical scope. For five years in a row, there has been no change in the top spot. This demonstrates the varied academic performance of the provincial LKS student representative schools. What about the skills of other kids in the school, even though the students chosen and/or voted to represent their schools are the finest pupils? What is the reigning champion school's formula for success year after year? If the accomplishment difference persists, it will have an influence on the spirit of competition among vocational schools with a Construction and Property Engineering competence program, causing competitors of these schools give up easily since they feel as though they can't beat the reigning champion. Then, it's feared, the province LKS Wall and Floor Tiling competition will be eliminated, and the provincial party will instantly select the school that won the most recent competition to represent it at the next national LKS competition.

Coaching cannot be separated from the function of the supervising instructor in teaching students to acquire the essential skills, thus it is only logical that these kids get advice at their individual schools before competing in LKS to further strengthen their talents. Wahyu (2011) stated that training is an effort to provide a certain number of skills that are carried out repeatedly, so that there will be a habit of acting. When coaching is carried out, materials and tools are needed for student practice, but this is a policy by each school in coordinating and regulating this. In previous research study by Yuwono (2013) on the effectiveness of school policy implementation and the role of supervising teachers in preparing students to participate in student competency competitions, there was a relationship between school policy and LKS results in Vocational Schools throughout Wonosari. In addition, a research study by Kurniawan (2021) on the factors that determine student success in winning the student competency competition, it was found that there are 21 internal factors, namely factors that arise from students and 6 external factors are things (circumstances & events) that come from themselves.

This study focuses on how the policies and patterns of coaching that have been carried out by SMKs competing in the LKS in the Wall and Floor Tiling field at the provincial level of South Kalimantan. With the results of this study, competing schools will be able to find out information that can be used as policy steps as well as coaching models for equity and improving the ability of SMK students participating in LKS. Therefore, this study aims to analyze and describe student coaching, school policies and differences in student development strategies and school policies for competition participants in schools participating in the Wall and Floor Tiling Worksheet at the South Kalimantan province level.

RESEARCH METHOD

The research approach used in this study was a qualitative in the form of case study. The research instrument was the researchers themselves. The qualitative approach has its own characteristics, namely qualitative research carried out in natural conditions directly to the data source and the researcher is the key instrument. It is descriptive and emphasizes the process rather than the product. The data analysis was conducted deductively and emphasized the meaning of the data behind the observed (Sugiyono, 2011). The researchers collected the data by using in-depth interviews with respondents, observation, and documentation. The research respondents were determined by purposive sampling technique. Respondents as key informants were principals, vice principals for student affairs, heads of construction and property engineering programs, supervising teachers, and prospective LKS participants. The data analysis techniques consisted of data reduction, data presentation and conclusions. The validity of the data used observation extension techniques, increasing persistence, reference materials, triangulation, and member check. The instrument in this study contained student development which included determining student LKS participants, determining supervising teachers, coaching process carried out by schools, as well as school policies containing the use of activity budgets, supporting infrastructure facilities, and school support in coaching activities.

RESEARCH FINDINGS AND DISCUSSION

The research findings of the coaching model of student participant competency competence based on the results of data analysis from interviews, observations, and documentation are described as follows.

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandungan & SMKN 5 Banjarmasin)

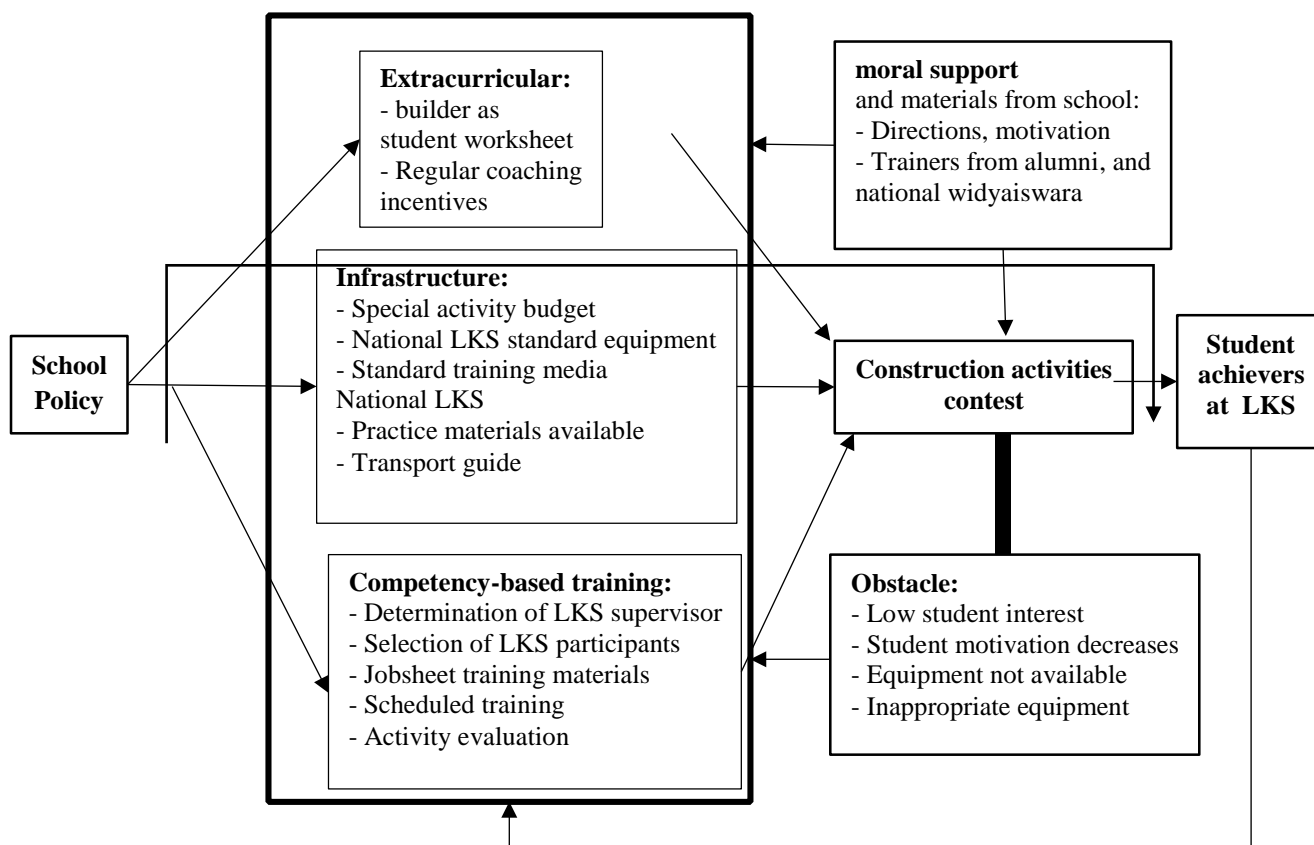


Figure 1. Coaching Model of LKS Student Participants

A. Coaching Model student

The student development model for LKS participants at the two sites is carried out in accordance with the competency-based training model with a long series of activities from determining the supervisor in charge of training students, the process of selecting/recruiting school representative students, the process of fostering student LKS participants and evaluating activities. Both sites determine LKS student mentors with the criteria for vocational/productive teaching teachers, with appropriate competencies, supervising teachers can more easily train and direct their students. These results support and strengthen the results of research from (Purnamawati, 2011) Competency Based Training (CBT) is a general training approach that can influence a person to obtain competencies that are in accordance with industry standards.

The determination of student LKS participants is carried out carefully in order to get students with strong will and qualified skills, according to the statement (Puspitasari, 2019). Determination of the criteria for students who can follow the coaching for LKS is to see in terms of abilities and competencies to what extent, mental and attitude. Students are provided with lessons and exercises on the basics of ceramic installation techniques, then students are selected through theoretical and practical tests. Students who are selected are prioritized to have high interest and have strong motivation to take part in competitions. Rizkyareza et al., (2021) mentions that motivation in a person will lead to his readiness to start or continue actions on certain behaviors. Motivation is very influential on resilience and perseverance in learning which will affect children's learning outcomes. In line with that, the results of research from (Kurniawan, 2021) stated that the internal factors that determine student success in winning student competency competitions are as follows: talents, interests, ideals, tenacity, discipline, commitment, hard work, & totality, spirit of achievement & self-motivation, determination, creativity, thoroughness (focus), honesty, communicative, self-confidence & selfmanagement, attitude, independence, responsibility, and spirituality (religion).

The process of coaching LKS participants is carried out continuously every year by providing direction, motivation, selection and further training to hone students' mental and skills. The training schedule is mutually agreed upon, as the day of the competition approaches the training will be scheduled more intensively. The training material is based on the jobsheet of the test project material for the previous year's LKS questions or other provincial LKS questions. After each practice, students' work is immediately assessed together according to LKS standards in order to familiarize students with the provisions of the competition, according to Shoimah (2018), habituation actually contains experiences that are practiced repeatedly and continuously. By repeating the practice of working on their assignments in accordance with the provisions, it is hoped that students can reduce errors when competing and get maximum scores.

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandangan & SMKN 5 Banjarmasin)

B. Policy School

The school policies that are implemented have a major influence on the course of activities at the school, the policies taken by each school have a direct impact on the student development activities of LKS participants. School policies in the form of budgeting, providing good and effective infrastructure and support facilities can be a supporting factor in the success of coaching and achieving student achievement. Lasno et al., (2019) stated that principals are required to have strong management and leadership skills in order to be able to take decisions and take initiatives/initiatives to improve school quality. These results are in line with the results of research from Kurniawan (2021) that external factors that determine student success in winning student competency competitions are family support, LKS supervisors, productive teachers in schools, facilities and infrastructure, financial support, and school contributions.

Competitions with skills certainly require equipment that are regulated with certain specifications. If they are not met then participants, they cannot compete or are subject to disqualification sanctions. Therefore, supporting facilities and infrastructure such as equipment owned by schools must always be updated and follow LKS standards or better. With adequate and sophisticated equipment, students will find it easier, more comfortable to work and generate confidence in competing. These results support research from Anjarsari et al., (2022) who stated that with the existence of facilities and infrastructure, schools can improve the quality of education applied in schools. It is in line with that research results by Pratiwi (2018) who revealed that in the learning process the factors of facilities and infrastructure affect student learning outcomes either in the form of learning achievement or independent learning.

In addition to infrastructure, school support is very important to provide for the success of the student coaching process and achievement. Schools that support student development by providing direction and motivation give the impression that the school contributes to making supervising teachers and students feel cared for, comfortable in carrying out activities. This is in accordance with the results of research from Dewi (2017). If the curriculum is good, the educational environment is good, and complete learning infrastructure is available and fulfilled, it will increase student achievement optimally. These results support and strengthen the results of research from Rusadi et al., (2022) on the role of principals' leadership in improving school success.

C. Differences in Coaching Strategies

The coaching strategies carried out by the two sites are different in the forum for fostering students participating in LKS. On site 2 SMKN 2 Kandangan in the form of extracurricular competitions, this extracurricular runs with each coach who also serves as a supervisor for student LKS participants. The coach is accompanied by a toolman and other teachers in carrying out the coaching process, namely selection, training, and assessment. Extracurricular coaches are appointed by decree and are given incentives as well as monthly transportation from BOSDA funding sources. The provision of this incentive is an additional passion for the coach in carrying out his additional duties. As a form of accountability, the supervisors are required to make work programs and activity journals. On site 1 SMKN 5 Banjarmasin, the coaching of LKS students seemed incidental where when there was an announcement of the competition schedule, the selection and training of students was only carried out. A forum for the implementation of student development through extracurricular and co-curricular activities, the results of this study support and strengthen the results of research from Alkarani et al., (2022) who stated that coaching can be carried out in curricular and extracurricular activities because these two aspects cannot be separated from it. This opinion corroborates Suriansyah's study (2014) revealing that extracurricular activities are an integral part of curricular activities in shaping the younger generation as a whole. In line with that, Sutihatn (2021) stated that in the student development program through co-curricular and extra-curricular activities, students can sharpen their understanding of a subjects and increase knowledge, experience and skills.

The training facilities at site 2 were adapted to the media for the National LKS competition, majoring in making special walls for ceramic installation work with 3 different types of media bases. The department saves the cost of practical materials by practicing using clay as an alternative material to cement, so the installation of ceramics on special walls can be easily dismantled after a few days. It is different if people use cement then the demolition process will take a lot of energy, the supervisor directs the use of cement only during the final exercise before leaving for the race. On site 2, the student development process involved many parties to assist in the training activities, from majors teachers who have served at SMKN 2 Kandangan and alumni who have won, are invited to provide guidance together with the mentor teachers. Especially for the preparation of the National LKS, students have been sent for training and the school also brought in widyaiswara from VEDC Malang as additional supervisors in student training.

CONCLUSION

The student development model for LKS participants at both sites used a competency-based training model. The student development at the two sites was good with the determination of student participants from the selection results. The determination of the supervising teacher from the appointment of related vocational teaching teachers & the coaching process were carried out by providing training and selection to students. The training was scheduled three times a week with training materials from basic knowledge and strengthening skills to work on the previous competition jobsheets as well as evaluating for performance

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandangan & SMKN 5 Banjarmasin)

improvement in the next competition. School policies at both sites are good with the budgeted cost of coaching in the RKAS of each school covering practice materials, consumption, incentives and transport activities. The supporting infrastructure for the development activities of the two sites is in adequate condition and always being updated according to the LKS standard provisions. Both sites provide full support in terms of moral and material. The difference in student development between the two sites can be seen from the forum for student development. At SMKN 2 Kandangan, the coaching was carried out in extracurricular activities for competitions. Meanwhile, at SMKN 5 Banjarmasin, it was solely in co-curricular activities outside the KBM schedule. This affects the provision of supervisor incentives which at SMKN 2 Kandangan that can be given continuously per month while at SMKN 5 Banjarmasin the grant depends on the policy of the principal. The training facilities at SMKN 2 Kandangan adjust to the LKS standard using three types of special walls and using alternative materials to replace cement for the installation of ceramics. School support from parties involved in coaching activities is different. SMKN 2 Kandangan involves more parties from alumni, teachers and national trainers in training their students. Schools need to be really observant and thorough in the LKS participant selection process, so that they get students with high interest, strong will and capable skills. Before the selection is made, students should be given knowledge, direction, motivation for some time. Student development of LKS participants needs to be improved in terms of time and intensity of the training schedule, students must do a lot of practice so that their skills are increasingly honed and then achieve the best performance.

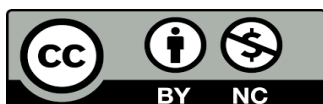
REFERENCES

- 1) Alkarani , U., Suriansyah , A., & Syaifuddin , AR (2022). Islamic Boarding School Student Management (Multi-Case Study at the Rasyidiyah Khalidiyah Islamic Boarding School for Men and Women in Amuntai , Hsu Regency). *International Journal of Social Science And Human Research* . <https://doi.org/10.47191/ijsshr/v5-i6-46>
- 2) Anjarsari , I., Wahyu, & Basuki, S. (2022). Implementation of Entrepreneurship-Based Vocational Education (Multi Site Study at Slb Negeri 1 Martapura and SLB -C Negeri Pembina South Kalimantan Province). *International Journal of Social Science And Human Research* . <https://doi.org/10.47191/ijsshr/v5-i6-111>
- 3) Dewi , USA (2017). THE EFFECT OF CURRICULUM, EDUCATIONAL ENVIRONMENT, AND LEARNING INFRASTRUCTURES ON STUDENT'S LEARNING ACHIEVEMENT AT THE STATE 1 PAGU STATE MIDDLE SCHOOL 1 PAGU DISTRICT, KEDIRI. *Journal Application Administration* , 20 (2).
- 4) Kurniawan, S. (2021). Deciding Factor Success Student in Champion Contest Competence Student . *Journal of Education: Theory , Research , And Development* , 6 (8), 1313–1320. <https://doi.org/10.17977/jptpp.v6i8.14973>
- 5) Lasno , Suriansyah , A., & Saleh, M. (2019). SCHOOL PRINCIPAL'S ROLE IN THE IMPLEMENTATION OF SCHOOLBASED MANAGEMENT FOR ADIWIYATA PROGRAM. *European Journal of Education Studies* , 5 (11), 105–122. <https://doi.org/10.5281/zenodo.2583734>
- 6) Pratiwi , K. (2018). SUPPORT QUALITY OF STUDENT INPUT, TEACHER'S COMMITMENT, FACILITIES AND INFRASTRUCTURE TO INDEPENDENT LEARNING CHEMISTRY IN VOCATIONAL SCHOOL. *Journal Education Management* , 13 (1), 91–107. <https://doi.org/10.23917/jmp.v13i2.6400>
- 7) Purnamawati . (2011). CAPABILITY IMPROVEMENT THROUGH COMPETENCY -BASED TRAINING AS A PROCESS FOR DEVELOPING VOCATIONAL EDUCATION. *MEDTEK Journal* , 3 (2).
- 8) Puspitasari , DOM (2019). Coaching Strategy Competence Student As Preparation Contest Competence Student (LKS) in Computer Numerical Control (CNC) Department of Mechanical Engineering at SMKN 5 Surabaya. *Journal Inspiration Education Management* .
- 9) Rizkyareza , A., Aslamiah , Purwanti , R., & Sin, I. (2021). DEVELOPING ACTIVITY, MOTIVATION AND FINE MOTOR ASPECT IN ATTACHING PICTURE APPROPRIATELY USING THE INTAN MODEL FOR EARLY CHILDHOOD. *Journal (Early Childhood and Family Parenting Journal* , 2 (1), 29–43. <https://doi.org/10.20527/e-chief.v2i1.5256>
- 10) Rusadi , H., Wahyu, & Suhaimi . (2022). Leadership of School Principles in Improving School Success (Multi Site Study at SMAN 1 and At SMAN 2 Tanjung). *International Journal of Social Science and Human Research* , 05 (06). <https://doi.org/10.47191/ijsshr/v5-i6-94>
- 11) Shoimah , L. (2018). CHARACTER EDUCATION THROUGH CHARACTERISTICS IN ELEMENTARY SCHOOL. *JKTP: Journal of Educational Technology Studies* , 1 (2), 169–175. <https://doi.org/10.17977/um038>
- 12) Suriansyah , A. (2014). Management connection school with Public in skeleton empowerment society . Jakarta: Rajagrafindo Persada .
- 13) Sutihatn , S. (2021). THE ROLE OF THE VICE HEAD OF STUDENT FIELD IN STUDENT DEVELOPMENT IN TSANAWIYAH MADRASAH (MTS) NEGERI 6 CIREBON THE ROLE OF THE DEPUTY OF THE MADRASAH IN

Coaching Model of Student Participant Competency Competence (A MultiSite Study at SMKN 2 Kandangan & SMKN 5 Banjarmasin)

THE STUDENT SECTOR IN STUDENT COACHING IN MADRASGERI TSANAWIYONAH (MTS) 6 CIREBON.
JIEM: Journal Islamic Education Management , 5 (1), 108–119. <https://doi.org/10.24235/jiem.v5i1.8896>

- 14) Revelation. (2011). PROBLEMS AND EFFORT TO BUILD THE CHARACTER OF THE NATION. COMMUNITY JOURNAL: International Journal of Indonesian Society and Culture , 3 (2), 138–149. <https://doi.org/10.15294/komunitas.v3i2.2310>
- 15) Yuwono , TT (2013). THE EFFECTIVENESS OF SCHOOL POLICY IMPLEMENTATION AND THE ROLE OF SUPERVISOR TEACHERS IN PREPARING STUDENTS TO PARTICIPATE IN STUDENT COMPETENCY COMPETITIONS AT VOCATIONAL SCHOOL IN WONOSARI CITY .



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.