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Student Performance as *Social Worker* inside Child Care Services Practice at Vocational Social Work Department

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ABSTRACT

The research entitled "Students' Performance as Social Worker in the Practice of Child Support Services at Vocational Schools, Department of Social Work" aims to determine the performance of students as a social worker in the practice of child support services as well as to obtain data on student performance as a social worker in the practice of mentoring services which include cognitive, psychomotor and affective aspects. This research applies a descriptive method with a quantitative approach, using data collection techniques through interview techniques, observation, and the distribution of performance assessment tools. The population in this study consisted of one productive teacher majoring in Social Work who taught Child Care and Advocacy subjects in class XI Social Work 3, totalling 35 people. The results of this research show that students have a social worker role as companion, facilitator, and educator in accompanying, facilitating, and teaching child clients about fine motor skills, gross motor skills, and child socialization. This analysis focuses on three aspects of assessment, namely cognitive, psychomotor and affective assessment.

Keywords: *Performance, Social Worker, Child Care Services Practices*

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INTRODUCTION

Vocational High School (SMK) is a type of formal educational institution that offers vocational education at the secondary education level, as a continuation of Junior High School (SMP), Madrasah Tsanawiyah (Mts) or learning outcomes that are recognized as equivalent to SMP/Mts (Suwanto, 2016, pp. 1-5). Rohman (2020) emphasized that at vocational high schools, students are equipped with skills according to the major they

choose, with the aim that each graduate is ready to enter the world of work/industrial world (DU/DI). Vocational school graduates are considered to be crucial potential human resources, so their quality needs to be improved (Anggraini & Ramlawati, 2017, pp. 35-44).

Vocational Schools must focus on developing an education system that is oriented towards increasing truly professional graduates, having a work ethic, being disciplined, and continuing to uphold cultural, and national values and have noble morals. Therefore, in the learning process, vocational schools must apply the right approach and suit the needs of the industrial world. One appropriate

educational model is implementing the *Teaching Factory* in teaching and learning activities at vocational schools (SMK Negeri 15 Bandung, 2023).

According to the Directorate of Vocational School Development, *Teaching Factory* is a learning model that focuses on industry (products and services) through collaboration between schools and IDUKA (industry, business and the world of work) to produce graduates who are competent and in line with market needs. *Teaching Factory* combines the learning process with the production of products or services that can be sold, thereby providing added value for schools (SMK Negeri 15 Bandung, 2023).

One of the vocational schools in Bandung City that applies the learning model *Teaching Factory* (TEFA) is SMK Negeri 15 Bandung. The majors developed at SMK Negeri 15 are Social Work, Hospitality, Catering and Multimedia. SMK Negeri 15 Bandung, is a vocational school in West Java that organizes the Social Work Skills Program, responsible for guiding and teaching prospective professional social workers (Lailatussilmi et al., 2018, pp. 18-23).

The superior programs in the Social Work major which were uploaded in a video on the SMKN 15 Bandung YouTube channel on January 31 2020, include child support services (*daycare*), elderly care practices, and checking health services. One of the superior programs that the author will use as research is child support services (*daycare*).

The superior child support services program aims to increase student competency in the field of children's services, both for children with special needs and without. This superior program became the basis for the school to establish TEFA Permata

Hati (*daycare*) as a practice in the field of children's services, which offers childcare services with the slogan TEFA "*Caring is Loving, Playing is Educating*" (SMK Negeri 15 Bandung, 2023).

TEFA learning model *Daycare* Permata Hati is included in one of the assessments for the Child Care and Advocacy subject. This practice of child support services is carried out by class XI students in odd semesters and classes. It is hoped that this assessment can become a standard guideline in evaluating child support service practices (Rinekasari, Jubaedah, & Sobariah, 2022).

Students majoring in Social Work after taking Child Care and Advocacy subjects are expected to have the cognitive, affective and psychomotor understanding and skills needed as *social workers* (social workers). Therefore, teachers need to emphasize that students not only focus on understanding concepts and principles but also understand the relationship between these concepts and their application in performance (Fitriani, 2017).

Performance or performance is a reflection of the extent to which a program, activity or policy has succeeded in achieving the organization's goals, objectives, vision and mission that have been determined through strategic planning (Moehariono in Pohan et al., 2021, pp. 289-304). Student performance is a description of students' abilities to complete specific tasks given by the teacher and can be measured based on predetermined criteria (Risdalina, 2015).

Research conducted by Yulianah et al. (2021) on the abilities, motivation and performance of PKL students concluded that students' career preparation can be improved by improving their abilities and performance so that they are ready to face PKL

(Practical Field Work) activities with better and prepare their careers in the world of work in the future. These findings are strengthened by research conducted by Rohman (2020) regarding the readiness of vocational school students in terms of internship performance, emphasizing that the superior the students' performance when undergoing internship (industrial work practice), the easier it is for them to adapt to the work environment after graduating. However, there has been no research that specifically examines the performance of students as social workers in the practice of child support services.

Research conducted by Lailatussilmi et al. (2018) explains that companions are like social workers, and also require knowledge and skills. They must follow a series of stages in carrying out their duties and are expected to be able to master various mentoring techniques and other techniques.

Research conducted by Lusitania (2013) regarding the implementation of children's service practice programs explains that Student performance in the practice of child support services is the student's ability to support children's growth in moral aspects, religious values, social skills and language, as well as providing stimulation for the development of children's gross and fine motor skills.

Based on existing data or information, which is the background for this research, the author as a student who is pursuing knowledge and expertise in the scope of Family Welfare Education and referring to the results of previous research, the author will conduct research with the title **Student Performance as Social Worker in the Practice of Child Support Services at Vocational Schools, Department of Social Work.**

RESEARCH METHODS

This research applies descriptive methods with a quantitative approach. Analysis was carried out on the data collected in this research. The focus of this research is to find out how students perform as social workers at SMK Department of Social Work. To obtain this performance data, the following steps are carried out. Create a performance assessment tool, covering cognitive, affective and psychomotor assessment aspects in child support service practices. Conduct validity tests of performance assessment tools. Assessing student performance in child support service practices. Analyzing student performance in child support service practices.

The population in this study consisted of one productive teacher majoring in Social Work who taught Child Care and Advocacy subjects in class XI Social Work 3, totalling 35 people. The sample in this study uses a total sample, that is, the entire population will be used as a sample, so the sample in this study is 35 students. The following are the stages of the research instrument are interview guidelines, performance appraisal tool, and performance assessment tool validation format.

Instruments are devices for collecting information needed in research (Sari et al. 2023). The author chose and used non-test research instruments such as observation, interviews, and questionnaires to collect data regarding student performance when practising child support services.

The percentage of respondents' answers is calculated to describe the proportion of each answer given by respondents. The resulting data is then processed using data processing techniques suggested by Sudijono (2018), using Microsoft Excel and SPSS, with predetermined formulas.

$$P = \frac{f}{n} \times 100\%$$

Description :

- P = Percentage of respondents' answers
 f = Frequency of respondents' answers
 n = Number of respondents who answered
100 = Constant number

Data interpretation in this research aims to gain a better understanding of the responses to the statements or questions asked. The following are the data interpretation standards used in Table 3.1 according to Suharsimi Arikunto (2010) below.

Table 1. Data Interpretation Criteria

Percentage Criteria	Interpretation Result
$P = 0\%$	No one
$0\% < P < 25\%$	A small portion
$25\% \leq P < 50\%$	Almost half
$P = 50\%$	Half
$50\% < P < 75\%$	A majority
$75\% \leq P \leq 100\%$	Almost all

Source: Suharsimi Arikunto

RESULTS OF RESEARCH AND DISCUSSION

Assessment of Cognitive Aspects

Cognitive aspects include the ability to think, understand and intellectual skills possessed by students in carrying out their roles as social workers. This finding is in line with the cognitive theory put forward by Piaget and Inhelder (1969), which states that learning and cognitive development occur through active interaction with the environment.

According to Bloom (1956), increasing cognitive abilities includes increases in knowledge, understanding, and application. Research on cognitive aspects shows that almost all students have good abilities in understanding the basics of social work and applying them in real situations as part of their daily routine, such as often asking child clients to pray before eating. As many as 80% of students achieved scores above average in the assessment of this cognitive aspect.

Research conducted by Kusumastuti (2020), stated that students teaching child clients to pray before eating is a very effective habituation method in shaping the character of young children. This is because children at that age have strong memories and are easy to accept stimuli, so the habits carried out every day can be implemented well and become the first step in teaching spiritual intelligence to children.

Research conducted by Hafidz and Rachmy (2021) also shows that children's spiritual intelligence in mentoring in daycare is reflected through the seriousness of students as a social worker in teaching religious attitudes to children. Children will imitate through the active five senses, which is proven by their ability to master and adapt well. Apart from that, assessments on other cognitive aspects show that almost all students have good abilities in training children's cognitive, emotional and language skills, such as often teaching child clients to sing. As many as 87.5% of students achieved scores above average in the assessment of this cognitive aspect.

This finding is consistent with research conducted by Mardiah and Ismet (2021), which states that students as social workers Teaching children to sing can help early childhood speech

development, such as enriching vocabulary, developing speaking expressions, helping children communicate with the environment, making it easier for children to arrange words into simple sentences, practising memorization, and pronouncing words correctly and fluently. Singing is an interesting method to apply in learning vocabulary mastery in early childhood and to stimulate children's potential for self-development in aspects of musical arts (Ansor et al., 2022; Dini, 2022)

Assessment of the cognitive aspects of students regarding inviting child clients to pray before eating and teaching child clients to sing showed positive results, with the majority of students having good abilities in understanding and applying social work concepts.

Assessment of Psychomotor Aspects

The psychomotor aspect of this research includes the practical skills possessed by students in carrying out tasks related to social services. Psychomotor aspect assessment focuses on students' ability to apply theoretical knowledge to real practice. These findings are in line with the theory of psychomotor development proposed by Harrow, as reviewed in the book by Cooper (1973). The theory states that psychomotor skills involve the ability to perform physical tasks well, through practice and experience. This includes the physical and motor skills required to carry out their role as a social worker, including maintaining the cleanliness of child clients as a form of strengthening the habit of living a clean life from an early age, such as bathing child clients. This finding is in line with research by Hidayaturrahmi et al. (2022) explain that maintaining body cleanliness is important. Maintaining body hygiene can be done by bathing

and brushing your teeth regularly, wearing clean and neat clothes, and maintaining your appearance by dressing politely and neatly is the first step in maintaining personal health and hygiene.

As many as 62.9% of students were able to follow the bathing procedure correctly in the first psychomotor aspect assessment. This finding is in line with research conducted by Syah et al. (2017), which shows that child mentoring practices in daycare really help students to gain experience and improve their skills, so they can achieve the competencies required by the industry.

Apart from that, in the second psychomotor assessment aspect, as many as 68.6% of students were skilled in providing gentle stimulation to child clients to wash their hands properly, as a form of getting children used to washing their hands first when eating. This finding is in line with research conducted by Kharisma and Suyatno (2018) explaining that before eating, students invite children to always be disciplined in washing their hands first. Exemplary behaviour can be shown through behaviour, actions, words, and everything that students do as a teacher or social worker, and all of these things are given by students as real examples to child clients.

In the third psychomotor assessment aspect, as many as 71.4% of students were skilled in inviting child clients to sing the hand-washing song to build a happy atmosphere and instil awareness. This finding is in line with research by Juliawan et al. (2019) which states that by singing, children become happier and understand the material being taught more easily. Simamora and Hidayah (2021) stated that by singing the hand-washing song, it is hoped that child clients will realize the importance

of cleanliness and get used to living a clean and healthy life from an early age.

In the fourth psychomotor aspect, as many as 45.7% of students are skilled in training to fulfil children's basic living needs to defecate and urinate independently (toilet training) according to the child's developmental stages. This finding is in line with research by Fitriyanti and Dwihestie (2020) which shows that students as social workers Of daycare play an important role in introducing *toilet training*. accompanying children from morning to evening, helping children learn the correct way to urinate in public places.

Research by Indanah et al. (2014) states that toilet training aims to instil good habits in children, especially regarding personal hygiene. This is important for students in training children's independence and stimulating the development of other aspects, as emphasized by Mardiah (2022) who explains that mastery of *toilet training* is an important aspect of child development.

In the fifth psychomotor assessment aspect, as many as 77.1% of students were skilled in providing rough stimulation by inviting children to play sports around the field. This finding is in line with research by Syafril et al. (2020) which emphasizes that by providing students with good physical motor skills, especially gross motor skills, children can carry out independent activities well, such as running, jumping, exercising and marching. This is reinforced by Herni (2020) who emphasizes that children need to be introduced to sport from an early age because sport not only shapes their physique but also supports mental development so they grow well.

The sixth aspect of psychomotor assessment, as many as 74.3% of students are skilled in providing

gentle stimulation to child clients through educational games such as composing *puzzles*, blocks, or legos. This finding is in line with a book replacing a thesis prepared by Indriyani and Setiyatna (2022) which explains that by providing students with gentle stimulation to child clients by playing with Lego, children can hone their fine motor skills because connecting Lego pieces requires different pressure to combining one piece with another piece. This activity helps children to regulate the pressure they use when assembling Lego.

In the seventh aspect of psychomotor assessment, as many as 75.7% of students are skilled in providing stimulation to children by practising grouping colours and shapes of objects. This finding is consistent with the opinion of Ratna and Watini (2022) who explain that providing stimulation to children by practising and introducing the grouping of colours and shapes of objects can help them in the learning process and obtain a lot of information so that their knowledge and understanding becomes deeper and broader. The ability to recognize colours and shapes in early childhood is very important for brain development and is expected to help improve children's thinking and creativity.

In the eighth psychomotor assessment aspect, as many as 68.6% of students were skilled in reading stories or fairy tales to support the development of children's language and communication skills, as well as stimulate children's creativity. This finding is supported by Winarsih et al. (2023) who stated that expert *parenting* also emphasizes the importance of storytelling as a learning tool that stimulates children's language development.

The ninth aspect of the psychomotor assessment shows that 60.0% of the students are skilled in teaching child clients basic English in naming animals, objects, fruits, etc. This finding is consistent with Amelia's (2023) explanation which states that in introducing English language learning in daycare, students as social workers will ask the child client to imitate the vocabulary spoken by the student first. After that, the child client repeats the basic vocabulary until the child client understands it, and then they are asked to repeat the vocabulary. Wahyuningsih (2016) emphasized that teaching English as a second language after the mother tongue is carried out by students aims to introduce and optimize language stimulation. This research is supported by Salsabila and Subandji (2024) who state that the earlier children learn a foreign language, the faster and easier it is for children to master that language.

In the tenth psychomotor assessment aspect, as many as 68.6% of students were skilled in providing gentle stimulation to child clients through drawing and colouring activities. This finding is in line with research by Suhartanti et al. (2019) which states that children who participate in play therapy by colouring pictures find it easier to express their thoughts because paintings and drawings are effective media for expression. Drawing can also stimulate the right and left brain, where the left brain helps in making drawings more realistic, practical, and analytical, while balance with the right brain allows the use of empathy and intuition. Other benefits of drawing and colouring include as a means of communication and expression of self and feelings, and can improve children's mental health.

Based on the discussions above, it can be concluded that the assessment of students'

psychomotor aspects shows positive results, with the average student having good abilities in understanding and applying social work concepts.

Assessment of Affective Aspects

Affective aspects include attitudes, feelings and values held by students. Assessment of the affective aspect shows that students have developed a positive attitude towards professional social workers and show high empathy in child support service practices, such as welcoming child clients in the morning. As many as 80.0% of students achieved scores above average in the assessment of this affective aspect.

This finding is in line with research by Permana et al. (2023) which explains that the role of students in daycare as a social worker is very important because all children's activities will be accompanied and guided by students.

Patience and awareness in looking after children are aspects that must be considered when accompanying children. In the morning when welcoming the arrival of children, students must do so with feelings of happiness and cheerfulness because this, even though it is small, can have a big impact on children. If children feel happy in the morning, they are likely to be happy throughout the day, and parents will also feel happy when they are happy.

In the second aspect of affective assessment, as many as 74.3% of students often give *snacking* to child clients. This finding is in line with Khasanah (2019) who states that students as social workers pay good attention to the condition of child clients, including never being late in providing milk, food, etc *snacking* (snacks).

In the third affective assessment aspect, as many as 74.3% of students showed discipline and

responsibility by frequently reminding child clients to clean up the toys they had used. This is in line with Hasbi et al. (2020) who explain in their module that after children understand their potential, their ability is stimulated to manage this potential through developing social and emotional aspects. Students as social workers motivate child clients with important words to take materials as needed and return toys to their place after finishing playing.

Based on previous discussions, it can be concluded that the assessment of students' affective aspects shows positive results, with the average student having good abilities in understanding and applying social work concepts.

Student Performance

In this section, the author will explain the findings regarding student performance as a social worker in the practice of child support services in daycare. Student performance is measured based on three main aspects: namely cognitive, psychomotor and affective aspects obtained from the assessment aspects listed in the assessment rubric. Hamzah's (2012) research supports this by explaining that assessment in the cognitive domain aims to measure mastery of basic scientific concepts (content objectives). Psychomotor learning outcomes are related to skills or abilities to act after students receive certain learning experiences. Meanwhile, learning outcomes in the affective process are related to attitudes and values oriented towards mastery, ownership and skills, in processes or methods.

These findings were obtained from the results of interviews with teachers in the Child Care and Advocacy subject as well as data from assessment rubrics that have been created by the SOPs that apply in Daycare Permata Hati. This is in line with

research by Nurhaifa, Hamdu, and Suryana (2020) which emphasizes the importance of appropriate performance assessment instruments with clear instructions and assessment criteria to assist teachers in conducting assessments. Performance assessment is carried out based on several criteria, namely "Very Incompetent", "Not Competent", "Quite Competent", "Competent", and "Very Competent". This criterion is used to measure the extent to which students can apply their knowledge, attitudes and skills in the practice of child support services. In line with research by Utami (2022), which states that performance assessment is used to determine the level of competence possessed; understand abilities or skills in the chosen field; as well and increase motivation to develop one's potential through further study or working in the industrial or business world. Amrulloh's (2020) research also confirms that learning assessment in a competency-based curriculum uses assessment references.

The results of this research show the performance of students as social workers in the practice of child support services with a competent percentage of 49% in cognitive and affective aspects and 43% in psychomotor aspects. The percentage of criteria for being quite competent in the cognitive assessment aspect is 40%, 49% in the psychomotor aspect, and 46% in the affective aspect. Meanwhile, the percentage of incompetents was 11% in the cognitive aspect, 9% in the psychomotor aspect, and 6% in the affective aspect.

Table 2. Performance Assessment Criteria for Each Aspect

Cognitive			
Score Range	Criteria	f	%
<60	Very Incompetent	0	0%
60–70	Incompetent	4	11%
70–80	Fairly Competent	14	40%
80–90	Competent	17	49%
100	Very Competent	0	0%
Psychomotor			
Score Range	Criteria	f	%
<60	Very Incompetent	0	0%
60–70	Incompetent	3	9%
70–80	Fairly Competent	17	49%
80–90	Competent	15	43%
100	Very Competent	0	0%
Affective			
Score Range	Criteria	f	%
<60	Very Incompetent	0	0%
60–70	Incompetent	2	6%
70–80	Fairly Competent	16	46%
80–90	Competent	17	49%
100	Very Competent	0	0%

So, based on the percentage of performance criteria achieved, students are competent and competent enough. As for students who achieve incompetent performance criteria in every aspect, it is hoped that they will make improvements to their Child Care and Advocacy subject teachers and become evaluation material. This finding is in line with research by Rusdiana et al. (2014) which shows that students who have not reached the KKM (Minimum Completeness Criteria) need special attention as evaluation material for teachers.

Students who receive the assessment criteria are incompetent due to their lack of skills in both cognitive, psychomotor and affective aspects. This finding is by the opinion of Mansyur (2020), Herlambang & Yulia (2022), and Pohan (2017) who stated that the lack of students' skills in the practice of child assistance services, both in the cognitive,

psychomotor and affective aspects, is caused by the lack of activeness of the participants. students in teaching and learning activities, lack of discipline, and low interest in following lessons. Therefore, more specific learning assistance and simulations are needed to increase students' interest.

Table 3. Results of Performance Assessment of All Aspects

Score Range	Criteria	f	%
<60	Very Incompetent	0	0%
60–70	Incompetent	0	0%
70–80	Fairly Competent	19	54%
80–90	Competent	16	46%
100	Very Competent	0	0%
Total			35

Based on the assessment results of the participants' cognitive, psychomotor and affective aspects, those who practice child support services, show that 46% of students achieved the achievement criteria assessment competent performance and another 54% received quite competent performance information. Thus, the results achieved from the implementation of child support service practices in daycare can be concluded that class XI PS 3 students can implement tasks as social workers in carrying out child service practices.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the findings and discussion of research data, it can be concluded that student performance is: social worker in the practice of child support services, is said to be competent if the number of students (46%) who obtain practical performance scores with The score range is 80 – 90 and is said to be quite competent if the number of students (54%) obtain performance practice scores with a score range of 70 – 80.

Suggestion

From the results of this research, the author provides several recommendations as follows.

1. Recommendations for Teachers of Child Care and Advocacy Subjects. Can make a comprehensive assessment rubric to evaluate student performance, as recommended by the author based on the SOP in *Daycare* Permata Hati.
2. Recommendations for students. Students are advised to be more active in practical child support service activities in *daycare*. It is important to develop practical skills and understand the application of theory in real situations.
3. Recommendations for future researchers
 - a. Future researchers are advised to expand this research with a larger and more diverse sample, the duration of the research, and consider additional variables that may have an influence.
 - b. It is recommended that future researchers develop and test new research tools, such as more comprehensive and specific assessment rubrics to measure various aspects of student skills assessment.
 - c. Researchers can collaborate with experts from various scientific disciplines to gain a broader and deeper perspective on the issue being researched.

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