



Hard Skill Assessment Tool for Boutique Industry Practices as an Increase Measure Learning Process in Business Partners

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ABSTRACT

The industrial practice carried out by students is essentially an internship that in its implementation involves the business and industry as partners. Industrial practice is a subject in the Fashion Design Education study program DPKK FPTK UPI which consists of theory and practice. In its implementation, it can bridge study programs with partners and can foster a student's entrepreneurial nature. As a subject whose practical implementation in partner businesses requires an assessment from partners to measure the achievement of industrial practice targets. Assessment by partners focuses more on assessing hard skills because partners know all student's daily activities when carrying out industrial practice activities. Measure the achievement of industrial practice program targets, it is carried out by assessing competencies related to the hard skills of students using the assessment rubric used by partners. The assessment tool developed is in the form of an assessment rubric using a non-test assessment technique using a rating scale with assessment indicators according to the focus of industrial practice programs which include business management, product processes, marketing, business communication, and partnership networks in fashion boutique business partners. The research method used in this study is the research and development method, which is used to produce products and test the effectiveness of these assessment products. Based on the data obtained from the results of validation by evaluation experts, material experts, and users, it shows that the hard skill assessment tool for boutique industry practices that have been developed is categorized as "very feasible" for partners to use in assessing student hard skills in implementing boutique industry practices, as an effort to improve the learning process in partner businesses.

Keywords: *Assessment Tools, Hard Skills, Partners, Industrial Practices, Boutique.*

1. INTRODUCTION

The Fashion Design Education Program Study is one of the study programs in the Department of Family Welfare Education, Faculty of Technology and Vocational Education at Indonesian University of Education. In the curriculum structure of this University, there is a group of Expertise Courses (EC). This group of courses was aimed at developing students' abilities in the mastering of the study fields. One of EC's in the Fashion Design Program Study is a Fashion Industry Practice Course (FIPC). By the curriculum structure of the Fashion Design Program Study 2019, FIPC has 3 credits [1]–[4].

The Fashion Industry Practice Course consists of theory and practice in fashion business partners. Theoretical study learns the basic concepts, apprenticeship, soft skills and hard skills, networks, business communication, and preparation programs for implementation in the fashion business industry [5]–[7]. While practical study learns how to implement programs that have been created in theoretical class. Students are also directed to learn about business management systems, product/service processes, business flows, marketing/business communication, and application partnership networks from partner businesses [8]–[10]. Learning during practice to aim for soft skills and hard skills is the goal of the FIPC.

Industrial Practice courses are believed to bridge educative areas to the industry, especially for fashion business field. Based on previous research, this course can develop students' entrepreneurial spirit and networking skills [11], [12]. This aligns with the goals of the fashion industry practice program 2019, to stimulate an entrepreneurial spirit in Fashion Design Education Specialization Program Study and improve the partnership network between the department and the fashion business industry [13].

One of the concentrations in the Fashion Design Education Program Study is a Boutique Concentration. The focus of the Industrial Practice program for boutique business partners consists of: Boutique Business Management, Boutique Business Production Process, Boutique Product Marketing, Business Communication in Boutique Businesses, and Boutique Business Partnership Network Development. In its implementation, students' skills are needed to administer boutique businesses, understand the boutique fashion production process, provide services to consumers, understand the character of workers, and learn to find/develop marketing and collaboration networks [14], [15].

As one of the student learning activities, the EC program requires an assessment tool to measure the achievement of this program. There are already assessment tools to measure that has been used by industry partners and field supervisors from Fashion Design Education Program Study. However, the assessment tool still does not clearly describe indicators of soft skills and hard skills and they mix. So, the assessment tool needs to be developed with the acquisition of value from soft skills and hard skills during the learning process to work in partner businesses, especially in the boutique business. At the same time as an effort to improve the learning process in partner businesses [16].

Based on the description above, the authors are encouraged to develop an EC assessment tool that is conceptualized more specifically for hard skills. This EC assessment tool is deliberately made for Fashion Design students who carry out industrial practice credits in boutiques. In addition to concept development, an assessment format will also be developed. What was originally done with hard files and development is done with electronic forms using Google Forms and Microsoft Excel as alternatives. This assessment tool is used by Industry partners in the Fashion Industry Practice Course to assess students' hard skills.

2. METHOD

This study uses the Research and Development (R&D) method. Research and Development method is a research method used to produce certain products and test

the effectiveness of these products. The research and development used in this research are developing existing ones, creating new ones, and testing the effectiveness of assessment tools [17]. The steps are taken starting from the R&D research stage, from design improvements to revision contexts, for the hard skills assessment tool for the FIPC concentration boutique industry.

Participants in this study are validators who test the feasibility of the assessment tools that have been developed. There are 2 evaluation experts, 2 materials experts, and 2 users who are partners in the boutique industry. The data that has been obtained from the validation results are processed and then described with the standard results of eligibility which refers to the eligibility score interpretation criteria [18], [19].

Table 1. Eligibility Score Interpretation Criteria.

Percentage Intervals	Category
81 % - 100%	Very Eligible
61% - 80%	Eligible
41% - 60%	Less Eligible
21% - 40%	Not Eligible
< 21%	Very Not Eligible

3. RESULT AND DISCUSSION

The results of the research on the development hard skill assessment tool for the FIPC concentration boutique industry that has been implemented can be described in the following stages:

3.1 Preliminary Study Stage (Identification and Compile Potential Problems)

These stages begin with conducting interviews with the lecturers who supervise the FIPC and the Chairperson of the Fashion Design Program Study. FIPC introduces students to the fashion industry system. Students who have received theoretical learning in the classroom can apply their knowledge and skills during lectures in learning to work in the industry. The main industrial practice program is the implementation of industrial practices at industrial partners, where students apply and develop various competencies consisting of personality competencies (soft skills) and motoric competencies (hard skills) in boutiques. The implementation of industrial practice programs as one of the learning activities requires assessment tools to measure the achievement of industrial practice objectives. However, the industrial practice assessment tool used is not specific to each competency, therefore an industrial practice assessment tool is needed that is more conceptual and specific to each skill applied by students in implementing industrial practice programs in boutiques.

In this stage we also collect various information regarding the basic concepts of industrial practice, the implementation of FIPC, student competency, boutique business partners' needs, and information about appropriate learning assessment tools to measure motor competence (hard skills).

3.2 Improvements and Revision Hard Skill Assessment Tool

In this stage, we make design for hard skill assessment tool for FIPC in the boutique industry. Beginning with the design concepts tool, criteria, indicators, assessment format, and specifications for each question item. The assessment criteria contain several indicators according to motor competence (hard skills) and technical work carried out by students in the implementation of industrial practice programs. The criteria for the assessment results are made using a rating

scale with a numerical rating scale type which will be selected by respondents/evaluators according to the level of student achievement so that the assessment results criteria will be used in determining the assessment results.

3.3 Validation Hard Skill Assessment Tool

The validation stage was carried out to test the feasibility of the assessment tool that had been developed by 3 different validators, namely:

3.3.1 Evaluation Expert Validation

Validation was carried out by 2 evaluation expert lecturers from the Department of Family Welfare Education, Faculty of Technology and Vocational Education at the Indonesian University of Education, with the following validation results in Table 2.

Tabel 2. Evaluation Expert Validation Results.

No	Assessment Indicators	Number of questions	Max Score	Score		Total	Average	Percent
				A1	A2			
1	Assessment Form	3	3	3	3	6	3	100 %
2	Assessment Benefits	5	5	5	5	10	5	100 %
3	Material Suitability	3	3	3	3	6	3	100 %
Average								100

3.3.2 Material Expert Validation

Validation was carried out by 2 material expert lecturers from the Department of Family Welfare Education, Faculty of Technology and Vocational Education at the Indonesian University of Education, with the following validation results in Table 3.

3.3.3 User Validation

Validation was carried out by 2 users who are 2 boutique representatives who are partners of the FIPC, with the following validation results in Table 4.

3.4 Revision Hard Skill Assessment Tool

Revisions obtained from the validator are in the form of comments or notes of improvement to improve the assessment tool that has been developed [20]-[22]. Comments or improvement notes are then analysed and considered beforehand so that they are not immediately accepted as revision material. After being analysed and considered, suggestions for improvement that will be implemented are:

1. Recommended changing the rating scale from "4 to 1" to "5 to 0"
2. The "special note" column recommended moved to the bottom of the assessment indicator

3. Sentences for each aspect of the assessment are shortened to make it more effective
4. Adding the aspect of "preparing for the procurement of materials" in the evaluation criteria for the production preparation stage.
5. Adding the aspect of "Arranging clothing patterns" in the evaluation criteria for the production stage.
6. Change the editorial "Decorate clothes with decorative garniture" to "decorate clothes" in the aspect of the finishing stage of the clothing, because garniture has the meaning of decoration.
7. Adding the aspect of "Designing boutique clothing packaging" in the criteria for clothing packaging (packing).
8. Changing the editorial "Fashion stylist in Photoshoot / Fashion Show / Pre-Wedding / Wedding activities" in the marketing aspect to "Marketing products through Photoshoot / Fashion Show / Pre-Wedding / Wedding activities"
9. Change the editorial "Service communication to boutique clients" to "Excellent service to boutique clients"

Table 3. Material Expert Validation Results.

No	Assessment Indicators	Number of questions	Max Score	Score		Total	Average	Percent
				P1	P2			
1	Boutique Business Management • Boutique Business Administration	3	3	0	0	0	0	0%
2	Boutique Business Production Process							
	• Product Preparation Stage	3	3	3	3	6	3	100%
	• Production Stage	2	2	2	2	4	2	100%
	• Production Completion Stage	3	3	3	3	6	3	100%
	• Clothing Quality Check	2	2	2	0	2	1	50%
	• Clothing Labeling	2	2	2	2	4	2	100%
	• Dress Fitting	2	2	2	0	2	1	50%
• Clothing Packaging	2	2	1	2	3	1,5	75%	
3	Boutique Product Marketing • Product Marketing	2	2	1	2	3	1,5	75%
4	Communication Business in a boutique business • Business communication	2	2	2	2	4	2	50%
5	Boutique Business Partnership Network Development • Collaboration Network Development	2	2	0	2	2	1	50%
Average								72%

Table 4. User Validation Results.

No	Assessment Indicators	Number of questions	Max Score	Score		Total	Average	Percent
				P1	P2			
1	Boutique Business Management • Boutique Business Administration	3	3	3	3	6	3	100%
2	Boutique Business Production Process							
	• Product Preparation Stage	3	3	3	3	6	3	100%
	• Production Stage	2	2	2	2	4	2	100%
	• Production Completion Stage	3	3	3	3	6	3	100%
	• Clothing Quality Check	2	2	2	2	4	2	100%
	• Clothing Labeling	2	2	2	2	4	2	100%
	• Dress Fitting	2	2	2	2	4	2	100%
• Clothing Packaging	2	2	2	2	4	2	100%	
3	Boutique Product Marketing • Product Marketing	2	2	2	2	4	2	100%
4	Communication Business in a boutique business • Business communication	2	2	2	2	4	2	100%
5	Boutique Business Partnership Network Development • Collaboration Network Development	2	2	2	2	4	2	100%
Average								100%

Corrective steps after the validation stage are carried out to perfect the scoring rubric so that the assessment rubric format that has been developed in this study can be used properly by industrial industry practice partners in assessing the technical abilities or motor competence (hard skills) of students in implementing industrial practice programs at partners. boutique business.

3.5 Analysis of the Validation Results of Hard Skill Assessment Tool

The data analysis phase of the validation results was carried out to determine the feasibility of the hard skill assessment tool for the boutique industry practice that

had been developed. The results of the assessment from the validation stage are processed using the feasibility percentage formula, namely the actual score divided by the maximum score and multiplied by 100. The percentage obtained from the evaluation expert validation results is 100%, while the percentage obtained from the material expert results is 72%, and the percentage obtained from the results of the evaluation expert validation is equal to 100%.

4. CONCLUSION

Based on the stages of research on hard skill assessment tools for the FIPC concentration boutique industry that have been implemented, the following conclusions can be drawn:

1. Based on a preliminary study in the FIPC, data was obtained that the industrial practice assessment tool used was still integrated between the assessment of hard skills and soft skills. The assessment tool had not been conceptualized absolutely and specifically in assessing each student's skill. Based on these conditions, it is necessary to develop an assessment tool that is specifically aimed at measuring the practical abilities or motor competence (hard skills) of students in implementing FIPC concentration boutique industry, to obtain data regarding the abilities and success of students and the achievement of learning objectives for practical courses industry. This step is carried out at the same time to improve the learning process in partner businesses.
2. Making a format for assessing student hard skills in the implementation of FIPC concentration boutique industry adapted to the 5 focuses of industrial practice programs which include: business management, production processes, marketing, business communications, and partnership network development. In the process of making assessment tools that need to be considered is the concept of industrial practice, the implementation of FIPC, student competency, boutique business partners' needs, and information about appropriate learning assessment tools to measure motor competence (hard skills). The assessment tool was developed using a non-test assessment technique that uses a rating scale with a numerical rating scale type which the respondent/evaluator will later choose according to the student's level of achievement from 5 as the highest score to 1 as the lowest score with a description of the score according to the assessment criteria and indicators.
3. The validation stage to test the feasibility of the assessment rubric format that has been developed is carried out by 3 different validators, namely evaluation experts conducted by experts in the field of learning evaluation who are 2 evaluation experts, 2

materials experts, and 2 users who are partners in the boutique industry. Evaluation and materials experts are lecturers from the Department of Family Welfare Education, Faculty of Technology and Vocational Education at Indonesian University of Education. The validation results that have been carried out produce data in the form of a feasibility score as well as comments or suggestions for improvements to the boutique industry practice hard skill assessment tool.

4. The revision stage of the assessment tool is carried out based on comments or suggestions for improvement obtained at the validation stage. Comments or suggestions for improvement are taken into consideration in improving the assessment tool. After being repaired, the assessment tool that has been developed has changed, namely in the form of the assessment format, the score scale used, the addition of assessment aspects, and several editorial changes.
5. Based on the validation results carried out by evaluation experts, material experts, and boutique partners, the hard skill assessment tool can be categorized as "Very Eligible" based on the calculation results of the eligibility percentage formula and score interpretation criteria with the results percentage average of 90.7%. The average percentage is obtained based on the results of obtaining a percentage of 100% from evaluation experts, 72% from material experts, and 100% from boutique partners.
6. Where to see an increase in the learning process of students participating in the FIPC concentration boutique industry, a hard skill assessment is needed to measure students' abilities while studying to work in business management, production processes, marketing, and business communication (consumer service), and partnership network development (business capital development in particular).
7. The character of a boutique business has a different movement from a confectionery business, where boutiques pay more attention to product quality, material quality, convenience of use, and products that are made in limited quantities. In this regard, hard skills assessment for students carrying out work study/Industrial Practice is urgently needed

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