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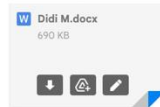
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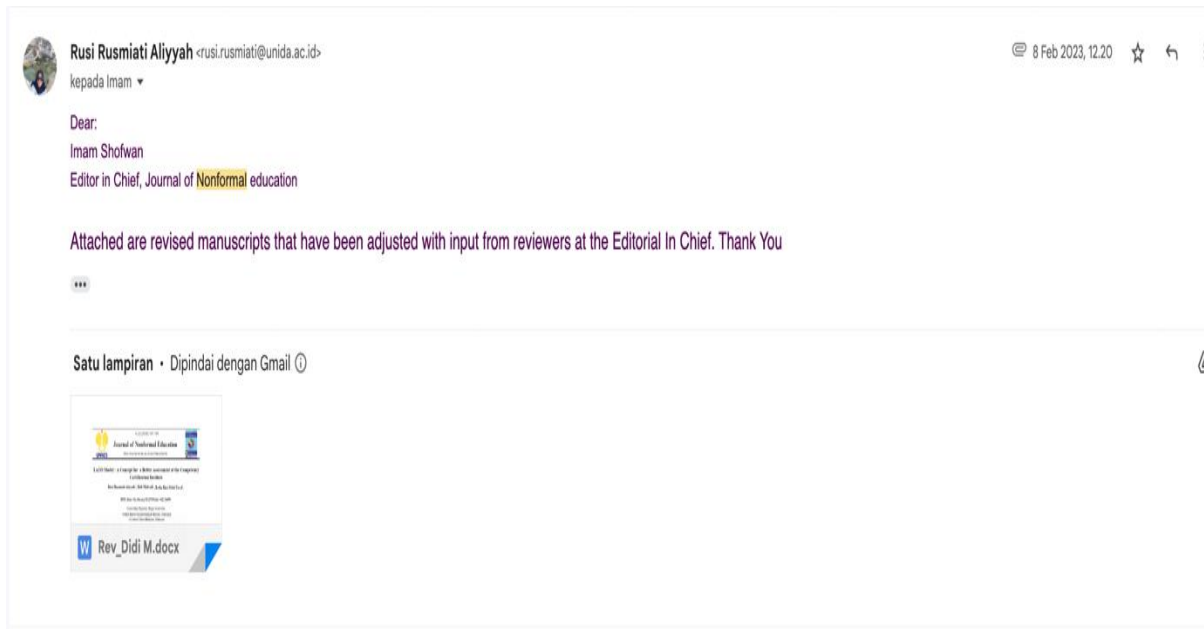
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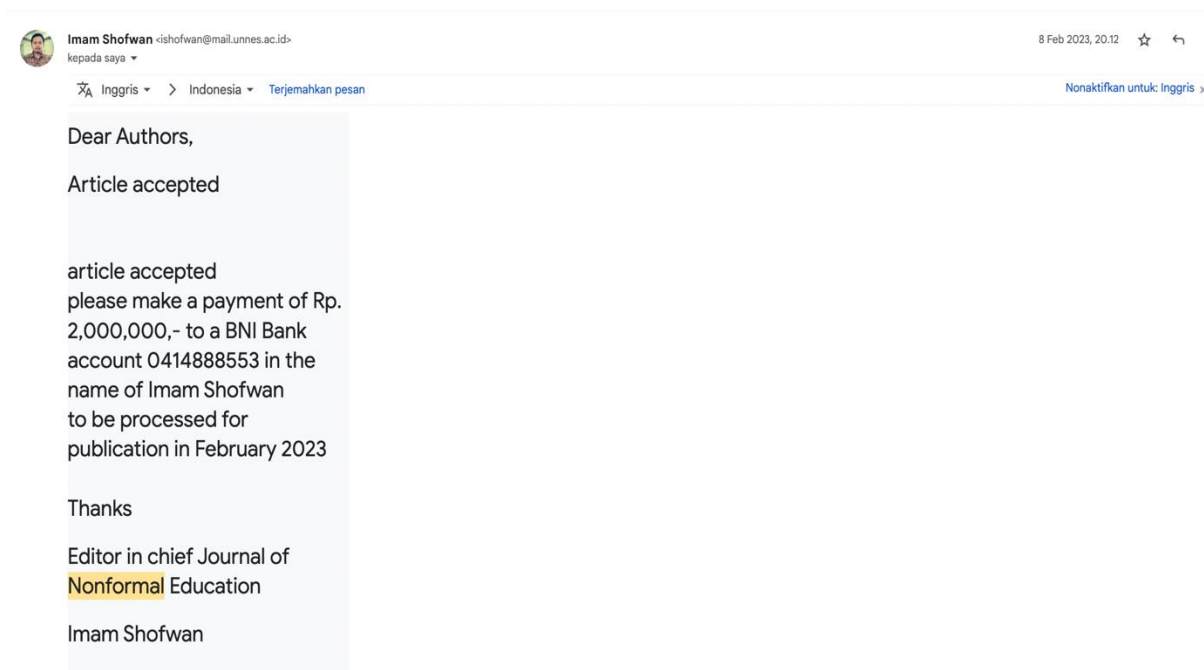
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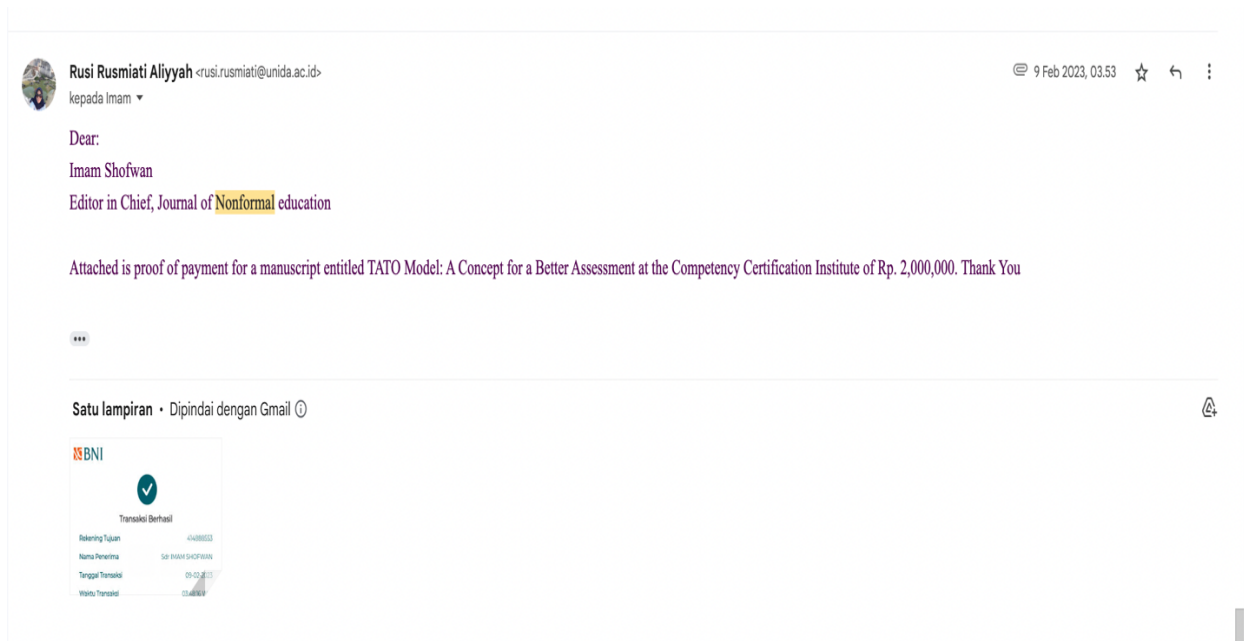
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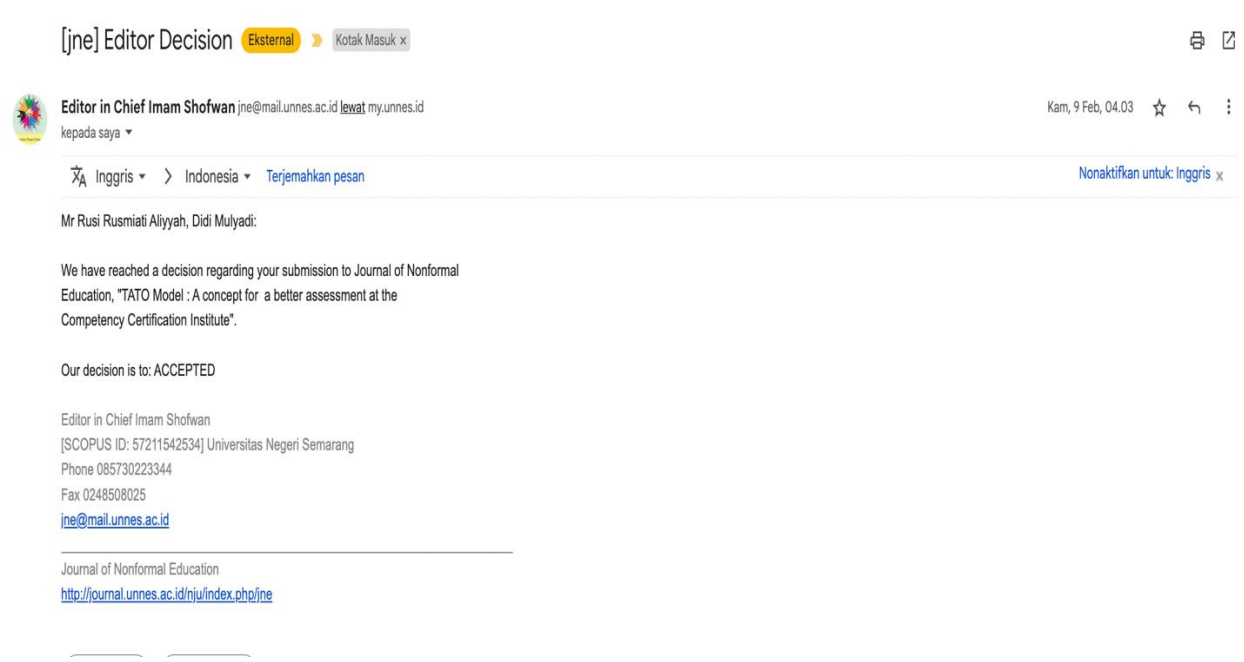
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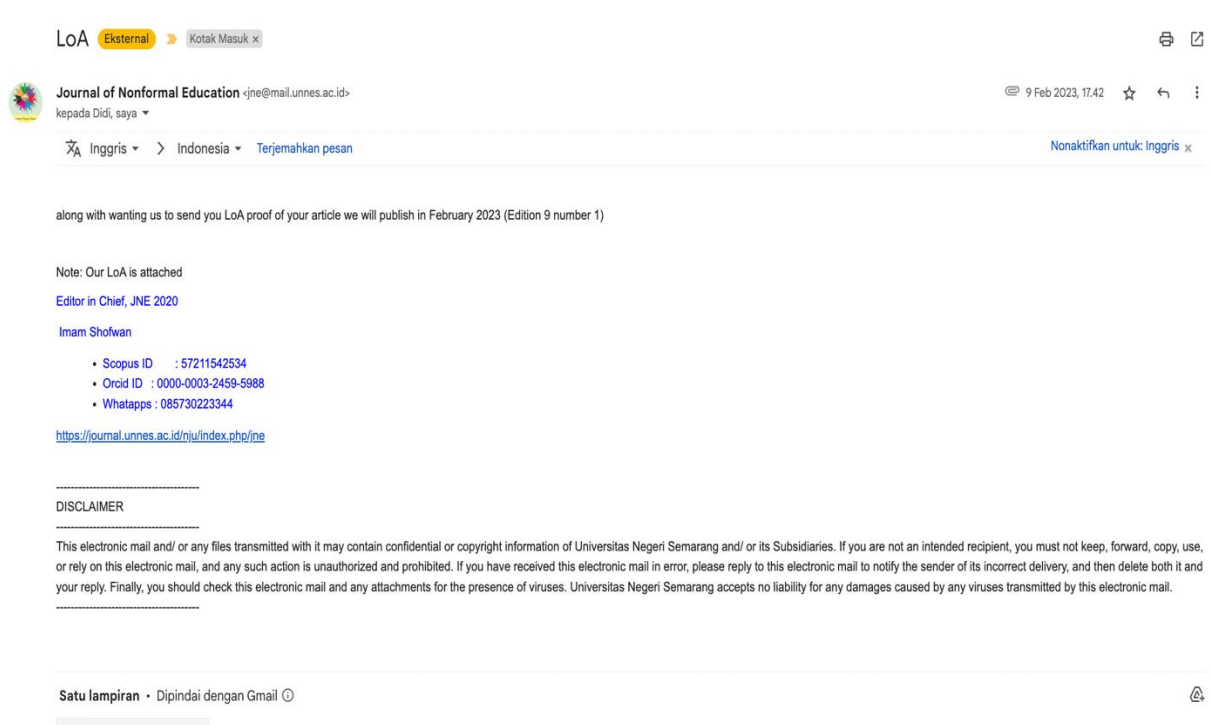
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Lampiran Review dari Journal of Nonformal Education terlampir

**TATO Model : A Concept for a Better Assessment at the Competency Certification Institute**Rusi Rusmiati Aliyyah¹✉, Didi Mulyadi², Roslin Binti Mohd Yusof³DOI: <http://dx.doi.org/10.15294/jne.v6i2.24456>¹Universitas Djuanda, Bogor Indonesia² Institut Bisnis Muhammadiyah Bekasi, Indonesia³ Universiti Utara Malaysia, Malaysia**History Article****Abstract**Submitted : xxxx
Revised : xxxx
Accepted : xxxx**Keywords**
Competency
Assessment
TATO Model
Assessors

The educational institution, both formal and informal, is aimed at highly competent graduates. One of the tools for quality improvement is the creation of an assessment model. This research identifies and analyses the model of assessment carried out by the certification bodies, namely the TATO model. The research used bibliography and qualitative research models in which qualitative data was obtained through group discussion forums within the competence certification body and the course and training directorate, while the documents were obtained and analysed under the rubric of each competence certification body. The result shows that the TATO model could provide more comprehensive skills for participants in the field of skills. The model could also provide a better understanding for the assessors of the score participants during the test. The result of the model-based competency test would be openness, fairness, measurable and objective. This result could be a great assessment model to maintain the quality of the company and would give confidence to businesses and industries that use staff graduated from training and training institutions. The model would enhance the use of non-formal graduates to meet their human resources needs for technical positions.

✉ Correspondence Author: p-ISSN 2442-532X E-mail: rusi.rusmiati@unida.ac.id e-ISSN 2528-4541**INTRODUCTION**

Today, competency has always been the keyword for every unit of education (Ayranci & Başkan, 2021; Thipatdee, 2020a). In formal education, the term competency is always at the top of the list of high-quality graduates (Payne & Siow, 2003; Sadler, 2017). Government Regulation 19/2005 puts the Graduate Competence Standards first in the quality assessment process for educational units (Kemendikbud, 2003). This means that out of the 8 national education standards (SNP), 7 of them support the achievement of a single standard, namely the standard of graduate competence. Education has played a crucial

role in improving the quality of the labour workforce. (Latchem, 2014; Oberländer et al., 2020). After basic education, higher advanced skills are learnt at the vocational level—skills that are necessary for a country's development (Chalapati & Chalapati, 2020; Mulyadi et al., 2020a).

The same applies to non-formal education, such as education and training institutions. (Khasanzyanova, 2014; Manuel et al., 2015; Souto-Otero & Villalba-Garcia, 2015; Tudor, 2013). It is also the responsibility of the Course and Training Institutes, as part of the national education system, to guarantee quality education (Kemendikbud, 2003; Mulyadi et al.,

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1. Issue/permasalahan
2. Tujuan Penelitian
3. Metode penelitian
4. Pembahasan
5. Simpulan
6. Novelty/ kebermanfaatan

2020b). With such a large number of Indonesians unable to continue their studies, the training institutions have a very important role to play (Manuel et al., 2015; Nygren et al., 2019; Villalba-García, 2021).

The Course and Training Institutes is also an alternative education for adults, especially those who can not afford to continue higher education (Mayombe, 2017; Mulyadi et al., 2019; Wright et al., 2022). Non-formal and informal educational institutions have various means of assessing the quality of graduates, including internal assessment and external assessment through the Competency Certification Institutions (LSK) (Kaminskienė & Stasiūnaitienė, 2013; Khasanzyanova, 2014; Mulyadi et al., 2019; Rhoton & Bowers, 2011). There are still several obstacles in the implementation of the competency test carried out by the Competency Certification Institute, where graduates still have certificates, such as certificates issued by formal educational institutions (Heras-Saizarbitoria, 2018). Even though the output of non-formal education institutions is how capable students are (Latchem, 2014; Pfeffer, 2015).

The purpose of competency testing is to draw inferences about the ability of examinees that goes beyond the particular sample of items, raters, tasks, or problems presented (Madaus, 2010; Thipatdee, 2020b). Presumably, decisions about competency follow the assessment process. This requires that the competency tests be valid and reliable (Ferrari et al., 2018; Foster et al., 2007).

Competence has been long understood as a person's ability or capacity to do a job (Jumani & Bibi, 2011; Oberländer et al., 2020). It was devised in the 1970s by the US Company McBer (2013) said that competency is to identify the specific personal characteristics which resulted in effective and/or superior performance (Hitt et al., 2010; Jumani & Bibi, 2011; Schechner & Lucie, 2020). Every job has a requirement of specific set of competencies to undertake it efficiently, and the individuals who would perform the job need to be laced with those competencies (Bartolo, 2017; Kelly et al., 2019; Moran, 2008). One of the interesting and worth mentioning aspect of this term is that it focuses not on what a person can do but on what a person can learn. This forward looking approach makes it quite popular amongst training providers and recruitment experts (Cai, 2020; Pfeffer, 2015).

Competencies with their specific behavioral indicators facilitate the demonstration of appropriate skills and behaviors, it is not a set of tasks performed like a robot neither it is an underlying capacity which is never demonstrated (Brown, 2018; Tudor, 2013). Yamazaki said that (2018) Competency also includes motivation and self-knowledge, a desire and willingness to demonstrate effective performance (Norqvist & Leffler, 2017).

So, with this information we can proceed to defining Competency: 1) A set of individual performance behaviors which are observable, measurable and critical to successful individual and company performance; 2) Individual characteristics of a person which result in an effective and superior performance in a job (Smith, 2021; Sumalee, 2018).

Professional associations and employer associations have been encouraged to take part in the skills assessments and certification program (Ivanova, 2016). Technical experts, supervisors and managers from industry with expertise in practical work processes ensure that certification schemes meet industry needs and conform to social, ethical, health and safety standards. Industry representatives can chair committees or sub-sectoral committees and serve as assessors, inspectors or owners of assessment centres. Assessment centres were established to test employees' skills.

They use a recognition of prior learning (RPL) approach, which gives workers, who have learned their skills through non-formal or informal training or hands-on experience, the chance to obtain certificates without having to go through formal education or training. The centers are accredited by the Assessment and Certification Committee (ACC) in order to professionalize and standardize the assessment of skills as stipulated in Myanmar's Employment and Skills Development Law (Reiff & Phuong, 2020).

METHODS

The study uses a qualitative model. The data was taken as a result of the documentation and the forum group discussion (Geofry E Mills and Lorraine R Gay, 2016; Miles B Matthew, Hubbermean A Michael, Saldana, 2014; Stake, 2010), involving 33 competence certification bodies with different skills. The document were taken from the rubric model implemented by each competence certification body to measure the level of competence of the students.

The data were obtained through a group discussion forum organized by the Directorate of Courses and Training of the Ministry of Education and Culture. The FGD process has been ongoing for more than 2 months (Yin K, 2011). Other data were obtained through the assessment of the competency test section of the document. The data collection procedure was carried out by evaluating the category owned by each competency certification institute and comparing it with the model developed, namely the TATO (*Terbuka, Adil, Terukur dan Objektif*) model (Open, Fair, Measurable and Objective). This model was developed by the Directorate of Course and Training Development and The Certification Competency Forum. (Kemdikbud and Forum LSK, 2021)

RESULTS AND DISCUSSION

The results of the research are divided into several parts, namely an explanation of the concept of the TATO itself and how the concept of the TATO is translated into a heading for assessment by each competent certification body. Comparison of the previous rubric model with the rubric using the TATO model found that there were significant differences so that the assessment using the TATO model would reduce the subjectivity of the testers in the performance of the competency test.

The assessment with the TATO model also allows students to receive the same treatment, whoever the examiner is, after which, if the competent test participant has the right skills to pass, the participant will pass. This TATO model systematically eliminates the feelings or subjectivity of the examiners.

1.1. TATO Model: The Concept

TATO itself is an abbreviation of Indonesia *Terbuka /Open, Adil (Fair), Terukur (Measurable), and Objektif (Objective)*. The TATO model concept is designed to provide other components such as rubric to be based on it. *Terbuka (Open)* means that the scoring procedures, scoring criteria and competency criteria can be known by all parties having interest with the competency test. Those are the students participating in competency test, Course and Training Institutions, Assessors, Teachers and training centers. By knowing the competency criteria the parties can actively prepare the competency

assessment. The course and training centers, for instance can adjust their training curriculum supporting the passing of the participants in competency test.

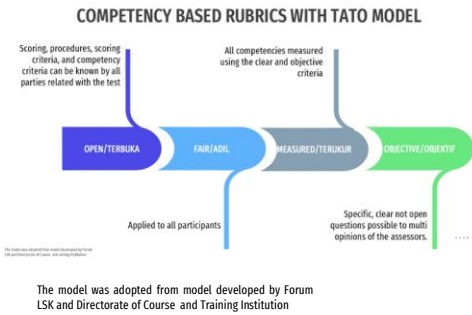
The concept developed with the TATO model is a concept that will be able to measure the level of student competence. The measurement concept with the TATO model has been developed from the Indonesian Qualification Framework (IQF)-based Graduate Competence Standards, where students are able to demonstrate the concept of 'what I can do'. With this concept the non formal graduate competence would be very highly respected in the industry and business as they can show how to. The TATO assessment concept would also provide the fair and comprehensive measurement of the standards.

Graduate Competence Standards are further developed into Competence Units, which will later be reflected in the exam questions that will be presented. It is again lowered from the Competency Unit to the Indicator where it is further developed into an Assessment Component in this indicator. This assessment component should be based on the following:

1. Pursuant to the factual job / competence
2. Distinguishing key, supporting and complementary indicators
3. Use of UCRU rules (Urgency, Continuity, Relevance and Usability)

Adil (fair) means students to receive the same treatment, whoever the examiner is nd whoever they are and what their position is, after which, if the competent test participant has the right skills to pass, the participant will pass. This TATO model systematically eliminates the feelings or subjectivity of the examiners. *Terukur (measurable)* means that all competencies are measured using the clear and objective criteria. It means that when the participants are object to having competency certificate, it means that they have already met the whole criteria of the competency in all aspects of the test measured. *Objektif (objective)* means that the questions provided on the test are specific and clear. The questions used are closed ended questions instead of open ended question which might be possible for the assessors to include his/her own opinions.

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Picture 1 : TATO Model : The Concept*

TATO Model :The model was adopted from model developed by Forum LSK and Directorate of Course and raining Institution

The concept in the TATO section of the measure:

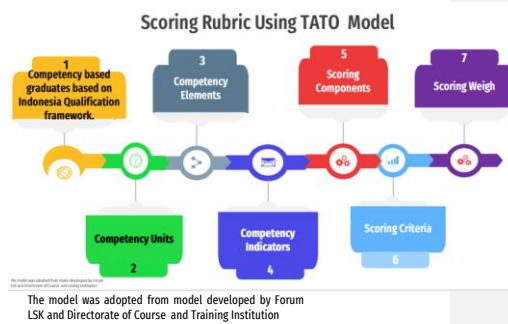
1. **OPEN (Terbuka):** assessment procedures, score criteria and passing criteria may be known to the parties concerned. This concept provides the understanding among parties involved in the competency based test such as test competency venues, instructors, course managers and participants
2. **FAIR (Adil):** applied to all participants, no gains or losses. The examiners guarantee the test takers for not influenced by other factors instead of the competency held by the participants. It means that even though the test taker is a part of the family of the parties, it will not guarantee to pass easily without any competency.
3. **MEASURED (Terukur):** determination of score according to clear rules or criteria. This means that the scoring criteria has been made and the rules of scoring is also measurable known by the parties involved
4. **OBJECTIVE (Objektif):** specific, clear, not open statement that opens up space for the subjective consideration of the examiner so that multiple interpretations can be made.

However, since learning and instruction are increasingly competency-based, this alignment is endangered because the development of adequate assessment methods appears to be lagging behind. If instruction and learning are based on acquiring competencies, then constructive alignment implies that assessment must also be competency-based. A problem here

is that the development of assessment methods to adequately assess the acquisition of competencies is hindered, because it is not clear what the requirements for these kinds of assessment are.

3.2. TATO Rubric Model

A rubric retains its link to the authoritative rule and, in particular, to 'redness.' In fact, professors like us who use rubrics often consider them to be the most effective grading device since the invention of red ink. (Stevens & Levi, 2005). Rubrics can be used for a wide range of assignments and tasks: research papers, book reviews, discussion participation, laboratory reports, portfolios, group work, oral presentations, and more.



Picture 2 : Rubric Model developed using TATO Model

The scoring concept using TATO model was designed based on the following criteria :

1. **Competence based graduates** was based on the Indonesian Qualification Framework (KKNI): Graduate competencies are aligned with the Indonesian National Framework so that holders of competency certificates can meet the demands of the workplace.
2. **Competency Unit:** According to the framework, graduates' competency standards are translated into multiple competency units that become part of the certificate holder's competency and are adjusted to the level of their individual competency certificates.
3. **Competency Elements;** Furthermore, the competency units are divided into many competence elements. To improve the accuracy of the assessment process, one unit of competence can comprise multiple parts of competence.

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4. Competency Indicators; It was then reduced down to create a graduation indicator based on the Elements of Competence. This graduation indicators will then serve as a useful reference point for proceeding on to the next level, which is the assessment component.
5. Scoring components: The assessment component serves as a guide for the examiner in deciding whether or not the competency test participant possesses the necessary skills. All of the indications that will be evaluated are included as components at this point.
6. Scoring Criteria; This assessment methods determines whether or not the required competency criteria are definitely necessary. The criteria for 2-0, 2-1-0, and 1-0 scores appear in this context. The importance of each indicator being analyzed is used to determine the value.

While the concept of the heading developed in the TATO model is a concept that must comply with the following elements:

1. What has been done is appropriate, accurate and correct
2. What is being done is appropriate, but there are errors that can still be tolerated
3. What is being done is wrong, inappropriate, inaccurate and incorrect.

While the scoring criteria model used are as follows :

1. Absolute Major score given is 2-0 in which the test takers can not do any mistakes and has high urgency in supporting the tested competency unit.
2. Absolute Minor score given is 2 - 0 in which the test takers can not do any mistakes and has low urgency in supporting the tested competency unit.
3. Relative score given is 2 - 1 - 0 in which the test takers are allowed to do any mistakes as the tested competency unit does not influence the overall test takers competency level.
4. Optional score given is Y (Yes) – N (No) in which the test takers can fill the minimum requirement of the tested competency unit.

CONCLUSION

The concept of competency assessment carried out under the TATO model is a very new concept in the education sector, both formal and informal. In the case of non-formal education,

which is mostly managed by the community in the form of courses and training institutions, the concept of assessment with the TATO model shows the seriousness of non-formal education in participating in the national education system, and it is much more important to combine the competencies generated by the training institutions with the world of business and the world of industry.

This concept also reflects the seriousness of the Course and Training Directorate in encouraging courses and training institutions to reach predetermined IQF levels so that they can coexist equally with formal education graduates. With the competence that is owned and measured by the TATO model, the holder of the competency certificate produced by the Competency Certification Institute has a good sense of self-confidence in the face of the growing business and industrial world and increasingly appreciates the skills of prospective employees.

This TATO model will also provide assurance to all competent stakeholders that the competency certification holder issued by the Competency Certification Institute is an individual with superior competence in their respective fields who will contribute to community development by becoming employees or entrepreneurs.

In the end, this TATO model will be able to answer some of the doubts that business owners have about the quality produced by the Course and Training Institute. This TATO model will also be able to become an ideal measuring tool for the skills of non-formal graduates. The concept of "what can I do" is the answer to the concept of TATO.

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