



The Role of Stakeholders in 21st Century Competency-Based Authentic Assessment Management at SMK Center of Excellence

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Abstract

Stakeholder participation in authentic assessment management in center of excellence schools. This study aims to describe the participation of stakeholders in planning, implementing, and controlling/supervising authentic 21st century competency-based assessments (AABKA-21) at SMK Muhammadiyah 1 North Klaten. This research uses a qualitative approach, a type of case study, with a case design. Data collection techniques use in-depth interviews, observation, and document analysis. The validity check of data is carried out through credibility criteria, transferability criteria, dependability criteria, and confirmability criteria. The collected data was analyzed using Milles Huberman cycle analysis, starting from data collection, data reduction, data presentation, and verification and conclusions. The results showed the participation of stakeholders at SMK Muhammadiyah 1 North Klaten in planning and implementation, and supervision reached level three (representative participation) to level four (transformative participation).

Keywords: *Participation; Stakeholder Management; Assessment; Authentic*

Introduction

Very rapid changes in times marked by advances in science and technology in all areas of life (Wijaya et al., 2016: 263; Zaroni, 2015: 3). The development of science and technology in the 21st century affects human life which includes the fields of education, transportation, economy, communication, technology, information, and others. These changes will have both positive and negative impacts and affect the development of literacy, competence and character of students. To anticipate this, students need to be equipped with competencies that can develop potential and shape student character needed in the 21st century.

Competence is a holistic concept, which describes a person's ability to manage in a specific context (Mulder, 2012: 306). According to Marin-Garcia et al., (2013: 49) competence, capacity and skills can be considered as three categories of complexity in contextual knowledge. The results of Trilling & Fadel's research, (2009: 7) found that high school graduates, diplomas, and bachelors are still less competent in terms of: (1) oral and written communication, (2) critical thinking and problem solving, (3) work ethics and professionalism, (4) work together and work in teams, (5) do work in different groups,

(6) apply technology, and (7) project management and leadership. In addition, data that shows that SMK graduates are less competent are from the Central Statistics Agency (BPS) in 2017 contained in the manuscript of the Scientific Oration of Professor of Vocational Education Yahya (2018), shows that the number of unemployed people from Vocational High Schools (SMK) ranks at the top, which is 9.27% of the 131.55 million people in the labor force.

According to the World Economic Forum (WEF), there are sixteen skills required in the 21st century. These skills are divided into three categories, namely foundational literacies, competencies, and character qualities. Competencies related to children's ability to solve complex problems are: (1) Critical thinking / problem-solving, (2) Creativity, (3) Communication, (4) Collaboration.

21st century skills assessment, as a form of education response to today's education system. The results of the 21st century skills assessment will not only affect students, but will also have an impact on educators, schools, and government. The vision of 21st century assessment is that assessment measures not only knowledge of discrete facts, but also the ability to apply knowledge in complex ways in all situations, including real-life situations. The 21st century assessment dimension must measure skills in dealing with increasingly complex environmental life. There are three fundamental things that student assessment should be: (1) performance-based; (2) embedded in the curriculum; (3) based on a common model of cognition and learning proof.

There are three approaches that educators can implement in assessment, namely: final assessment of learning, assessment for learning, and assessment as learning (Rosana et al., 2020: 73). But so far, the use of assessment in classroom learning is still not balanced. This can be seen from the many regulations governing the assessment of learning outcomes. The regulations governing the assessment of learning outcomes include; (1) Permendikbud number 23 of 2016 article 2, education assessment in primary and secondary education consists of assessment of learning outcomes by educators, assessment of learning outcomes by education units, and assessment of learning outcomes by the government; (2) Permendikbud number 4 of 2018 concerning Assessment of Learning Outcomes by Education Units, and Assessment of Learning Outcomes by the Government; (3) Permendikbud number 43 of 2019 concerning the Implementation of Examinations Organized by the National Education and Examination Unit.

To achieve optimal learning outcomes, students should prioritize assessment for learning and assessment as learning rather than assessment of learning. This is very unfortunate considering that this summative assessment only focuses on tests at the end of learning activities.

Assessment of learning is the process of collecting and interpreting evidence with the intention of summarizing the assessment at a point award every time, making considerations about the quality of student learning on the basis of assessment criteria and setting values to interpret student quality (Rosana et al., 2020: 73). Learning activities said to be completed do not always occur at the end of the year or at the end of students completing education at a certain level. Assessment carried out by educators to provide recognition of the achievement of learning outcomes after the learning process is complete, means that the educator conducts an assessment of learning. For example, assessment of learning is; National examinations, school/madrasah examinations, and various forms of summative assessment constitute (assessment of learning outcomes).

Based on data from Puspendik, the results of the national examination in the last two years, namely the 2017/2018 academic year and 2018/2019, are still low. This is as shown in table 1.1. that the average national examination of public and private vocational students nationally in English, mathematics, and competency tests is still low, especially in the lowest mathematics subjects. Although the 2013 Curriculum regulates the implementation of learning, educators have applied scientific approaches and learning models of PjBL, PBL, Inquiry. However, student learning outcomes carried out through national examination assessments are on average below 60.00 (puspendik data, 2019).

Assessment for learning (AfL) is a continuous assessment process in collecting and interpreting evidence about student learning outcomes with a view to determining the extent of their learning outcomes (Rosana et al., 2020: 73). Through this assessment process, teacher students can provide feedback on the student learning process, monitor and determine their learning progress. Feedback can improve student motivation and student learning outcomes (Ningsih et al., 2017: 669). Similarly, providing feedback can make students always motivated during the learning process (Ponte et al., 2009). The main key to the implementation of AfL is the feedback from educators for each task that has been carried out by students (Amua-Sekyi, 2016: 1).

Assessment as learning is the process of developing and supporting students' metacognitive (Rosana et al., 2020: 74). The function of assessment is similar to assessment for learning, which functions as a formative and is carried out during the learning process. The difference between assessment as learning and Assessment for learning in its implementation involves students actively in the assessment activities. Students are given the opportunity and time to learn to assess themselves. Examples of assessment as learning are peer assessment and self-assessment.

The assessment as learning model is designed to help students become more independent learners by involving students in self-assessment and peer assessment continuously to get feedback on learning improvements (Arends & Kilcher, 2010: 135). Self-assessment and peer assessment are often combined or considered together, because peer assessment can help self-assessment. By accessing peer work, learners gain insight into their own performance (Bostock, 2000: 6). Through peer assessment and self-assessment, students are encouraged to be able to learn independently and continuously without depending on educators.

Postareff et al., (2017: 1) stated that assessment must also be supportive and students must be involved in assessment. According to Chang et al., (2009: 530), student self-evaluation can be considered as an efficient tool for learning. Sturing et al., (2010: 9) stated that in competency-based education students are challenged to reflect on their own learning so as to develop further competencies. In order to improve quality in assessment, reliable and valid self-assessment tools are needed. Assessing learning outcomes can be done in an integrated manner in the context of knowledge, skills and attitudes (Harden, 2002: 151).

The implementation of the 2013 Curriculum assessment is still experiencing obstacles, such as those (Sani, 2016) First, at the planning stage, there are still teachers in the field who do not understand about: question grids and their functions, analyzing assessment instruments, and making rubrics or scoring guidelines for description questions. Second, at the implementation stage, teachers were found who still had difficulties in conducting assessments in the 2013 Curriculum, especially difficulties in thematic learning assessments, attitude assessments, analyzing assessment instruments, and revising question items. Third, at the reporting stage, it was found that in the field educators still experienced difficulties in preparing reports by applying a range of values 1-4 in aspects of knowledge and skills assessment, grades with a scale of 1-4 were difficult to read by parents, and difficulties writing report cards (Setiadi, 2016: 177). In general, there are three main sources of scoring problems, namely: unclear scoring instruments and guidelines, procedures used in (Adawiyah, 2018). Attitude assessment is not well structured, there is bias in scoring (Adawiyah, 2018).

The results of Kartowagiran & Jaedun's research, (2016: 131) show that the condition of educators who carry out authentic assessments still requires improvement and the quality in implementing authentic assessments is not good. Educator readiness and educator knowledge of how to assess authentically were challenged in the 2013 curriculum. In fact, assessments that are widely used by educational institutions or schools are more cognitive, including assessments carried out nationally through national examinations (UN), which are cognitive assessments of learning outcomes (Nisrokha,

2018). In fact, the demands of the 2013 curriculum require assessment of aspects of attitudes, knowledge and skills to be carried out holistically.

According to Mueller, (2005: 1) Authentic assessment is a form of assessment where students are required to carry out work in the real world that shows meaningful application of knowledge and skills. The principle of authentic assessment is to measure the competence of students in various ways and various sources (Suartha et al., 2015). Similarly, in authentic assessment, there are four specific criteria, namely: (1) teacher competence, performance and disposition in the learning process; (2) requires the integration of various aspects of performance and competence; (3) depending on variations in sources and evidence collected in context and period; (4) operate with standard, structural, and professional rubrics (Darling-Hammond & Snyder, 2000: 527). In fact, teachers have difficulty in conducting authentic assessments (Suastra & Ristiati, 2016: 309).

The implementation of assessment in schools will be able to run effectively if it is managed properly and involves the participation of stakeholders. Ulrich and Dulebohn (2015) stated that the strategic role will be achieved if the behavioral and management aspects are well organized. Improvement in the scope of educational institutions is a must in order to face the times and for the development of quality management of an institution (Yeravdekar & Behl, 2017: 687). In Management there are management functions that are closely related in it. According to George R. Terry there are four management functions known as POAC, namely: planning, organizing, directing, and controlling. The management and assessment system implemented in the school will affect the quality and excellence of the school.

The excellence of the school lies in how the school designs the school as an organization. The point is how the organizational structure of the school is structured, how the school community participates, how everyone has appropriate roles and responsibilities and how the delegation and delegation of authority accompanied by responsibilities occurs. It all boils down to the main key of excellent schools, namely excellence in service to students by providing opportunities to develop their potential in accordance with educational philosophy. (Shuhud, 2019)

SMK Muhammadiyah 1 North Klaten is an educational institution that makes efforts to develop the potential of students into human beings who have abilities and skills. In 2021 this vocational school was selected by the Directorate of Vocational Education to be a center of excellence (CEO) school, that is, the school as a center of excellence. Currently the Department of Electrical Power Installation Engineering (TITL) is an embryo for other majors, because it develops the use of renewable energy, namely the use of solar energy through solar panels. The use of solar energy is a solution to the energy crisis and air pollution due to the use of fossil fuels. It is also an educational commitment for sustainable development (EFSD).

Based on the above background, the researcher will conduct a research study with a research focus entitled "How is the participation of stakeholders in planning, implementing, and controlling/supervising authentic competency-based assessment management in 21st century competency-based schools of excellence".

Method

This research uses a qualitative approach, a type of case study, with a multi-case design. Data collection techniques use in-depth interviews, observation, and document analysis. The validity check of data is carried out through credibility criteria, transferability criteria, dependability criteria, and confirmability criteria. The collected data were analyzed using Milles Huberman cycle analysis, starting from data collection, data reduction, data presentation, and verification and conclusion drawing in a single case and then cross-case analysis

Results and Discussion

1. Stakeholder Participation in AABKA-21 Planning

Based on the research findings that the participation of stakeholders in planning authentic assessments based on 21st century competencies, school principals involve the representation of school components at SMK Muhammadiyah 1 North Klaten represented by waka, heads of expertise competencies and curriculum staff after being arranged and then disseminated to all school components.

Given the importance of assessment in the educational process, school principals are able to develop assessment programs that are able to improve the quality of education through diagnostic assessment, formative assessment, and summative assessment. So far, educators have only focused on summative assessment, especially on aspects of knowledge assessment.

In planning the 21st Century Competency-Based Authentic Assessment (AABKA-21) must involve school components and stakeholders both through representation and participation of all school components. As found in SMK Muhammadiyah 1 North Klaten, the institution has planned the 21st Century Competency-Based Authentic Assessment (AABKA-21) program by involving stakeholders in preparing plans: (1) school vision and mission, (2) minimum completeness criteria (KKM) standards, (3) development of assessment instruments, (4) planning the development of educator competencies, (5) provision of facilities and infrastructure.

The planning process of the 21st Century Competency-Based Authentic Assessment (AABKA-21) is prepared jointly by the principal systematically referring to the vision, mission, and goals of the school he manages, so that the goals of improving the quality of education that must be achieved by the institution can be clearly known and compiled in the form of work programs both short, medium, and long-term work programs. This is in accordance with J.M Joran's theory, that educational planning must go through several stages including planning, implementation, and control/supervision.

At SMK Muhammadiyah 1 North Klaten, the planning process begins by forming a TEAM representing school components consisting of principals, waka, heads of expertise competencies, including involving the internal quality assurance of QMR and QA. In planning including assessment, the planning documents are submitted to the QMR and QA fields to be analyzed and verified whether they are in accordance with the vision and mission and goals of the school that have been set. The assessment planning also refers to the basic values that exist at SMK Muhammadiyah 1 North Klaten.

To improve the quality of the school as a center of excellence school, including in terms of improving the quality of assessment, the two schools carry out the principles of management management, namely the principles of cooperative management, which involves all elements such as principals, teacher councils, committees, and stakeholders and students to build and form the participation of stakeholders in improving the quality of school education, especially in the field of assessment.

Caldwell and Spinks state that successful principals are not only transactional in nature that aim solely to satisfy the needs of their members, but also transformational in nature that emphasizes school achievement at an excellent level (Caldwell & Spinks, 2005). Improving the quality of education through assessment by school principals is generally done by stimulating and motivating staff and teacher councils. Together with staff and teacher councils the principal develops: (1) objective and realistic systems, estimation procedures and alternative improvements, (3) and implements student learning progress assessment systems, (4) forges partnerships with the community, (5) student leadership in student organizations, and establishes professional learning resources by facilitating their use.

The findings of the above study are in line with Ken Blanchad's statement that school principals should treat their followers according to the maturity of their followers (teachers, staff, and stakeholders).

The maturity of followers is determined by the level of competence and motivation they have. The motivation factor in followers becomes the determining factor whether the work will be completed well or not.

From some of the findings of the study, it can be analyzed that the participation of stakeholders in planning the 21st Century Competency-Based Authentic Assessment (AABKA-21) has gone well. based on theory (White, 1996) the participation of stakeholders in planning is divided into four levels, namely: (1) nominal participation means the form of stakeholder participation is sufficient to be present in meetings organized by the school, (2) instrumental participation means the form of stakeholder participation in contributing in the form of energy, material and money, (3) Representative Participation means the form of stakeholder participation in contributing ideas in the form of proposals and opinions in supporting the program, (4) Transformative Participation means the form of stakeholder participation in involvement in organizing, making decisions and carrying out activities and being responsible for the success of the program.

Based on the research data obtained that at SMK Muhammadiyah 1 North Klaten carried out three assessments, namely diagnostic assessment, formative assessment and summative assessment. Diagnostic assessment serves to determine the weaknesses and strengths of students so that teachers can interfere. This is in accordance with the opinion of Barokah, (2019) which states that diagnostic assessment is used to determine the strengths and weaknesses of students. For teachers, information obtained from diagnostic assessments can be used to improve the learning process, while for students it can be used to improve the learning process (Hadi et al., 2015: 170). The application of diagnostic assessment at the beginning of learning serves to monitor the progress of students who initially do not understand and many shortcomings after the diagnostic test changes in learning so that learning is more effective (Permata et al., 2017: 238)

Based on research data that formative assessment is carried out during the learning process and is used to determine student learning progress. Formative assessment or assessment for learning (AfL) serves to improve the learning process (Glasson, 2008). Then, formative assessment serves to improve: (1) the learning process by teachers or assessment for learning, and (2) the learning process by students or assessment as learning (Earl & Katz, 2006). Assessment for learning is an assessment designed to provide information to teachers to improve their learning activities (Kartowagiran & Jaedun, 2016: 136).

The data showed that summative assessment was carried out at the end of learning and determined the position or grade of students. This is in accordance with the statement of Glasson (2008) Summative assessment or assessment of learning (AoL) is an assessment used to determine the level of achievement of learning outcomes. The implementation of summative assessments is carried out at the end of the program, for example assessments carried out at the end of quarters, semesters, or years (Barokah, 2019: 162).

Data from research in both vocational schools show that the steps implemented in preparing assessment planning are: 1) setting assessment objectives; (2) determine the form of assessment; (3) choose assessment techniques; (4) arrange a grid of questions; (5) composing questions; (6) develop scoring guidelines. In the preparation of the assessment question developer grid, based on 21st century competence, this can be seen from the preparation of the question grid that leads to the criteria for HOTS questions. In addition, in both vocational schools, especially in the expertise competency program which is a leading program to apply authentic assessment. According to Rosnaeni (2021), 21st century assessment is an authentic assessment, namely an activity to assess students that emphasizes what should be assessed, both in process and results with various assessment instruments that are tailored to the demands of competencies in Standards, Competencies (SK) or Core Competencies (IC), and Basic Competencies (KD) (Rosnaeni, 2021).

Table 1. Stakeholder Participation in AABKA-21 Planning

No	Observed factors	SMK Muh 1 Klaten Utara	Information
1	Vision, mission, and goals of the school	3	-Level 3, namely: <i>Representative Participation</i>
2	Preparation of Minimum Completeness Criteria (KKM)	4	
3	Development of assessment instruments	4	-Level 4: <i>transformatif participation</i>
4	Educator competency development	3	
5	Development of infrastructure facilities	3	

2. Participation of Stakeholders in the Implementation of AABKA-21

Based on data from the analysis of the participation of stakeholders in the implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) at SMK Muh 1 Klaten, it can be seen in the role and implementation of: (1) school vision and mission, (2) preparation of minimum completeness criteria (KKM) standards, (3) development of assessment instruments, (4) improvement of educator competence, (5) educational facilities and infrastructure.

The implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) in both schools has been going according to plan in each school even though it has not maximally produced graduates who are in accordance with the school's vision and mission. Authentic assessment can be carried out in various forms, according to learning objectives, including: observation, self-assessment, portfolio, authentic assignments, experiments, focused discussions, journals, analysis of events, collaboration with others (Sylvia, Anwar, and Khairani 2019, 105).

The advantage of authentic assessment is that it can encourage students to develop individual talents and skills, provide opportunities for students to find freedom in their way of learning, problem-solving skills and students' curiosity and apply it in everyday life (Pratiwi, Cari, and Aminah 2019, 36).

Therefore, authentic assessment assesses not only the desired behavior, but also attitudes, knowledge, skills according to competence, the process of doing, as well as in real-life contexts, as an integral part of the learning process. The real life in question can be in the form of student life at school or life in the community. In an authentic assessment, of course, there are supporting and inhibiting factors. Supporting factors are related to excellence in the implementation of authentic assessment. The supporting factors for the implementation of authentic assessment according to teachers are as follows: (1) motivation, (2) cooperation between teachers, (3) teacher books as a reference, (4) student readiness in learning, (5) teacher understanding and mastery, (6) completeness of facilities and infrastructure (Rosnaeni, 2021). The inhibiting factors in the implementation of authentic assessment are influenced by weaknesses in authentic assessment. Some of the obstacles contained in the implementation of authentic assessment are: (1) limited time in assessing, (2) too many learning tools that must be arranged, (3) lack of student motivation in learning, (4) lack of teacher understanding, (5) The number of students in one class that exceeds the maximum number, (6) lack of teaching aids (Sombolinggi, n.d., 5).

For the preparation of KKM at SMK Muhammadiyah 1 North Klaten, it is prepared by each group of maple teachers which is adjusted to the average ability level of students, the complexity of competencies, and the ability of supporting resources including school / madrasah residents, facilities and infrastructure in organizing which are determined at the beginning of the school year by the education unit. The KKM document that has been prepared by the subject teacher group is then collected into the

waka curriculum field to become an educational unit document that is used as a basis in determining whether students are declared complete or not.

The implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) based on data at SMK Muhammadiyah 1 North Klaten can be shown in the question documents used in the implementation of summative assessments. The questions meet the criteria for HOTS questions, namely mathematics subjects and PPKn subjects used in the Final Semester Test (UAS) summative test. In addition, in the implementation of the skill assessment of assessment questions, assessment criteria, especially in the subjects of expertise competence, can be shown on the jobsheet document used in the assessment. Skill assessment for expertise competency subjects for students who do not carry out prakerin is assessed by the teacher who teaches the skill competency subjects. As for students who carry out prakerin in the world of work and in the industrial world carried out by instructors at work / in the industrial world.

For the implementation of assessments at SMK Muhammadiyah 1 North Klaten, teachers who serve as examination room supervisors and correctors as well as staff and teachers who serve as committees for midterm and semester exams are given honors, while for compiling exam question manuscripts are given an honor

The implementation of the procurement of facilities and infrastructure for SMK Muhammadiyah 1 North Klaten based on data analysis found that the need for facilities and infrastructure that support the quality of assessment at SMKN is often discussed together with the principal, waka, department leaders, and teacher councils, together with the school committee to strive for the fulfillment of facilities and infrastructure needs This is shown by stakeholders in attendance, contributing both thoughts and energy and being actively involved in program planning in supporting the availability of facilities and infrastructure in the program at SMK Muhammadiyah 1 North Klaten including in terms of facilities and infrastructure in the assessment program.

Table 2. Stakeholder Participation in AABKA-21 Implementation

No	Observed factors	SMK Muh 1 Klaten Utara	Information
1	Vision, mission, and goals of the school	4	-Level 3 i.e. <i>representative participation</i>
2	Preparation of Minimum Completeness Criteria (KKM)	4	
3	Development of assessment instruments	4	-Level 4 i.e.: <i>transformatif participation</i>
4	Educator competency development	3	
5	Development of infrastructure facilities	3	

Based on table 2, the criteria observed in analyzing the level of stakeholder participation in the implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) are at level 4 called Transformative participation, meaning that stakeholders are directly involved in implementation in accordance with theory (White, 1996) and H.R.Terry's research. Furthermore, the participation of stakeholders who are at level 3 is called representative participation. This means that the participation of stakeholders also provides encouragement in the form of thought assistance and funds, but does not participate in the committee and person in charge. Everything is predominantly done by the principal and the teacher council 3. Stakeholder Participation in AABKA-21 Supervision.

Based on the results of the study, it shows that the role of stakeholders in assessment supervision is: (1) school vision and mission, (2) preparation of minimum completeness criteria (KKM) standards, (3)

development of assessment instruments, (4) improvement of educator competence, (5) educational facilities and infrastructure. Control and supervision of efforts to improve the 21st Century Competency-Based Authentic Assessment (AABKA-21) at SMK Muhammadiyah 1 Klaten is carried out through formal meetings attended by principals, teachers and stakeholders to evaluate what has been done and receive proposals and input from meeting participants. In addition to holding regular meetings, control and supervision are carried out in the form of an internal supervisory team that authentically knows firsthand.

Supervision is also carried out by the Central Java Provincial Education Office and the Muhammadiyah Foundation of Klaten Regency. The internal supervisor is in the school organizational structure under the coordination and control of the principal called Quality Management Representative (QMR) assisted by Quality Assurance (QA). This supervision and control is carried out in order to determine the level of conformity between the results achieved with the plan that has been prepared before the activity. Supervision is carried out through harmonious communication by all school residents, the school supports each other and provides the best input and solutions to realize quality assessment through 21st Century Competency-Based Authentic Assessment (AABKA-21).

Robert. J. Mukler was quoted by HB Siswanto as saying that: Control/supervision is a systematic effort to set performance standards with planning objectives, design information feedback systems, compare actual performance with predetermined standards. Determine whether there are deviations and measure the significance of such deviations and take the necessary corrective actions to ensure that existing resources are being used efficiently and effectively to achieve the objectives as Koza Denial's theory that the control/supervision of programs to be implemented is programmatic in order to achieve effective goals as also said by G.R.Terry that supervision and control is a management activity.

Control and supervision activities carried out are control activities, namely control functions needed to produce good output from program planning and implementation. Control activities in the form of evaluation of learning outcomes are relevant applications. The form of control/supervision in the 21st Century Competency-Based Authentic Assessment program (AABKA-21) at SMK Muhammadiyah 1 North Klaten is not limited to monitoring, supervision, and evaluation activities through meetings held by the principal or committee members or stakeholders. The implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) control in the school has been implemented through school accreditation by the National Accreditation Board. The institution is one of the institutions that controls the quality of Indonesian education, including controlling assessment / assessment.

For more details, the results of the analysis of the level of stakeholder participation in school quality control, especially in the 21st Century Competency-Based Authentic Assessment program (AABKA-21) are as follows.

Table .3. Results of Stakeholder Participation in AABKA-21 Supervision

No	Observed factors	SMK Muh 1 Klaten Utara	Information
1	Vision, mission, and goals of the school	4	-Level 3 i.e. <i>representative participation</i>
2	Preparation of Minimum Completeness Criteria (KKM)	4	
3	Development of assessment instruments	4	- Level 4 i.e.: <i>transformatif participation</i>
4	Educator competency development	3	
5	Development of infrastructure facilities	3	

Based on the table above, the factors observed in analyzing the level of stakeholder participation include planning, implementing, and controlling the 21st Century Competency-Based Authentic Assessment (AABKA-21) program. First, the planning factor of the 21st Century Competency-Based Authentic Assessment (AABKA-21) includes the involvement of stakeholders in meetings held by school principals to plan the steps to be taken in the 21st Century Competency-Based Authentic Assessment program AABKA-21 Schools. The two factors of stakeholder involvement in the implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) program are in the form of attendance in the implementation, contributions of thoughts and contributions of some thoughts and donations in the form of funds and the readiness of the community to participate in implementing all programs in order to improve and develop the 21st Century Competency-Based Authentic Assessment (AABKA-21) program of schools.

The three supervisory/control factors include the involvement of stakeholders in supervising the implementation of the 21st Century Competency-Based Authentic Assessment (AABKA-21) program. Involvement in evaluation meetings on the program, the form of stakeholder participation is at level 4 that there are elements of stakeholders directly involved in planning, implementing, and controlling the 21st Century Competency-Based Authentic Assessment program (AABKA-21).

Support from stakeholders in the form of commitment, willing to attend meetings, contribute ideas and willing to contribute funds and be involved in the committee is called transformative participation in this process stakeholders have a sense of responsibility for the realization of the 21st Century Competency Based Authentic Assessment program (AABKA-21).

In the theory of the framework for community participation, the school's effort to encourage stakeholders to be involved in meetings, socialization of funding planning is a form of empowerment carried out by the school. This activity in Sarah White's theory is at level 4, called transformative participation, where schools consider it important to involve stakeholders as program managers. Based on the community's point of view, the participation of stakeholders in the provision of facilities and infrastructure is very important/necessary.

Based on the analysis above, it can be seen that the level of stakeholder participation in the 21st Century Competency-Based Authentic Assessment program (AABKA-21) at SMK Muhammadiyah 1 Klaten is at level 4 (transformative participation). At this level, it shows that the form of stakeholder participation is not limited to funding donations but increases in material donations but actively participates in planning, implementing, and participating in supervising / controlling school improvement programs, especially in the 21st Century Competency-Based Authentic Assessment (AABKA-21) program.

Improving the quality of 21st century competency-based assessments through conceptualizing, planning, implementing, and supervising / controlling programs with a communicative, collective, collegial and transparent approach resulting in good cooperation, all school components and stakeholders have shown high participation in realizing quality or quality school education.

Conclusion

The role of stakeholders in authentic management planning based on 21st century competence (AABKA) at SMK Muhammadiyah 1 Klaten Planning, Implementation, Supervision / control of improving the quality of education in assessment at SMK Muhammadiyah 1 Klaten, is carried out through several activity programs, namely: (a) in implementing the vision and mission, (b) in determining Minimum Completeness Criteria (KKM), (c) fostering the competence of educators and education staff, (d) in the development of assessment instruments, (e) in the development of teaching and learning infrastructure. The participation of stakeholders starting from planning, implementation, and supervision reaches level 3 (representative participation) to level 4 (transformative participation).

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