

CURRICULUM OF INDONESIAN TOURISM VOCATIONAL SCHOOLS (CATERING SKILLS COMPETENCIES IN LINE WITH THE ASEAN LEVEL COMPETENCIES OF THE WORLD OF WORK)

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Abstract

The purpose of this study is to examine 1) the alignment of the SMK Tourism curriculum with the competency of Catering expertise according to the competencies needed by the world of work; 2) implementation of learning in schools; 3) implementing industrial work practices; and 4) implementation of competency tests (certification). The background of the research problem is that the Tourism Vocational School graduates have not linked and matched the needs of the world of work. The research method used quantitative and qualitative approaches, while data collection used focus group discussions. The results showed 1) The curriculum of the Vocational High School of Tourism with the competence of Catering expertise in accordance with the competencies needed by the ASEAN tourism workforce based on the Common ASEAN Tourism Curriculum or Level II National Work Competency Standards; 2) learning activities in schools according to the learning implementation plan, teachers master the material and learning methods, where 92.6 percent of teachers have an undergraduate education with at least 20 years of teaching experience; 3) implementation of industrial work practices according to the competence of students' expertise and carried out for 3-6 months; and 4) the implementation of the student competency test (certification) is carried out at the School Professional Certification Institute with cross-school assessors and professional assistants from industry. This study concluded that the competency of the Culinary Vocational School of Tourism expertise is in line with the competencies needed by the ASEAN region of work based on the Level II Indonesian National Work Competency Standards (SKKNI).

Keywords: SMK Tourism curriculum, competency in culinary skills, world of work, ASEAN level

Empirical facts show that the implementation of SMK learning still has major problems, namely 1) not all skill competencies opened up in SMK are in accordance with the needs of the industry or the needs of the surrounding community; 2) not all of the competency levels of graduates are in accordance with the standards required by the world of work; 3) the workforce generally has not recognized (recognition) graduates have competency certificates; 4) lack of socialization to the industry regarding skill competencies held at SMK; 5) limited information on job needs and opportunities for SMK graduates in industry; 6) not all regulations support the development of SMK; and 7) lack of support from related parties for the development of SMK (Dir.PSMK, 2016).

Meanwhile, Slamet, (2016) in his research on the implementation of SMK shows that 1) SMK still carry out a single function, namely preparing students to work in certain fields as employees; 2) weak in preparing graduates to become entrepreneurs; 3) slow in responding to the dynamics of economic

development demands; 4) the harmony with the world of work has not been optimal; and 5) has not provided assurance for graduates to obtain decent work.

The Directorate of Vocational High School Development (Dir.PSMK) has tried to improve this condition through various improvements and developments, but there are still a number of problems that have an impact on the low quality of SMK graduates. Facts in the field show that there is still an imbalance in terms of (a) not all SMK graduates get suitable jobs, (b) are not able to work independently, (c) limited productive / professional qualified teachers; (c) the quality of learning that is not yet industry-oriented; and (d) lack of collaboration between schools and DU / DI is effective (Subijanto, et.al. 2019).

Regarding this fact, President Joko Widodo has repeatedly conveyed messages to the Ministry of Education and Culture to focus more on preparing quality Indonesian human resources (HR). The hope is that Indonesia can make a leap of progress and catch up with other countries. Furthermore, the President added, "We must be able to turn the workforce qualification pyramid, which currently the majority are still elementary and junior high school education, into a pyramid of educated and skilled workers". Namely, a competitive and skilled workforce that, among other things, results from quality vocational education and training that is relevant to industrial needs.

Through the Presidential Instruction No. 9 of 2016, Kemendikbud get 6 (six) instruction of the instruction of her that " enhance and vocational curriculum align with the competence according to user needs graduates " (<https://www.kemdikbud.go.id/main/blog/2016/09/president-jokowi-issued-presidential-decree-on-revitalization-junior-high-school>)

In the process of self-actualizing, the SMK Tourism has various challenges internally, externally, nationally, and even regionally. Specifically with regard to regional challenges, Indonesia is faced with a commitment to development cooperation at the ASEAN and APEC levels as a challenge that absolutely needs to be considered in the development of SMK Tourism. The agreement with the ASEAN Economic Community (AEC) has implications for education in Indonesia. Thus, Indonesia must be able to prepare itself through educational development reforms and vocational training, including the SMK Tourism.

The main challenge for the Indonesian nation in the future is increasing competitiveness and competitive advantage in all industrial and service sectors by relying on the capabilities of human resources (HR), technology and management. The value of competition is needed to build national competitiveness and community economic resilience. SMK is one of the major assets, if the Indonesian nation wants to progress and develop, then SMK needs to be handled professionally by involving various elements of vocational education stakeholders. In order to face competition at the ASEAN level, Indonesian Tourism Vocational Schools improve the competence of their graduates according to the competencies needed by the world of work in Southeast Asia, it is necessary to refer to the level II Indonesian National Competency Standards (SKKNI) by adopting the *Common ASEAN Tourism Curriculum* (CATC)

Referring to this background, problems are formulated: 1) What are the competencies in the SMK Tourism Curriculum for Catering expertise competencies that are in accordance with the competencies needed by the world of work in the ASEAN tourism sector? 2) How is the implementation of learning in as if; 3) How is the implementation of students' Industrial Work practices in the business / industrial world ?; and 6) How is the implementation of student competency test (certification)?

Based on formulation of the problem, then t Objective of this study is intended to assess 1) Mo barrel of an k curricula have competency skills Tourism Vocational Catering. with the competencies needed by the world of work in the field of tourism at the ASEAN level, 2) implementing learning in

schools, 3) implementing learning in industry through student industrial work practices (internship), and 4) implementing competency tests (certification).

Curriculum

Based on Law No. 20 of 2003 on National Education System, the curriculum is defined as "a set of plans and arrangements regarding the purpose, content, and materials lesson and then The way are used as guidelines for the implementation of activities of learning to achieve the goal of education specific" (MONE, 2003). Meanwhile, Mulyasa (2014) argues that vocational curricula have in 2013 (K-13) is a curriculum that emphasizes on educational character, especially at the level of the base which will be the foundation at the level of the next:

Referring to the SMK Curriculum Structure (K-13), the subjects taught consist of core competencies (KI) and basic competencies (KD). KI is the level of ability to achieve Graduate Competency Standards (SKL) that must be possessed by students at each class or program level. In other words, all subjects taught must contribute to the formation of IP. Core Competencies are the binding of competencies that are produced in studying each subject. In this case, KI acts as a horizontal integrator between lessons or KI is a competency requirement of students.

The alignment of education in principle there is a connection or correspondence (link and match) between education and the world of work (DU / DI). The alignment of the SMK curriculum with the world of work is in line with the philosophy of link and match vocational education, which in Indonesia is known as dual system education (Djojonegoro, 1998). The relevance of both of them is able to increase the competence of SMK graduates so that they are able to work in accordance with industrial needs. The conditions and the reality was expressed also by Stevenson (2003 .) That "the purpose of vocational education is to meet the needs of the industry, meaning that the 'client' or 'customer' is industry and that of industrial standards for work activity should be used as the primary (even exclusive) basis for curricular statements and teaching".

Therefore, alignment vocational competency skills Tourism Catering h currents *alignment* competencies required workplace / industry and education and training capacity available. One of the means that has become a trend of increasing competence in vocational education and training (VET) today is the technopark. Apart from training, technoparks are also used as a place for science and technology research that can be utilized by industry. In addition, technoparks can be used by SMKs to train students and teachers in improving their competence / skills (Ni Luh, et al., 2015, Nugroho, 2015, Idris, Waluyo, 2019; and Subijanto, et al., 2019).

The existence of vocational education and training (VET) programs is still a matter of debate in many developing countries (Oketch. 2007). However, the success of VET is important to include in developing country development strategies, because through this program it can prepare individuals with the skills needed by industry and also help reduce unemployment (Stephen. 2007). VET is seen as a way out of unemployment problems (Eichhorst, et al. 2015).

VET is considered as an effective way of supplying the needs of a skilled workforce, as an option other than general secondary education for students with weak academic abilities, as a solution to increasing opportunities for young people who lack the costs, skills, or motivation to continue to pursue education higher education, as a way to increase life expectancy for unemployed children and diffable groups and as a way to provide for technicians in industry (Eichhorst et al. 2015; Oketch 2007).

Competence

Operationally, "competence" is a set of abilities related to the attitudes, knowledge and skills that students must have after learning a learning content (basic competencies). Acquisition of competences in learning generally takes place sequentially. However, the learning process to achieve attitude competence does not take place explicitly, but is integrated in the learning of knowledge and skills that is facilitated by the teacher. If the teacher wants students to be critical, the teaching materials when studying knowledge and skills should contain assignments or questions that train students to think critically.

According to the vocational curriculum in 2013 (K-13) competence is defined as the ability which is a blend of knowledge (*knowledge*), attitude (*attitude*), and skills (*skills*) to do something meaningful in life "Meanwhile

Furthermore, competency according to the level II Indonesian National Work Competency Standards (SKKNI), is more oriented to skills that support a certain position, according to the definitions. "SKKNI is a description of capabilities that includes knowledge, skills and minimum work attitudes that a person must have to occupy certain positions that apply nationally". Whatever the formulation of the definition of competence must show the ability to carry out the task / job (presidential decree. No.8 / 2012). In other words, competence is an absolute requirement that must be obtained by SMK students before working.

ASEAN Level of Work

The tourism sector can create job opportunities in various fields such as hotels, restaurants, and tourism travel businesses which are "labor-intensive" tourism businesses. Other hotel business fields include catering / services, hair / skin *beauty / beauty therapy* services, fashion / *fashion* services, and SPA. These services require a skilled and competitive workforce. By considering these market opportunities, graduates will not only have the opportunity to find work but can also create jobs through entrepreneurship in certain fields such as food and beverage business.

Currently, the tourism sector is the focus of the Government to be developed in various regions, where Indonesia has 10 new tourist destinations that are being developed by the Government with a target of reaching 20 million tourist visits to Indonesia in 2019. However, the development of this sector is still experiencing serious problems. namely the availability of qualified and ready-to-use workforce. The Ministry of Education and Culture are in an effort to improve the quality and competitiveness of tourism human resources with the realization of a program of activities to facilitate certification activities for 35,000 workers in the tourism sector.

This figure has increased by 100% from the 2015 target of 17,500 workers. In addition, the Ministry of Tourism also conducted a program to facilitate the establishment of a Professional Certification Institute (LSP) in the tourism sector in 34 provinces as well as basic tourism training for 17,600 people throughout Indonesia. These efforts were made to improve the quality of services for tourists. In 2015, the competitiveness of Indonesia's tourism human resources at the ASEAN level was still ranked 5 under Singapore, Thailand, Malaysia and the Philippines, while at the world level it was ranked 53 out of 141 countries or far behind Singapore in rank 3 and the Philippines in ranking 42 worlds. (Sya, 2016). The facts show that in an effort to improve competitiveness, a number of weaknesses in Indonesian tourism human resources include mastery of English, information technology (IT) and managerial. National Coordination Meeting SMK Tourism is also intended to support the creation of quality tourism human resources in order to win the competition. It is hoped that Indonesian tourism workers will find it easy to fill job opportunities in the tourism sector, especially for the 38 *job titles* that

have been mutually agreed upon in the ASEAN Economic Community *Mutual Recognition Arrangement* (MRA).

The government has established the tourism sector as the *leading sector* because this service industry generates foreign exchange and creates a lot of employment. In 2016 the target of the Indonesian Ministry of Tourism is to bring in 12 million foreign tourists and 260 million movements of domestic tourists, which will generate foreign exchange of IDR 172.8 trillion and absorb 11.7 million workers (Sya, 2016)

The world of work is the ultimate goal of SMK graduates to work in accordance with the competence of their expertise in certain fields. As a prospective workforce, he has been familiar with vocational graduates from the world of work since students undertake industrial work practices (prakerin).

Industrial work practices is applied of the educational concept of dual system (*dual system*) (Djojonegoro, 1998), where industrial work practices as a series of concept of vocational education that combines learning programs in schools and programs mastery of skills acquired through the practice of direct employment in the business / industrial world (Dudi). Therefore, internship must be carried out systematically and directed to achieve a certain level of professional expertise.

Internships are assumed to be able to improve *personality development* . This is as stated by Rainer (1992) in Ade Mulyadi (2014) that "*Learning in a practical-working environment promotes personal development - in a particular, the ability to work independently , self- confidence, good social behavior, a good general attitude towards work and motivation* ”.

The statement above, it can be said that internship can increase independence at work, confidence, good attitude, and increase motivation at work. Internship is one of the supporting programs in an effort to create a professional workforce, namely workers who have the level of knowledge, skills and work ethic needed by the industry. The government wants to create a *link and match* between educational institutions and the industrial world.

From some of the above meanings, it is concluded that internship is a process of combining education obtained through teaching and learning activities in schools and practical experience in industry to gain expertise competencies in accordance with the expertise package learned and increase work independence, self-confidence, work motivation, and socializing. in DUDI so there is a *link and match* between what is needed by the industry and what should be practiced in schools.

According to \ Djojonegoro (1998) industrial work practices implementation for students aiming to 1) produce professional labor is labor that has the level of knowledge, skill and work ethic in accordance with the demands of the world of work; 2) increasing the *link and match* (*link and match*) between educational institutions and the industrial world; 3) increasing the efficiency of the provision of quality education and job training by utilizing training resources in the industrial world; and 4) give recognition and appreciation to work experience as part of the educational process

According Lee (2012) that the importance of work experience in the industry to form students to be ready to work is reflected in the participation of students in the internship program. Therefore, the competence of skills acquired at school can be improved as a provision for work readiness as well as having a) a confident attitude to work; b) work motivation, and c) ability to socialize in the work environment. In other words, internship is a curricular activity that provides opportunities for vocational students to adapt to the real world of work, so that they have more adequate work readiness after they graduate. This is in line with the opinion of Mulyadi (2014) that the implementation of internship can improve *personality development* .

Further, Nurcahyono (2015) industrial work practices is a form of organizing professional skills education, which combines systematically and synchronously education in schools and mastery of skills acquired through activities directly working in the world of work, aimed at achieving a certain professional level.

Another opinion Aminuddin and Najib (2013) suggest that the ability of students to meet job requirements, in this case job readiness, depends on several factors such as industrial training. The experience referred to is important for developing students in a balance based on job needs to prevent obstacles in doing work. Experience gained during the practice field work will make more mature students in preparing for work because of the experience industrial work practices provide supplies real experience of work required in the workplace.

In terms of benefits, Yuli (2012) argues that the implementation of apprenticeship has benefits for various parties, namely students, schools, and DU / DI. Relevant previous research results show that not all competencies obtained at SMK are appropriate and equivalent (*link and match*) with the competencies needed by the world of work, so that SMKs still need to collaborate with the world of work to make competency adjustments required by DUDI (Mardiyah, 2013; Widiyanto, 2010; Triyono, 2012. Nugroho, 2015, Ni Luh, 2015, Suharno and Widiastuti, 2017, Usman, et.al., 2014, Widiaty, 2013); Wahnuri, et.al., 2013; Said, 2017, and Mardiana, 2017)

METHOD

The design of this study is an evaluative study, using quantitative and qualitative approaches. A quantitative approach is used for meta-analysis in mapping competency units in SKKNI level II on Culinary Skills Competencies which are adopted into the Catering Competency Vocational High School Curriculum, then poured into planning and implementation plans for learning (RPP). The qualitative approach uses the case method to describe curriculum adjustments at the subject level, and / or at the KI-KD level for each subject, the implementation of internships, and the certification process. In addition, it will also describe the suitability of the PTK and Infrastructure, between what is owned (factually) and what it needs.

The population of this study includes all State Vocational Schools in Tourism which hold Catering Skills Competencies in Indonesia. Vocational schools that are the sample of this research are State Vocational Schools that use the 2013 (K-13) Curriculum both that have adopted the C ATC Curriculum in 5 (five) cities / districts in 4 (four) provinces (West Java, East Java, Bali, and South Sumatra) was selected using *purposive sampling* (*purposive sampling*). Analyses of data used descriptive quantitative and qualitative. The variables of this research include a) the suitability of the curriculum of the Vocational School of Tourism KK and Catering required by DU / DI, and b) Cooperation between SMK and DU / DI in an effort to improve the competence of vocational school teachers and graduates.

DISCUSSION

Following are the results of the research study according to the objectives, narrated sequentially as follows:

1. The suitability of the curriculum, the implementation of learning, the conditions of education, the conditions of learning infrastructure, the implementation of student industrial work practices, and the implementation of student competency tests (certification). The Indonesian National Work Competency Standards (SKKNI) in the field of Tourism, Catering expertise competency (KK), have

adopted the CATC (*Common Asean Tourism Curriculum*). SKKNI level II for Catering KK is planned to be tested (mini piloting) at 21 Vocational Schools for Tourism, KK Tata Catering, with the target to take effect from the 2020/2021 school year. However, the findings of this study found that from several SMK piloting this research sample, only 1 SMK has pioneered the implementation of SKKNI level II since the 2016/201 school year.

There is a difference between SKKNI level II Catering in 2018 (revised results) with SKKNI level II Catering in 2017, namely in terms of reducing the number of dams for competency unit types, as shown in Table 1 below.

Table 1. Achievement of competencies to obtain qualifications (certificates)

Competence	SKKNI 2017	SKKNI 2018	Competency Unit Change
General and Core	15	13	<ul style="list-style-type: none"> Removed 8 units: D1HRS.CL.1.02, D1.HRS.CL.1.05, D1.HRS.CL.1.06, D1.HRS.CL.1.08, D1.HRS.CL.1.14, D1.HRS.CL.1.17, D1.HRS.CL.1.19, D1.HCC.CL.2.11 Plus 6 units: D1.HRS.CL.1.09, D1.HRS.CL.1.10, D1.HCC.CL.2.19, D1.HBS.CL.5.02, D1.LAN.CL.10.01, D1.LAN.CL. 10.08
Selection/ Functional	32	25	<ul style="list-style-type: none"> Removed 7 units: D1.HBS.CL.5.01, D1.HBS.CL.5.02, D1.HBS.CL.5.05, D1.LAN.CL.10.01, D1.LAN.CL.10.09, D1.HCC.CL. 2.03, D1.HCC.CL.2.14

Source: data processing results (2019)

Table 2. Clusterization, number and details of competency units

SKKNI	Number of Clusters	Details and Number of Units / Clusters
2017	6	<ul style="list-style-type: none"> Food and Drink Services (13) Non Alcoholic Beverage Manufacturing (7) Indonesian Food Making (12) Continental Food Making (12) Pastry Product Making (8) Pastry Product Making (7) (59)
2018	5	<ul style="list-style-type: none"> Continental Food Making (18) Indonesian Food Maker (17) Pastry Product Making (13) Bakery Product Making (12) Food and Drink Services (15)

(75)

Source: Results of data processing (2019)

All competency units (13 General / Core competency units, and 25 elective competency units) contained in SKKNI level II Catering Skills Competencies in 2018 have been adopted into the structure of the 2018 Catering Skills Vocational High School Curriculum structure, which has been used in all pilot SMKs starting This 2019/2020 academic year, and nationally it will be officially used for all vocational schools that organize Catering KK.

Even though it has undergone revision, the school, DU / DI, and the Chef professional association assessed that several points of Core Competency (KI) / Basic Competence (KD) in the curriculum structure are still too heavy / deep to be studied at the SMK level. This is because in their assessment the equipment technology in schools is still inadequate, as is the competence of the teacher, and the level of depth that is learned is less relevant to their profession. The KI / KD referred to are :

- a. Evaluating *fusion food* (KD 3.24), making fusion food dishes (KD 4.24), applying food gastronomy molecular (KD 3.25), and making food with the principles of food gastronomy molecular (KD 4.25), all of which are in the subject of Food Processing and Serving, and
- b. Analyzing nutrients necessary energy source body KD (3.1), solve the problem of lack of nutrients the body needs energy sources (KD 4.1), analyze nutrients necessary resources builder substances tu b uh (KD 3.2), solve the problem of lack of nutrients sources builder substances that the body needs (KD 4.2), analyzing the nutrient source regulator is needed tu b uh (KD 3.3), and solve the problem of malnutrition source regulating substances that the body needs (KD 4.3), all in Nutrition Science subjects.

In general, the definition of *fusion food* is the manufacture of types of food by combining 2 (two) different traditional culinary elements, which are not categorized based on one particular type of cuisine. *Fusion food* has been popularly served in contemporary restaurants since the 1970s, and the creativity in making it has continued to develop today (indogastronomi.wordpress.com, 2015). *The food gastronomy moleculer* is the study of the physio-chemical transformation of food ingredients during the cooking process, as well as the phenomenon of sensation when consumed. In simple terms, molecular gastronomy is a technique for making food or drinks by combining physics and chemistry.

The world of tourism in Indonesia has the opportunity to reap huge profits that will have an impact on the growth and development of the business world and the world of work, given the huge potential for diversity in national culinary types. Currently, the composition of material on the types of food studied in the curriculum structure of SMK KK Tata Catering is 50 percent continental food / cuisine, 30 percent oriental food, and only 20 percent local food. With the increasing trend of demand for types of local food, the composition of the learning material is changed to 20 percent oriental food, 30 percent continental food, and local food to 50 percent.

2. Implementation of learning in schools

Teachers in carrying out learning generally have mastered the material and used appropriate methods. However, the application of the learning approach and model is still incomplete. In addition, for the skill dimension (KI-4), sometimes there is still a lack of teachers using specific operational verbs (KKO) as described in KI-4, especially in terms of using tools. Regarding the practical experience of the

teachers using the *team teaching* method, especially in practical learning, both in the classroom and in the kitchen for the production and presentation of food. However, the use of the *team teaching* method is only recognized in some junior high schools (South Sumatra, West Java, and Bali Provinces).

The condition of the teacher in the basic subject group of the expertise program (C2) and skill competence (C3).

Teacher performance in this context is seen from the qualifications and suitability, participation in training in their respective fields, and the experience of industrial apprenticeship (DU / DI) of the C2 (expertise program) and C3 (expertise competency) subject group teachers, can be seen in Figure 1, Figure 2, and Figure 3 below.

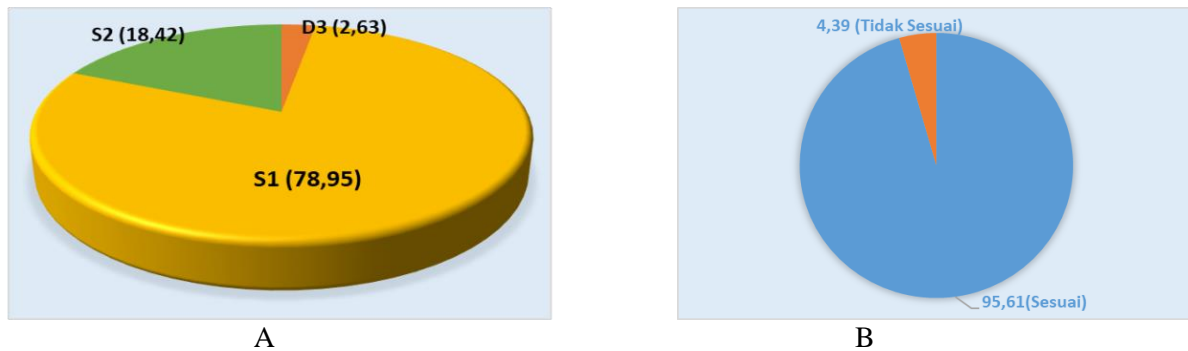


Figure 1. Qualifications and suitability of C2 and C3 Subject Group teachers

Furthermore, most of the teachers in the C2 and C3 subject groups had at least 20 years of work experience, even most of them had a work period of more than 30 years (Figure 2A), and some were still honorary status (Figure 2B). Results of the analysis showed that within a period of 2 till 5 years into the future happens quite a lot of teachers in groups C2 and C3 subjects who retire.

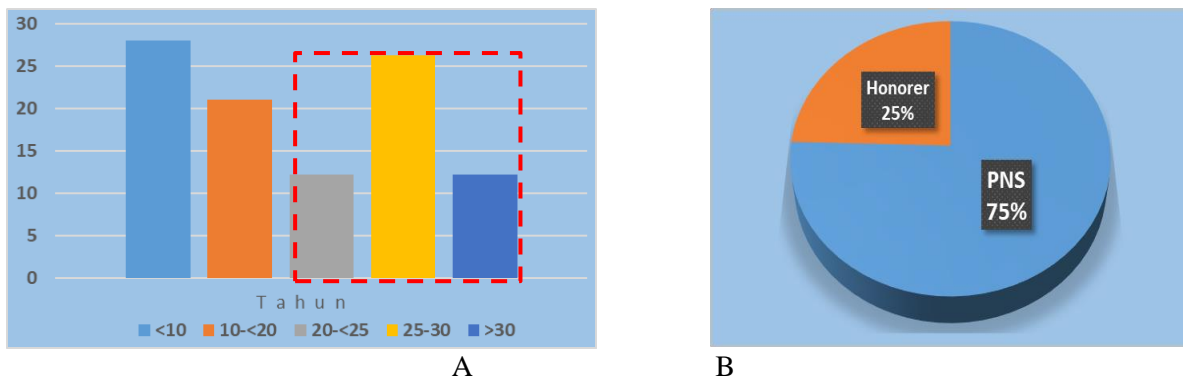


Figure 2. The tenure and teacher status of Subjects C2 and C3 groups

3. Industrial Work Practices

The implementation of internship is generally between 4-6 months, where every 2 weeks or at least every month, depending on the policy and agreement between DU / DI and the school. During the internship, monitoring and evaluation (monev) is carried out jointly by DU / DI and the school. This is intended to monitor the progress of improving the competence achieved by students. The implementation, the internship which was started in class XI even semester was considered by DU / DI to be not quite

right, because in class XI not all vocational materials were taught to students at school. This is because when internship students are assigned to help with the work of students, they do not have basic skills, so that industrial instructors provide basic knowledge and initial skills. to students. However, various parties also understand the difficulties in overcoming this problem, especially the overlap of time with the preparation and implementation of the National Examination (UN) if the internship is carried out in class XII. It is hoped that various parties, especially schools and students, will soon obtain a time change policy so that the implementation of apprenticeship and the National Examination can both run well according to their respective goals.

Operationally, the types of competencies to the elements that are learned / practiced in internship are in accordance with the SMK Curriculum which refers to SKKNI Level II KK of Catering. This means that it shows that the types of competencies and the elements learned in school are consistently followed up in the internship stage even though the level of completeness varies depending on the intensity of the internship time in each DU / DI. . Thus, up to this stage, the context of curriculum alignment with the implementation of apprenticeship has been implemented according to the level of understanding between SMK and DU / DI. As a measure of student competence, it can be proven by what competencies are controlled by SMK graduates through proving ownership of a competency certificate through a competency test conducted by the Professional Certificate Institute (LAP).

4. Implementation of competency tests (certification)

The certification process is carried out referring to the scheme and competency units in SKKNI Level II 2017, and SKKNI Level II in 2018 for SMKs that have pioneered their implementation since 2016. This means that the types of competencies tested are in accordance with the types of competencies studied in schools. If it is related to the apprenticeship stage, the competencies tested include testing the competencies learned / practiced by students when carrying out internships at DU / DI. Until this research stage, the competencies learned in schools are consistently followed up at the apprenticeship stage and tested during the certification process at LSP-1 (internal SMK) which has received a license from the National Professional Standards Agency (BNSP).

Even though the certification process has used the cluster / package system, the overall competency test process is generally still carried out at the end of the level (class XII). There are obstacles for students to take the competency test in class / XII because at the same time, preparation for the School Examination and National Examination. In fact, the competencies that will be tested in certification are generally only learned at the beginning of class XII. Thus, students in general will begin to carry out competency tests in the even semester (end of class XII) ..

Regarding the enactment and use of SKKNI Level II 2018 which have adopted CATC as a reference for organizing the Catering KK at SMK starting in the 2020/2021 school year, all LSP-P1 in SMK have not been verified by BNSP. The results of this study show that only one LSP-P1 in the Vocational School that organizes Catering has been verified by BNSP, namely LSP-P1 at SMK which has pioneered the CATC curriculum since 2016 (SMKN 3 Malang). This is to anticipate that students who are ready to take the competency test will not be hampered, because the LSP-P1 in their school or the closest LSP-P1 has not been verified by BNSP related to the use of the SMK curriculum adopted by the Asean CATC.

Referring to the results and discussion, recommendations are proposed to several related agencies in accordance with the main tasks and functions of the institution, namely to:

1. Directorate of PSMK and Center for Curriculum and Bookkeeping

- (a) carry out the removal of some grains KI / KD is about preparation and making of the dish *fusion food* , and *food gastronomy molecular* . However, students and schools who are interested in learning can organize them in the form of extra-curricular activities, with the help of DU / DI partners in their fields as facilitators / teaching staff.
 - (b) considering the depth of the competencies taught in the Nutrition Science subject, it is not necessary to analyze and solve the problem of nutrient deficiencies, it is enough to make / process and serve food / drinks according to ideal nutritional needs, with reference to DKBM (Composition List Foodstuffs) both national and international.
 - (c) carry out the reduction of the types of foods / cuisines continental and oriental studied, and multiply learning the types of food / local or traditional Indonesian cuisine. The ideal composition for studying the types of food / cuisine is 50 percent for local / national, 30 percent for continental, and 20 percent for oriental.
2. Directorate General of Teachers and Education Personnel (GTK)
 - (a) reviewing the learning policy with the *team teaching* model needs to be considered to be re-enforced nationally, especially for practical learning. To anticipate the occurrence of abuse such as absenteeism or practices that violate the rules by teachers implementing *team teaching* , the following alternatives can be made:
 - (1) applying the pattern of giving "reward and punishment" to teachers who abuse the implementation of the *team teaching* approach through performance appraisal (SKP assessment), which can affect promotion / class.
 - (2) involving "senior" students to accompany / assist teachers in practical learning. The category of senior students can use the size of students who have just finished doing internship, or final grade students who are outstanding
 - (3) b in cooperation with tertiary institutions in the field of Catering (tourism) expertise to take advantage of final year students taking the non-thesis pathway, to conduct *teaching projects* (teaching practice) as assistant teachers
 - (4) provide opportunities for teachers of C2 and C3 subject groups for "industrial apprenticeships" to support the realization as stated in Presidential Instruction No. 9 of 2016 through increasing the implementation of the *teaching factory* or *Technopark* which is oriented towards teacher quality.
 3. Provincial Education and Empowerment Office:
 - (a) support schools in preparing student *soft skills* in terms of *attitude* (discipline, diligence, honesty, willingness to continue learning) and good and tough character before students do internship. Thus DU / DI will easily be responsible for instilling a good work culture and reliable skills.
 4. Directorate of PSMK and National Agency for Process Standards (BNSP)
 - (a) carry out cooperation in the verification implementation competency standards in order LSP-P1 can use certification schemes on SKKNI Level II has referred to the CATC.
 - (b) support the implementation of coordination with related ministries / agencies in an intensive and harmonious manner in the effort to compile SKKNI Level II so that expertise competencies are the Presidential Decree No 08/2012 can be implemented among DU / DI

CONCLUSION

1. Adoption of SKKNI into the curriculum, and the conditions of teachers

- (a) All competency units consist of 13 competency units consisting of general / core competencies , and 25 selected competency units) contained in SKKNI level II Catering Skills Competencies 2018 have been adopted into the 2018 Catering Skills Competency Vocational School Curriculum structure However, some KI / KD points in the curriculum structure are too heavy / deep for the SMK Tata Boga level .
 - (b) The types of food / processed food studied were still dominated by continental and oriental foods.
 - (c) Student *soft* skills in terms of discipline, work ethic (character), and foreign language skills (at least English) are not yet good.
2. Learning activities at school
- (a) teachers generally master the method and subject matter being taught and some use two languages of instruction (Indonesian and English)
 - (b) the majority of teachers teach practice the method of *team teaching* , but in most schools were not doing it because the school does not recognize as the minimum teaching hours calculation category.
 - (c) The qualifications and suitability of teachers in the C2 and C3 subject groups are appropriate, most of the teachers of the C2 and C3 subject groups have worked for at least 20 years, have an undergraduate degree
 - (d) Teacher subject groups C2 and C3 largely untapped be internship experience working in the industry
3. Industrial work practices
- (a) The types of competencies to the elements studied / practiced in internship are in accordance with the 2017 SMK Curriculum which refers to SKKNI Level II for KK Tata Catering in 2017, and according to the 2018 SMK Curriculum which refers to SKKNI Level II for The 2018 Catering KK for SMKs which have pioneered the implementation (draft) since 2016.
 - (b) Frame Industrial work practices generally carried out for 6 months, in which every 2 weeks or at least every month (depending on the policies and agreements between DU / DI schools) conducted monitoring and evaluation (M & E) shared by DU / DI and school / teacher.
4. Competency Test (Certification)
- (a) the certification process is carried out at the LSP-P1 owned by each school, by crossing assessors who test the assessments (students being tested). The certification process is carried out according to / referring to the scheme, cluster / package and competency units in SKKNI Level II 2018 for SMK
 - (b) competence test was already using the cluster / package, but the certification process is still done at the same time the final grade. This is burdensome for students who in the last year / level are also facing final school exams, national exams, and other activities related to graduation.

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