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Student Competency Analysis Based on 2013 Curriculum Implementation

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Abstract

This study aimed to analyze and illustrate how high the student's competency is from the aspects of attitude competence, knowledge competence and skill competence in the implementation of curriculum 2013. The population of this study were 63 students of class XII under the major of Office Automation and Management at SMK Teuku Umar Semarang. The sampling technique used census sample. Data collection techniques used in this study were observation, interview, questionnaire, and documentation. This study used descriptive analysis with index number. The results of this study showed that the overall student competence had 78.97% of an average total index. Meanwhile, the partial index indicated that the competence of attitude got 80.63%. Knowledge competence got 76.85%. Skill Competence got 79.42%. The conclusion of this research can be drawn that the student's competence on attitude aspect, knowledge, and skill competency as a whole had reached high criteria average. Suggestions on this study are 1) the teachers are encouraged to give appreciation to students who are active in class, 2) the teacher should promote the values of character values in the students during learning activities, 3) teachers and students should help each other develop the student's skills

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INTRODUCTION

It cannot be denied that education has a great influence on improving the quality and behavior of people's lives because education is a medium for personality transformation and one's own development (Islam, 2017).Junaid (2016) In law No. 20 of 2003, regarding the national education system, education is defined as a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, and personality. Education is an aspect of life that has an important role and has the goal of improving the quality of each type and level of education (Mulyasa, 2013:4). Education in the implementation requires a continuous process in each type and level of education that is integral. Every level of education needs attention by the government. The government has taken a role to improve the quality of education through the existence of a curriculum. In this context, education will increasingly demand its role in creating quality graduates (Pujiono, 2014). Through the Ministry of Education and Culture (Kemendikbud) the quality of education continues to be improved in order to form qualified and competent graduates.

Basically, the purpose of education is a description of the attitudes, knowledge, standards, skills, and so on that are expected to be owned by educational targets in a certain period (Notoatmodjo, 2003: 41), so that the educational process does not take place carelessly. This requires humans to continue to explore knowledge, not just mastering knowledge but must be in tune with skills so that they can reflect attitudes that utilize the knowledge they have in everyday life. Interval challenges are related to the growth of the productive age population (15-64 years) more than the unproductive age (children aged 0-14 years and parents aged 65 years and over). The number of the population of productive age will reach its peak in 2020- 2035 when the figure reaches 70%. Therefore, efforts are needed to make human resources who have competence and skills through education so that they do not become a burden (Permendikbud Number 70 of 2013).

With an increase in human resources who have better competence and skills, so the population is able to create their own jobs that can make their lives prosperous without depending on the government. And with good human resources it will create a community with better economic welfare and health. Vocational High Schools (SMK) as one of the important role holders in preparing a workforce who is required to be constant to keep up with the needs of the times that are constantly evolving. As mentioned by Djojonegoro (1998), one of the characteristics of Vocational High School (SMK) is the focus of educational content which is emphasized on the mastery of attitudes, knowledge, skills, and values needed in the world of work. The learning process in junior high school requires students to have competencies capable of creating Human Resources that is ready to use, the competence in question is in the realm of attitudes, knowledge, and skills that reflect the competence of each expertise program in accordance with work standards. The National Skill Share Association in Sukmadinata and Syaodih (2012: 22) states that "Competence is the ability to perform a discrete task under specific conditions to perecise standards".

Sofyan (2016) Vocational education, in this case Vocational High Schools (SMK) which prepares students especially to work in certain fields (Law Number 20 of 2003) has a strategic role in preparing human resources, especially middle-level workers. A graduate of a vocational high school is not only equipped with knowledge of the field of study but also a variety of useful skills in his job (soft skills). Furthermore, according to Mohe in Yau (2015) the generation of graduates includes not only core subject knowledge, but also continuous passion for knowledge through learning general knowledge and ownership of interests. This is like the competency of Office Governance Automation expertise which is expected to produce skilled, competitive, personality, and

professional personnel in order to meet the needs of administrative workforce in an office work environment and continue to a higher level. According to Djojonegoro (1998) that vocational education is based on "demand-driven" or the needs of the world of work. This is reinforced by the research of Widiyanto (2010) which stated that "the competence of the expected job requirements is KSAO (Knowledge, Skill, Attitude, and Other), the order of importance of the expected competence above is not always fixed, often changes, but in general it is a problem of attitude be the first order and the next is knowledge and skills skills, while the problem of experience is just an value-added".

This Office Management Automation Skills Competency is designed in order to create skilled workers in the field of work such as 1) typing manuscripts or documents, 2) handling telephone, 3) structuring and managing letters and documents, 4) handling official trips, 5) handling petty cash, 6) preparation of meetings, and 7) handling of information via the internet (source: Chair of the Teuku Umar Vocational School OTKP Skills Competency, Semarang). Subject which is given each field of science has its own characteristics according to the discipline so that each student can master each competency according to their field and the demands of work needs, so that the learning process in the learning program is designed to serve the needs, interests and abilities of students (Sukmadinata, 2007: 108). Efforts to find out a splitting achievement are measured using assessment. Assessment of learning outcomes has the aim of measuring the success of learning carried out by the teacher and at the same time measuring the success of students in mastering the competencies that have been taught in school.

Attitude competency assessment is an assessment carried out by the teacher to measure the level of attainment of students' attitudinal competence, which includes the aspects of receiving or attending, assessing or valuing, organizing or managing (organization), and characterizing spiritual attitudes and social attitudes. According to Kunandar (2015: 165) "knowledge competency assessment is an assessment conducted by the teacher to measure the level of achievement or mastery of students in aspects of knowledge which includes memory or memorization, understanding, application, analysis, synthesis, and evaluation". Skills assessment is a domain related to skills or the ability to act after a person has received a certain learning experience. It is clarified in the UUD Number 20 of 2003 that: "the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals".

Every school is required to be able to develop the competence of students optimally in every learning activity carried out. One of the strategies implemented is to follow the curriculum renewal. Curriculum renewal needs to be done in every education system so that it remains relevant to the demands of the times. So that each curriculum certainly has goals so that it can be used as a reflection of the results of attitudes, knowledge and skills acquired when learning with the education system. Competencies that are expected to represent the disciplines studied by learners. Competency standards are shown in the form of processes or results of activities demonstrated by students as the application of the knowledge and skills that have been learned (Mulyasa, 2008: 21).

Teuku Umar Vocational School Semarang is one of the Vocational High Schools established by the Islamic education foundation in 1992. Teuku Umar Vocational School Semarang has experienced developments between curriculums from the curriculum 1984 until now using the curriculum 2013. Vocational High School which is located at Jalan Karangrejo Tengah IX No. 99A, Karangrejo, Gajahmungkur District, Semarang City began implementing the 2013 Curriculum in the 2016 academic year because Teuku Umar Vocational School always followed curriculum changes made by the government. Even though the 2013 curriculum is not new anymore, its

implementation needs to be re-analyzed, especially the productive subjects of Office Governance Automation which are used as a benchmark for competence or not graduates in the office governance automation expertise program. It is not only seen from how high the students' grades are, but also from the competence they should wear.

Table 1. Tracing data for Teuku Umar Vocational School Rankings in Semarang based on the National Examination Value for Private Vocational Schools in Semarang City

No	Year	Rating	Number of School	Average
1.	2015	36	152	81.43
2.	2016	55	76	55.07
3.	2017	35	75	53.63
4.	2018	43	77	44.15
5.	2019	24	74	47.98

Source: Secondary data processed, 2015-2019

Based on table 1, we can see that SMK Teuku Umar Semarang is ranked under the top 20 in the rankings based on national exam scores at the level of private vocational education in Semarang City. In 2019, there was a very drastic increase in rank when compared to previous years. However, experiencing a decrease in the mean score, there are several factors that cause a decrease in the average national exam score, namely the norm factor and the changing test mode factor. This is reinforced by the results of an interview conducted on Monday, December 3rd, 2019 at 12.30 WIB with Mr. Amarullah Dawamuddin, S.Pd., M.Pd., Gr. as Vice Dean for Curriculum of Teuku Umar Vocational High School, Semarang who stated that "the obstacles experienced by schools vary in each field, it is all due to national demands. At SMK Teuku Umar, it has only reached 75% in implementing the curriculum. In 2017 SMK Teuku Umar Semarang began collaborating with the Quality Assurance Agency to hold competency tests and as many as 80% of students at SMK Teuku Umar were declared competent because students were able to complete exams from the Quality Assurance Agency according to their competency of expertise and passed competently ".

Based on the researchers' observation when making direct observations at the school concerned, students seemed less able to control their brushes when class hours had started. Students did not immediately enter the classroom and prepared for the next lesson. Students were seen sitting in front of the class joking with their friends. The atmosphere returned to control when the class teacher began to enter and guide the course of the lesson, but began to deteriorate again when the teacher was busy explaining the material in front of the class, students did not focus on the teacher's explanation in class. This is reinforced by the statement of Mrs. Rumdihastuti, S.Pd. as a class XII OTKP teacher in an interview conducted on December 3rd, 2019 at 13.00 WIB, namely "students here are still relatively low in activity, they must be asked questions first before they want to answer, students are also less creative in finding solutions to a problem so they always wait answers and explanations from the teacher and just write them down". When researchers conducted interviews with 6 students on December 3rd, 2019 at 13.30 WIB, stating that 4 out of 6 students did not repeat the material provided by the teacher at school, they argued that they were too tired with other activities such as the large number of assignments from the teacher, they still felt confused about repeating the subject matter because they did not understand the material explained by the teacher. In terms of knowledge, students were still dependent on teachers and lack initiative in learning material before teaching and learning activities took place. This is different in terms of skills, students also rarely practiced alone at home if there were no assignments or assessments in the near future. As for the difficulties found in terms of learning material handbooks, there were still deficiencies and were still not maximized the application of scientific learning because teachers also adjusted the understanding conditions of students in understanding the material presented.

Based on the results of Windriyas (2014) research, this study showed that the attainment of competence attitudes, knowledge, and skills of students was not in accordance with the characteristics of competencies in the 2013 curriculum. Then the research conducted by Rosa (2015) showed that students' abilities in the cognitive domain were quite good, there was a relationship between affective ability with cognitive abilities by 70%, and there was a relationship between affective and psychomotor skills by 43.5%. Furthermore, research conducted by Charles and Rum (2015) showed that student competence seen from the aspect of knowledge was at very good value criteria. Student competence from the aspect of student understanding was still not good. Student competence seen from the aspect of skills was said to be good. Then the research conducted by Kurniaman and Noviana (2017) showed that the value of the attitudes that appeared at each meeting varied according to the demands of the teacher's book. Aspects of student knowledge seen a development was in good grades. Meanwhile, the results of the category student skills were very good. The objectives to be achieved in this study were to analyze the level of competence of students (attitudes, knowledge, skills) in class XII OTKP at SMK Teuku Umar Semarang.

METHOD

This type of research used in this research was quantitative research. Sugiyono (2018: 15) explains that quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, collect data using research instruments, analysis, and are quantitative / statistical in nature with the aim of testing hypotheses which have been set. This research design used descriptive research using index numbers with the tools of IBM SPSS Statistics 25. According to Arikunto (2014: 36) descriptive research generally only describes the picture that occurs in the phenomenon, in which case the activities under study, and then conclusions are drawn. The population used in this study were all students of class XII Office Management Automation Expertise Program at SMK Teuku Umar Semarang with a sample of 63 people. According to Sugiyono (2018: 131) population is the entire subject consisting of objects or subjects that have certain quantities and characteristics determined by researchers who have been studied and then become research units. The results of the sample calculation used the total sample or census. According to Sugiyono (2018: 140), research conducted on populations below 100 should be carried out with a census sample so that the entire population was sampled as all subjects.

Table 2. Research Population

No	Class	Total
1.	XII OTKP 1	31
2.	XII OTKP 2	32
Total		63

Source: Secondary data processed, 2019

The variables in this descriptive study used independent variables. This study did not make comparisons of these variables with other variables (Sugiyono, 2018: 103). The variables in this study were student competencies with sub-variables in the form of attitudes, knowledge, and skills based on the implementation of the 2013 curriculum. Student attitudes, knowledge, and skills competencies can support students in self-development. The indicators used in this study were based on the characteristics of the level of learning achieved by students. This was done in order to provide a rationalization for the abilities that had been achieved in attitudes, knowledge and skills.

Data collection techniques in this study used observation, interviews, questionnaires, and documentation. Researchers made direct observations to obtain data in the field. Sugiyono (2016: 137) states that interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched and to find out what the terms of the respondents in

depth. This interview method was a method of data collection carried out by establishing direct interaction between researchers and sources (Wahyudin, 2015: 129). Then Sugiyono (2016: 138) reveals that the interview technique is divided into two, namely structured interviews and unstructured interviews and can be carried out face-to-face or by using the telephone. The interviews conducted in this study were unstructured interviews using interview guidelines that were used only in the form of problem lines needed. Interviews conducted by researchers by interviewing the Deputy Head of the Curriculum, the Chair of the Expertise Competency of Office Automation and Management, and the XII grade students of the Expertise Competency of Office Automation and Management at SMK Teuku Umar Semarang.

This study used a questionnaire to obtain information about the level of competence of students. The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2017: 199). In this study, the questionnaire was made based on indicators derived from variables and several items as a measurement for each indicator. The questionnaire used was a closed questionnaire, namely a questionnaire that has been completed with answer choices so that respondents only need to put a check list (√) on the answers they have chosen. Researchers used a questionnaire with a scale of 5 (five) answer choices for each question which included strongly agree (SS), agree (S), doubt (RG), disagree (TS), and strongly disagree (STS). Documentation is a record of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person. Documents in the form of writing were for example, diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images were for example photos, live pictures, sketches and others. Documents in the form of works were for example, works of art, which can be in the form of pictures, sculptures, films, etc. (Sugiyono, 2016: 329). Documentation method is to find data through existing books, notes, photos, magazines and so on. This documentation method was used when determining variables and indicators, namely laws, regulations, and manuals that had been prepared by the relevant institutions. In addition, the documentation data obtained was used to determine how many respondents would be selected to fill out the research questionnaire or list of research respondents' names. Documentation was taken as evidence and material that was used as supporting material in the research.

Researchers used primary data, namely data obtained by researchers or those concerned who need it. Primary data is also called original data or data (Hasan, 2002: 31). Primary data in this study was regarding the identity of respondents such as names and results of filling out questionnaires given to respondents from researchers. This instrument test was conducted before the questionnaire was given to the respondent. The purpose of testing the instrument was to determine the level of understanding of the instrument, whether the respondent had no difficulty in grasping the researchers' intentions and to find out whether the items listed in the questionnaire were adequate and suitable with field conditions (Arikunto, 2010: 210). To state that the instrument can be used to measure what should be measured, a validity test was performed. The validity test with SPSS was carried out by using bivariate correlation between each indicator score and the variable total score. If r-count is greater than r-table and the value is positive then the item or question or indicator is declared valid (Ghozali, 2013: 53). The instrument is said to be valid if the significance value of the instrument item score (Sig 2 tailed) <0.05. Conversely, if the significance is obtained (Sig 2 tailed)> 0.05, it can be said that the instrument is invalid. The results of the validity test in this study showed that there were 6 items out of 90 items that were declared invalid. So that only 84 items can be used as a measuring tool in this study. In addition to the validity test, researchers also tested the reliability of the instrument.

Reliability test is a test that is carried out to detect whether the research instrument and the resulting data are called reliable, that is, if the instrument consistently produces the same results every time a measurement is taken (Ferdinand, 2014: 218), in other words if this research was conducted in different times the data obtained would remain the same. Measurement of reliability used the SPSS program with Cronbach Alpha () statistical test. A construct or variable is said to be reliable if it gives a Cronbach alpha value> 0.70 (Nunnaly, 1960) in (Ghozali, 2013: 43). The reliability test of the research instrument showed that Cronbach's Alpha was 0.969 so that the item on the research instrument test questionnaire was declared reliable. So that the existing question items can be used as a tool in this study. Data processing is an activity after data from all respondents or other sources are collected and then processed and analyzed. In this study, the data processing technique used was descriptive statistical data with index number analysis. This analysis was used to obtain a descriptive description of student competencies based on the implementation of the 2013 curriculum in the XII class of Office Automation and Management at SMK Teuku Umar Semarang. Ferdinand (2014: 231) says that the index value can be developed by using the following formula:

Index Value = {(% F1x1) + (% F2x2) + (% F3x3) + (%F4x4)}/4

Therefore, the number of respondents' answers does not start from 0, but starts from numbers 1 to 10, the resulting index number will start from 10 to 100 with a range of 90, without the number 0. By using the tree-box method, the range The 90 is divided by three to produce a range of 30 that will be used as the basis for interpreting the index values. These results can provide an analysis of how much frequency the value is achieved from the population results that fill in the answers to each question or statement. This is because data analysis was carried out after data from all respondents or other data sources were collected (Sugiyono, 2017: 207). Researchers used the Tree Box method to determine the criteria, which can then be used as a basis for the interpretation of index values.

Table 3. Criteria for Index Score

No	Range	Criteria
1.	71.00-100	High
2.	41.00-70,00	Medium
3.	10.00-40,00	Low

Source: Ferdinand (2014: 232)

Data analysis was carried out after data from all respondents or other data sources had been collected. Sugiyono (2016: 147) explains that activities in data analysis are grouping data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer problem formulations, and performing calculations to test the hypotheses that have been proposed. For research that does not formulate a hypothesis, the final step is not taken.

RESULTS AND DISCUSSION

SMK Teuku Umar Semarang is one of the Vocational High Schools located on Jl. Karangrejo Tengah IX No. 99A, Karangrejo, Kec. Gajahmungkur, Semarang City. SMK Teuku Umar Semarang consists of 5 (five) competencies, namely Accounting and Financial Institutions (AKL), Online Business and Marketing (BDP), Office Automation and Management (OTKP), Software Engineering (RPL), and Automotive Light Vehicle Engineering (TKRO). The data obtained from filling out the questionnaire were analyzed by descriptive analysis. Descriptive analysis aimed to provide an explanation of the level of student competence based on the implementation of the 2013 curriculum in class XII of Office Automation and Management at SMK Teuku Umar Semarang. Student competence in this study was measured by using Graduate Competency Standards for SMA / MA / SMK contained in the 2013 Curriculum which includes attitudes, knowledge, and skills. Data regarding student competency based on

curriculum implementation was obtained from a research questionnaire with 84 items with the results of descriptive analysis shown in table 4 of the average index value. The results of descriptive analysis for the variable student competence, knowledge competence, and skills competency can be seen in the index score results in the following table:

Table 4. Average Index Value

No	Variable	Index Number	Criteria
1	Attitude Competence	80.63	High
2	Knowledge Competence	76.85	High
3	Skill Competence	79.42	High
Average Total Index Value		78.97	

Source: Primary data processed, 2020

The results of the descriptive analysis showed that the average competency index score of students was 78.97%, including in the high category. Attitude competence obtained the highest results among the three competencies, namely 80.63% included in the high category. The results of knowledge competencies obtained the lowest results among attitudes and skills competencies, namely 76.85% including in the high category. The result of the skill competency was 79.42% in the high category.

Table 5. Attitude Competency Variable Index

No	Statement	Attitude Competency Aspects (*Affective*) (%)					Index (%)
		STS (1)	TS (2)	R (3)	S (4)	SS (5)	
1	Understanding the basic competencies, materials, objectives, benefits, and learning steps after being explained by the teacher.	0%	7.9%	4.8%	63.5%	23.8%	80.64
2	Receiving motivation from the teacher.	1.6%	14.3%	6.3%	49.2%	28.6%	77.78
3	Understanding the explanation from the teacher.	0%	14.3%	3.2%	52.4%	30.2%	79.76
4	Receiving a reward or appreciation from the teacher.	0%	12.7%	11.1%	63.5%	12.7%	75.24
5	Paying attention to the teacher when teaching.	0%	1.6%	4.8%	57.1%	36.5%	85.7
6	Training yourself in speaking, asking and Answering logically, systematically and using good and correct language.	0%	6.3%	7.9%	58.7%	27%	81.22
7	Critical thinking skills.	9.5%	30.2%	9.5%	38.1%	12.7%	62.86
8	Looking for information about the material.	0%	6.3%	6.3%	54%	33.3%	82.8
9	Completing assignments on time.	0%	11.1%	3.2%	66.7%	19%	78.72
10	Practicing doing practice questions.	0%	4.8%	12.7%	63.5%	19%	79.34
11	The pleasure of studying the material.	0%	4.8%	7.9%	63.5%	23.8%	81.26
12	Doing the problem in earnest.	0%	4.8%	1.6%	63.5%	30.2%	83.88
13	Achievement of learning outcomes.	0%	4.8%	9.5%	55.6%	30.2%	82.3
14	Honesty in doing exam questions.	1.6%	19%	4.8%	54%	20.6%	74.6
15	Confidence	1.6%	9.5%	7.9%	55.6%	25.4%	78.74
16	Activity in groups.	0%	7.9%	4.8%	71.4%	15.9%	79.06
17	Responsible for group discussions.	0%	9.5%	7.9%	50.8%	31.7%	80.88

No	Statement	Attitude Competency Aspects (*Affective*) (%)					Index (%)
		STS (1)	TS (2)	R (3)	S (4)	SS (5)	
18	Fairness in dividing group tasks.	0%	11.1%	3.2%	57.1%	28.6%	80.64
19	Good accomplishments when done together.	1.6%	4.8%	1.6%	39.7%	52.4%	87.36
20	Being confident when interacting.	0%	4.8%	6.3%	54%	34.9%	83.8
21	Helping others.	0%	0%	0%	60.3%	39.7%	87.94
22	Respect for teachers at school.	0%	1,6%	0%	44.4%	54%	89.84
23	Openness when interacting.	0%	9.5%	15.9%	52.4%	22.2%	77.46
24	Communicating ethically.	0%	6.3%	3.2%	57.1%	33.3%	83.42
	Average Total Index Value						80.63

Source: Primary data processed, 2020

The descriptive result of the percentage on the attitude competency variable showed the highest index value was in the statement "respect for teachers in school" with an index value of 89.84%. The next highest index value was in the statement "helping others" with an index value of 87.94%. Furthermore, the index value for the indicator "good achievement when done together" with an index value of 87.36%. The lowest index value was in the statement "critical thinking ability" with an index value of 62.86%, furthermore, in the statement "honesty in doing the exam questions" with an index value of 74.6%. The next lowest index value was in the statement "getting a reward or appreciation from the teacher" with the index score of 75.24%. Based on the average criteria, the total index value of the attitude competency variable was 80.63%, including in the high category in the range 71.00 - 100.00, so that the percentage of the attitude competency index value had the highest index value on the statement "helping others" of 89.84% and the lowest index value on the statement "critical thinking ability" of 62.86%.

Table 6. Knowledge Competency Variable Index

No	Statement	Knowledge Competency Aspects (*Cognitive)* (%)					Index (%)
		STS (1)	TS (2)	R (3)	S (4)	SS (5)	
1	Remembering learning materials.	0%	7.9%	11.1%	71.4%	9.5%	76.44
2	Adding insight into learning material.	0%	20.6%	4.8%	65.1%	9.5%	72.7
3	Believing the knowledge learned will be useful.	0%	3.2%	1.6%	52.4%	42.9%	87.06
4	Reading study material.	0%	22.2%	12.7%	57.1%	7.9%	70.08
5	Resolving errors that may occur during practice.	0%	6.3%	6.3%	73%	14.3%	79
6	Understanding study material.	0%	7.9%	6.3%	68.3%	17.5%	79.08
7	Memorization of study material.	0%	7.9%	4.8%	71.4%	15.9%	79.06
8	Expressing an opinion on the learning material.	0%	11.1%	3.2%	65.1%	21%	79.04
9	Explaining learning materials using their own language.	0%	12.7%	17.5%	54%	15.9%	74.68
10	Describing the learning material.	0%	14.3%	23.8%	54%	7.9%	71.1

No	Statement	Knowledge Competency Aspects (*Cognitive*) (%)					Index (%)
		STS (1)	TS (2)	R (3)	S (4)	SS (5)	
11	Applying 10 finger blind typing.	0%	36.5%	39.7%	20.6%	3.2%	58.1
12	Implementing the use of office machines.	0%	11.1%	1.6%	73%	14.3%	78.1
13	Implementing correspondence activities.	0%	15.9%	3.2%	60.3%	20.6%	77.12
14	Applying material in life.	0%	14.3%	4.8%	63.5%	17.5%	76.9
15	Implementing the OTKP material as a whole.	0%	12.7%	9.5%	63.5%	14.3%	75.88
16	Describing the material in more detail.	0%	12.7%	9.5%	69.8%	7.9%	74.52
17	Linking material with OTKP expertise competencies.	0%	9.5%	9.5%	68.3%	12.7%	76.44
18	Estimating errors during practice.	0%	9.5%	3.2%	68.3%	19%	79.36
19	Drawing conclusions from the material.	0%	15.9%	7.9%	63.5%	12.7%	74.6
20	Creating new ideas / ideas.	0%	12.7%	11.1%	61.9%	14.3%	75.56
21	Showing ideas / ideas to others.	0%	7.9%	1.6%	73%	17.5%	80.02
22	Building ideas / ideas from the material.	0%	9.5%	4.8%	74.6%	11.1%	77.46
23	Finding case studies	1.6%	4.8%	6.3%	65.01%	22.2%	80.3
24	Doing OTKP practice questions.	0%	6.3%	7.9%	66.7%	19%	79.62
25	Interpreting the material	0%	14.3%	4.8%	68.3%	12.7%	75.94
26	Considering ideas / ideas to others.	0%	9.5%	3.2%	68.3%	19%	79.36
27	Maintaining ideas / ideas in order to be implemented	0%	6.3%	6.3%	63.5%	23.8%	80.9
28	Having a solution to complete a case study.	0%	6.3%	4.8%	71.4%	17.5%	80.02
	Average Total Index Value						76.85

Source: Primary data processed, 2020

The descriptive result of the percentage of knowledge competency showed the most dominant index value of the knowledge competency variable, namely the statement "believing that the knowledge learned will be useful" with an index value of 87.06%. The next highest index value of the statement "to maintain an idea or ideas to be implemented" with an index value was 80.9%. Furthermore, the indicator "finding case studies" with an index value of 80.3%. The lowest index value was in the statement "applying 10 blind finger typing" with an index value of 58.1%. Furthermore, there was a statement "reading the material study" with an index value of 70.08%. The next lowest index value was in the statement "describing the learning material" with an index value of 71.01%. Based on the criteria the average total index value of the knowledge competency variable was 76.85%, including in the high category in the range 71.00 - 100.00, so that the percentage of the knowledge competency index value had the highest index value in the statement "believing the knowledge learned will be useful" with an index value of 87.06% and the lowest index value on the statement "applying 10 blind finger typing" with an index value of 58.1%.

Table 7. Skills Competency Variable Index

No	Statement	Aspects of Skills Competency (*Skills*) (%)					Index (%)
		STS (1)	TS (2)	R (3)	S (4)	SS (5)	
1	Identifying office equipment or machines.	0%	7.9%	3.2%	61.9%	27%	81.6
2	Processing observations into ideas / ideas.	0%	7.9%	6.3%	65.1%	20.6%	79.62
3	Selecting supporting material.	0%	9.5%	3.2%	69.8%	17.5%	79.06
4	Operating office equipment / machines.	0%	0%	4.8%	61.9%	33.3%	85.7
5	Mental and physical readiness to respond.	0%	14.3%	6.3%	47.6%	31.7%	79.28
6	Organizing emotions / feelings to respond.	0%	9.5%	6.3%	61.9%	22.2%	79.3
7	Skilled in communicating using other than Indonesian.	3.2%	23.8%	12.7%	41.3%	19%	69.82
8	Skilled in the practice of OTKP expertise competency.	0%	6.3%	4.8%	63.5%	25.4%	81.6
9	Having other skills apart from the OTKP field.	0%	23.8%	15.9%	50.8%	9.5%	69.2
10	Mimicking all practical activities.	0%	11.1%	1.6%	68.3%	19%	79.04
11	Reviewing the practical material	0%	14.3%	6.3%	60.3%	19%	76.74
12	Devising a plan before practice	0%	3.2%	1.6%	66.7%	28.6%	84,2
13	Minimizing mistakes when doing practice.	0%	4.8%	0%	58.7%	36.5%	85.38
14	Skilled in operating office equipment	0%	6.3%	3.2%	68.3%	22.22%	81.28
15	Skilled in managing documents.	0%	1.6%	1.6%	58.7%	38.1%	86.66
16	Skilled in handling incoming and outgoing mail.	0%	11.1%	3.2%	65.1%	20.6%	79.04
17	Skilled in identifying the work procedure of a tool.	0%	1.6%	7.9%	73%	17.5%	81.28
18	Finishing every job.	0%	9.5%	4.8%	69.8%	15.9%	78.42
19	Skilled in making your own decisions.	0%	11.1%	12.7%	58.7%	17.5%	76.52
20	Skilled in reading information in verbal or nonverbal form.	0%	17.5%	11.1%	55.6%	15.9%	74.04
21	Skilled in presenting ideas / ideas to others.	0%	11.1%	0%	73%	15.9%	78.74
22	Skilled in looking for additional material.	0%	6.3%	0%	74.6%	19%	81.2
23	Skilled in explaining learning material to others.	0%	14.3%	6.3%	63.5%	15.9%	76.2
24	Able to use problem solving.	0%	25.4%	7.9%	55.6%	11.1%	70.48
25	Developing your own skills.	0%	3.2%	4.8%	74.6%	17.5%	81.34
26	Applying the ethics of an OTKP competency.	0%	7.9%	0%	68.3%	23.8%	81.6
27	Interacting well.	0%	4.8%	4.8%	63.5%	27%	82.6
28	Maintaining the ethics of politeness.	0%	11.1%	1.6%	74.6%	12.69%	77.78
29	Motivation looking for individual learning materials.	0%	12.7%	3.2%	60.3%	23.8%	79.04
30	Providing an explanation of the learning experience.	0%	3.2%	7.9%	65.1%	23.8%	81.9
31	Looking for study materials in the library.	0%	6.3%	7.9%	71.4%	14.28%	78.68
32	Taking notes of study material.	0%	4.8%	3.2%	68.3%	23.8%	82.28
	Average Total Index Value						79.42

Source: Primary data processed, 2020

The descriptive result of the percentage of skills competency showed the most dominant index value of the skill competency variable, namely the statement "skilled in managing documents" with an index value of 86.66%. The next highest index value was from the statement "operating office equipment / machines" with an index value of 85.7%, next on the statement "Minimizing errors when doing practice" with an index value of 85.38%. The lowest index value was in the statement "having other skills besides the OTKP field" with an index value of 69.2%, furthermore, in the statement "skilled in communicating using other than Indonesian" with an index value of 69.82%. The next lowest index value was at statement "able to use problem solving" with an index value of 70.48%. Based on the criteria, the total index value of the skill competency variable was 79.42%, including in the high category in the range 71.00 - 100.00, so that the percentage of the skill competency index value had the highest index value on the indicator "skilled in managing documents" with an index value of 86.06% and the lowest index value on the indicator "having other skills besides the OTKP field" with an index value of 69.2%.

This study showed that the competence attitude (affective) got an index value of 80.63% with high criteria. Even though it had entered the high criteria, it was not yet fully optimal. There were still students who did not have a critical thinking attitude, did not have an honest attitude in doing exam questions, and did not get a reward or appreciation from the teacher. The results of this study were in line with the results of Mulyani's (2018) research, with the results showing that class X students majoring in Accounting at SMK Negeri 1 Salatiga in the academic year 2017/2018 had 21st century competence, but there were still deficiencies in honest character, actively involved in humanitarian activities and environment, thinking critically, solving problems and paying attention to and encouraging new ideas.

Knowledge competence (cognitive) obtained an index value of 76.85% with high criteria. Even though it had entered the high criteria, there were several things that had not been maximized; the students' ability in implementing 10 blind finger typing was still low. Likewise, the application of students in reading learning materials independently was still low. Students also still could not describe the learning material. Meanwhile, knowledge competencies were competencies that reflected academic or scientific disciplines so that they were used as parameters for the success and effectiveness of teaching and learning activities that had been implemented in schools.

Competency skills obtained an index value of 78.97% with high criteria. The index number was already in the high criteria, but there were still a number of items that needed to be improved. The results of this study showed that students were still less skilled in communicating using other than Indonesian, because often foreign languages were also used in the application of correspondence and on the phone, likewise, the readiness of students who were still less skilled in practicing the competency of OTKP expertise. Students were also less skilled in problem solving. Of course this also caused students to tend to be less competent in their fields.

The implementation of the 2013 Curriculum at SMK Teuku Umar Semarang had experienced several obstacles, namely students were less enthusiastic in participating in learning activities, teacher and student handbook references were not in accordance with basic competencies, the number of student handbooks could not meet the number of existing students, and students were less active in class. The existence of these obstacles, the school should have a solution to overcome these obstacles, like the teacher creates interactive learning, the school provides wifi for students facilities to look for subject matter references, the boss funds are used to duplicate books, and the teacher assigns students assignments to discuss with their study groups then present the results of the discussion in front of the class. The solution given by the researcher for dealing with existing obstacles is that the teacher should give appreciation to students who are active in class, in the form of praise or an asterisk in the student's progress book. The teacher holds literacy activities every day, students read reading books in the form of textbooks, newspapers, and certain articles. The

school adds to the collection of learning books so that students love reading.

CONCLUSION

Based on the results and the discussion of the research regarding the competence of students of class XII in the Office Automation and Management at SMK Teuku Umar Semarang, it can be concluded that the attitude competence possessed by class XII students was 80.63%, including in the high criteria. Furthermore, the results of knowledge competence possessed by students of class XII in Office Automation and Management at SMK Teuku Umar Semarang was 76.85%, including in high criteria. Then for the results of the competency skills possessed by students of class XII in Office Automation and Management at SMK Teuku Umar Semarang was 79.97%, including in the high criteria. Based on the results of research and discussion in this study, the authors provide the following suggestions: 1) The teacher should give appreciation to students who are active in class and provide motivation to passive students to dare to convey their arguments, 2) The teacher should instill character values , 3) Teachers and students should help each other develop skills related to Office Automation and Management, 4) Teachers hold literacy activities for 10 minutes before starting learning, 5) The school should generate a reading fondness movement in the school environment with how to add to the collection of reading books in the school library.

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