



Analysis of Culinary Graduates Competency in SMKN 9 Padang Needed by Industry Using NVIVO 11

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Abstract

This study aims to analyze the competence of culinary graduates of SMK Negeri 9 Padang and the competency of graduates expected by the industry. This study uses a qualitative descriptive research method. The research was conducted in three different hotels in the city of Padang, namely Whiz Prime Hotel, Grand Inna Hotel, and Pangeran Beach Hotel. Informants in this study included the culinary industry where graduates worked as well as graduates working in the industry. There are two data collection techniques used, interviews and documentation. Processing data in this study using NVivo 11 software. The results of data analysis showed that there were 17 themes on cognitive aspects, 15 themes on affective aspects, and 18 themes on psychomotor aspects. The results of the analysis of the competence of culinary graduates from SMK Negeri 9 Padang, which is expected by the industry, show that there are 7 themes summarized from cognitive, affective, and psychomotor aspects. In general, the results of the study showed that the cognitive and psychomotor aspects of graduates were good. Cognitive and psychomotor aspects include eating and drinking services, non-alcoholic drinks, pastry, Indonesian food, and continental food. Whereas in the affective aspect an increase is needed, namely the level of self-confidence, adaptation, and discipline.

INTRODUCTION

There are two education systems in Indonesia that prepare graduates to become workers, one of which is the vocational high school. Based on Article 15 of the Law on National Education System Number 20 of 2003 states that vocational education is formal education that is equivalent to a work-oriented secondary school, so graduates are ready to work in accordance with their respective fields..

According to Surya et al. (2013: 10), Junior High School (SMP) and Senior High School (SMA) graduates who want to enter the workforce must be trained first. Similar training to enter the workforce is not needed by graduates of Vocational, Diploma/Polytechnic, and Specialist. This is because the education of vocational and vocational education has created graduates who are ready to use.

The Government of the Republic of Indonesia through the Ministry of National Education (Depdiknas) has made a Strategic Plan (Renstra) to reduce the unemployment rate, by increasing the ratio of SMK:SMA by 50:50 in 2010 and 70:30 in 2015. The ratio of the intended ratio is increasing the number of SMKs compared to SMA. With this ratio comparison, it is expected that junior high school graduates prefer vocational school to high school. But in reality, this Strategic Plan has not yet reached the target.

Based on data from (Badan Pusat Statistik (BPS) 2018), it is known that Vocational High Schools (SMK) are the highest producers of the Open Unemployment Rate (TPT) compared to other levels of education. Another problem that arises is that the business / industry considers general education graduates better than vocational education graduates. This is due to the fact that vocational education only directs graduates to have very specific skills in their respective fields (Forster dan Bol, 2018:176-177; Hanushek et al, 2017:49)

Vocational schools should help students choose careers in competency, adjust to the work environment, and have a professional attitude to work. One of the goals of vocational education is to provide students with knowledge in schools

needed by industry. This is intended so that there is no gap between the needs of the industry with the competence of vocational graduates. Lack of work readiness is also a problem that is considered by the industry (Pollard et al., 2015)

The interview results to the BKK coordinator at SMK 9 Padang in October 2018, it is known that culinary graduates have worked in several hotels, cafes, bakery shops, catering, hospitals, and there are a number of graduates who work not in food such as cellphone counters, electronic store, and others.

The results of Siti's (2005: 12) study show that the framework of the vocational education party has not led to expected work-based learning, so that in the learning process it is not in line with the quality insights, market insights, and time horizons expected by the world of work. The concept of link and match has also not been applied perfectly by vocational education actors in the learning process.

METHODOLOGY

This study uses a qualitative descriptive research method. Lexy (2011: 3) explains that qualitative research is one of the research procedures to get descriptive data in the form of written or oral words from individuals that can be observed. The research was conducted at the Whiz Prime Hotel, Grand Inna Hotel, and Pangeran Beach Hotel. Informants in this study included the culinary industry where graduates worked as well as graduates working in the industry. The three research hotels are large hotels in the city of Padang. The competency of workers needed is also very relevant to the competence of vocational culinary graduates, namely processing of pastry products, catering services, and services learned in the Cooking Skills Competency Vocational School.

The technique of collecting data is by conducting interviews and documentation. Interview guidelines are designed to facilitate the interview process. Processing data in this study used NVivo 11 software. Data collection with interviews was conducted related to the competence of graduates of SMKN 9 which

included aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor) and several supporting questions to add information needed.

RESULTS AND DISCUSSION

Results

Cognitive aspects

Qualitative data was obtained from the results of direct interviews with nine Informants

consisting of three industrial parties and six graduates of Padang 9 Vocational High School related to cognitive or knowledge aspects of SMKN 9 graduates. Based on the thematic results using NVivo 11 software found 17 important themes related to cognitive aspects. 17 of these important themes are thematic results from five related cognitive aspects. In order to make it clearer, the results of the Nvivo 11 analysis can be seen in Figure 1

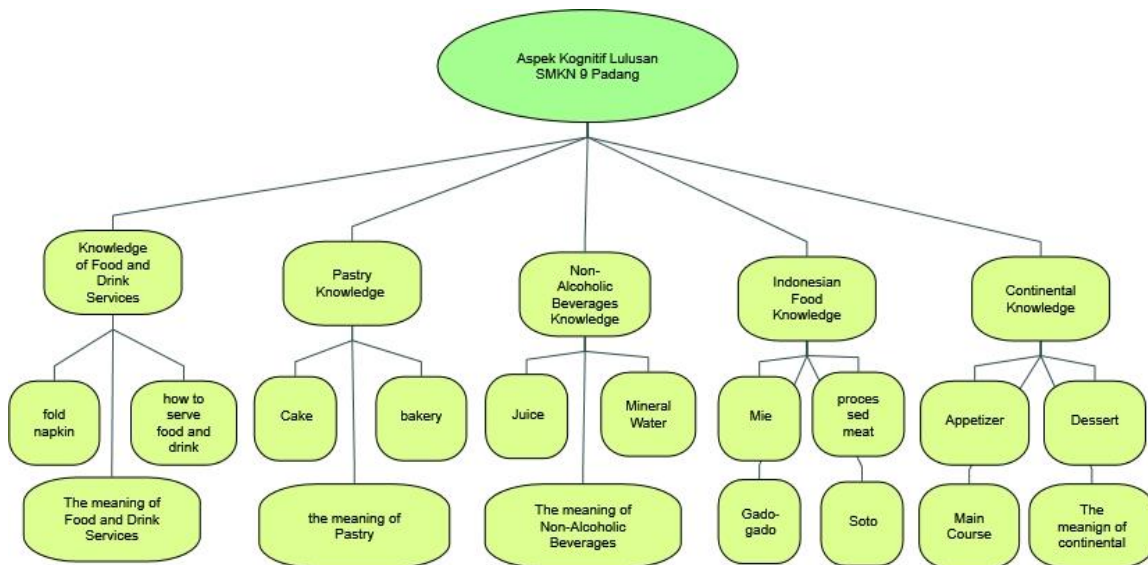


Figure 1. Description of the Cognitive Aspects of SMKN 9 Culinary Graduates

17 themes obtained based on NVivo analysis as shown in Figure 1 were delivered by Informants when the interview was conducted. These themes were conveyed by Informants with different language styles, but in principle they had the same goals and meanings. The following themes will be drawn on cognitive aspects.

First: the theme of the service of eating and drinking. In general, all Informants who came from graduates of SMKN 9 Padang had good knowledge of food and drink services as evidenced by being able to answer questions properly and correctly when the interview was conducted. In line with industry statements that graduates have good knowledge on the theme of food and drink services.

Second: Pastry Knowledge. In general, all Informants who came from graduates of SMKN 9 Padang had good pastry knowledge which was proven by being able to answer questions

properly and correctly when the interview was conducted. In line with industry statements that graduates have good knowledge on this pastry theme.

Third: Knowledge of Non-Alcoholic Beverages. In general, all Informants who came from graduates of SMKN 9 Padang had good knowledge of Non-Alcoholic Beverages proven by being able to answer questions properly and correctly when the interview was conducted. In line with the industry statement that graduates have good knowledge on the theme of Non-Alcoholic Beverages.

Fourth: Indonesian Food Knowledge. In general, all Informants who came from graduates of SMKN 9 Padang had good knowledge of Indonesian food as evidenced by being able to answer questions properly and correctly when the interview was conducted. In line with the statement of the industry that graduates have

good knowledge on the theme of Indonesian Food.

Fifth: Continental themes. In general, all Informants who came from graduates of SMKN 9 Padang had good continental knowledge that

was proven by being able to answer well and correctly when the interview was conducted. In line with the industry statement that graduates have good knowledge on this Continental Theme

Table 1. Description of Interview Conclusions on The Theme of Cognitive Aspect

Theme	Informant	Conclusion of interview
Knowledge of Food and Drink Services	SMK graduates	If the service of eating and drinking is like a court order. Like the continental, how to serve each menu is different. Appetizers are different, main courses are different, dessert is different. The equipment used is also different. Then there is learning napkin folds on the table.
	Industry	I think they have good knowledge on this aspect. they know how to serve guests well
Pastry Knowledge	SMK graduates	In hotels, pastry produces cakes, bread. Pastry is one of the desserts. There are many kinds, most commonly cake, bread.
	Industry	Yes, their knowledge is good in pastry. There is also a pastry section here also processing cake, bakery too. They understand about the pastry
Knowledge of Non-Alcoholic Beverages	SMK graduates	Types of drinks that do not contain alcohol. Incidentally, in the hotel there is no production of alcoholic beverages. For example there are coffee, tea, water, milk, juice
	Industry	Good, their knowledge is good on this aspect, just need more improvement
Indonesian Food Knowledge	SMK graduates	Indonesian or Indonesian cuisine is a variety of authentic Indonesian dishes. His trademark is in the spices used ... There are soto, processed meat preparations like rendang, chicken curry, water spinach. Much more
	Industry	In this aspect their knowledge is also good. when they started working, they were asked about this aspect, they could answer. When they first worked, I felt they did not understand, but they could step by step to learn more
Continental Knowledge	SMK graduates	continental is a western food menu. Different from Indonesian food. Continental has three types, appetizer, main course, dessert. The regular appetizer tastes sweet, maincourse is heavy food, dessert is food after maincourse
	Industry	The continental knowledge of SMK graduates is good in my opinion. They know the menu of appetizer, main course, dessert. still need to be improved again

Affective aspects

The affective aspects in this study relate to the attitudes and values possessed by graduates of SMKN 9 Padang. Affective aspects include the nature of behavior such as feelings, interests, attitudes, emotions, and values. Based on the

thematic results using the NVivo 11 software found 15 important themes related to cognitive aspects. 17 This important theme is the Thematic result of the five related affective aspects. In order to make it clearer, the results of the Nvivo 11 analysis can be seen in Figure 2.

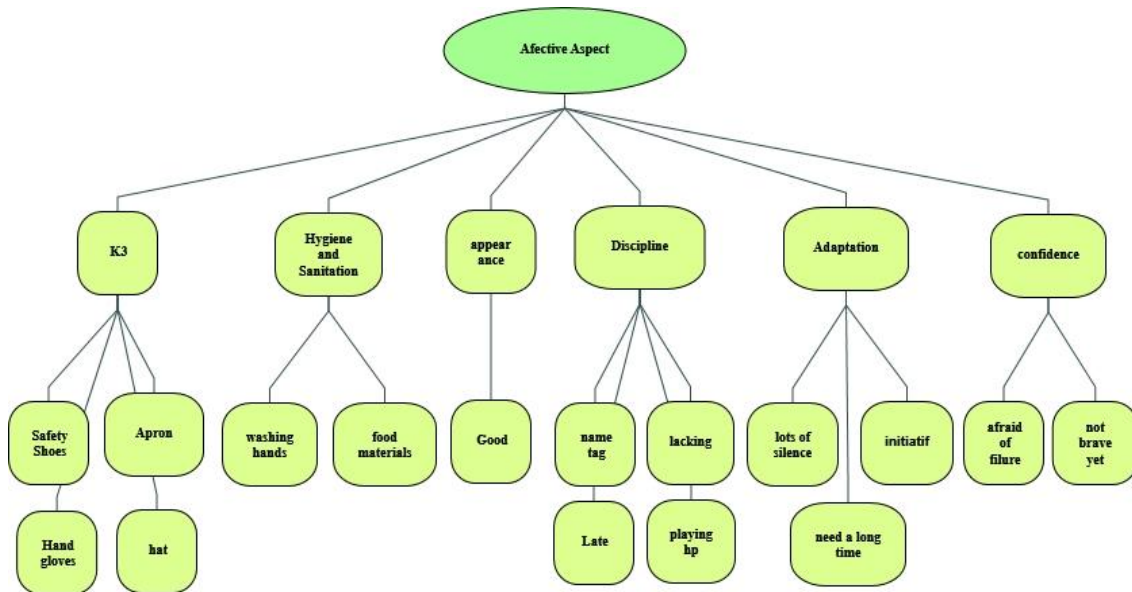


Figure 2. Description of the Affective Aspects of SMKN 9 Culinary Graduates

The 15 themes obtained based on NVivo analysis as shown in Figure 2 were conveyed by the Informant when the interview was conducted. These themes are conveyed by informants with different language styles, but in principle have the same purpose and meaning. The following themes will be drawn on cognitive aspects.

First, theme of Implementation of Occupational Health and Safety (K3). Based on the results of interviews with the industry it is known that graduates have implemented good Occupational Health and Safety (K3) procedures. Please note that the application of these two procedures is very important in all processing industries, including the food industry which requires sterile processing so that food and beverages are not contaminated with bacteria. And not the occurrence of work accidents during work. In line with the results of interviews with graduates, it shows that graduates already know and carry out Occupational Health and Safety procedures well.

Second, hygiene and sanitation theme. Based on the results of interviews with the industry, it is known that graduates have implemented hygiene and sanitation well but still need improvement. In line with the results of interviews with graduates, it shows that graduates already know and implement hygiene and sanitation well.

Third, the theme of appearance. Based on the results of interviews with the industry, it was found that graduates were categorized. In line with the results of interviews with graduates, it shows that graduates already know and implement good ways to look.

Fourth, the theme of discipline. Based on the results of interviews with the industry it is known that graduates still do not carry out discipline properly, as evidenced by the presence of graduates who arrive late resulting in graduates being reprimanded and given warnings for neglecting the duties and responsibilities of graduates as employees or workers in the industry. There are also graduates who don't use name tags so they are difficult to recognize and call. The industry also said that graduates sometimes fuss at work and play mobile phones. Then interviews were conducted with graduates to reassure the truth of the industry statement. The results of the interview indicate that graduates are indeed still late for various reasons. Observations to graduates during interviews were also conducted and it was proven that some graduates did not use name tags.

Fifth, adaptation theme. Based on the results of interviews with industry and graduates related to the ability to adapt to graduates in the workplace, it shows that in the early days of work graduates are still difficult to adapt and more

silent, making graduates less initiative to ask new things. But over time, the adaptability of graduates has increased. The results of interviews with graduates show that graduates are less able to adapt, especially at the beginning of work.

Sixth, confident theme. Based on the results of interviews with the industry and graduates related to the ability to adapt graduates at work shows that. There is a difference in the level of confidence of graduates of Padang 9 Vocational High School from industry as the

subject of research. Whiz Prime Hotel and Pangeran Beach Hotel consider that the level of confidence of graduates of SMKN 9 Padang is good. But a different statement was expressed by the Grand Inna Hotel which stated that graduates were still afraid to start processing food and waiting for instructions from seniors or chefs. The results of interviews with graduates show that graduates lack confidence, especially at the beginning of work.

Table 2. Description of Interview Conclusions on The Theme of Affective Aspect

Theme	Informant	Conclusion of interview
Implementation of Occupational Health and Safety (K3)	SMK graduates	<i>Already applied, must use a hand glove, must wear special shoes, wear an apron, shoes, standard shoes, dress, if the floor is slippery it's dangerous. like a fire engine, safety kitchen. must be careful, safety is considered</i>
	Industry	<i>hand glove so it doesn't get hot when holding the baking sheet from the oven</i> <i>the application of K3 by graduates is good, such as the use of safety shoes, gloves when in the pastry section</i>
Hygiene and Sanitation	SMK graduates	<i>Hygiene sanitation has been applied, such as before entering the kitchen washing hands first, the vegetables are washed clean</i> <i>For example, to taste food, do not use hands, but use a spoon. Hair is tied, wear a hat, so there is no hair falling on the food</i>
	Industry	<i>the implementation of sanitation hygiene is good, they apply it in the kitchen</i>
appearance	SMK graduates	<i>The appearance is the first to be judged, if the guests see our appearance is not good, they can just not be eating. Must be neat, from top to bottom.</i>
	Industry	<i>Yes, very important. Even though it works in the kitchen, appearance must also be considered. Do not let people see us not good because the appearance is not good</i>
Discipline	SMK graduates	<i>Every now and then I arrive late, we don't know what happens suddenly, ... the name tag is missing, it hasn't been made new, ... yesterday was also asked by chef</i>
	Industry	<i>... but there are still graduates who are incomplete such as not using nametag so that it is difficult to be called, ... graduates are still lacking in discipline and responsibility, for example there was a late entry ... if graduates make mistakes they will be reprimanded, like being late. industry assesses the level of discipline and responsibility. if it has been reprimanded it will change</i> <i>graduate discipline is still lacking, such as talking in the work area, causing noise or playing hp during working hours so it must be reprimanded</i>
Confidence	SMK graduates	<i>... there is a fear of failure. when I first started working there was fear, but because I often did it, now I was confident enough</i>
	Industry	<i>... graduates lack self-confidence in processing, graduates wait for instructions from seniors, what to prepare, then they work, if to overtake them is not yet brave ... they are waiting for instructions from superiors, have not dared to do before there is instruction from the chef</i>

Psychomotor aspects

Qualitative data was obtained from the results of direct interviews with nine informants consisting of three industry people and six graduates of Padang 9 Vocational High School related to psychomotor aspects or skills in graduates of SMKN 9 Padang. Based on the thematic results using NVivo 11 found 18 important themes related to psychomotor aspects.

18 themes obtained based on NVivo analysis as shown in Figure 3 were conveyed by the Informant when the interview was conducted. These themes are conveyed by Informants with different language styles, but in principle have the same goals and meanings. The following themes will be drawn on cognitive aspects.

First, the theme of serving food and drinking. In general, all Informants who came from graduates of SMKN 9 Padang had the skills to serve good food and drink as evidenced by being able to answer the questions well and correctly about how to serve food and drink when the interview was conducted. In line with the statement of the industry that graduates have good skills at Theme serving this food and drink.

Second, pastry processing theme. In general, all Informants who came from graduates of SMKN 9 Padang had good pastry processing skills as evidenced by being able to answer the questions well and correctly about how to process pastry when the interview was

conducted. In line with the statement of the industry that graduates have good skills in this pastry processing theme.

Third, general, all informants who came from graduates of SMKN 9 Padang had good non-alcoholic beverage processing skills as evidenced by being able to answer the questions well and correctly about how to process non-alcoholic drinks when the interview was conducted. In line with the statement of the industry that graduates have good skills in the theme of processing these non-alcoholic beverages.

Fourth, processing Indonesian food theme. In general, all Informants who came from graduates of SMKN 9 Padang had good Indonesian food processing skills as evidenced by being able to answer the questions well and correctly about how to process Indonesian food when the interviews were conducted. In line with the statement of the industry that graduates have good skills on this Indonesian food theme.

Fifth, continental food processing theme. In general, all informants who came from graduates of SMKN 9 Padang had good continental food processing skills as evidenced by being able to answer questions correctly and correctly about how to process continental food when the interview was conducted. In line with the statement of the industry that graduates have good skills in the theme of processing this continental food.

Table 3. Description of Interview Conclusions on The Theme of Psychomotor Aspect

Theme	Informant	Conclusion of interview
Food and Drink Serving	SMK graduates	<i>. ... For example a table set up, there are several kinds like basic, standard, elaborate. What is needed is a plate, fork, spoon, knife, glass, napkin too. all equipment is arranged according to what model set table. There are also various forms of napkins or napkins ... I have made pocket folds, tulips, pyramids, some are difficult, some are easy.</i>
	Industry	<i>... they are sometimes rolling places. sometimes in the kitchen or restaurant. In restaurants, all this time they have seen good work. They can set up tables, fold napkin, and serve guests.</i>
Processing Pastry	SMK graduates	<i>Oh yeah, I happened to be in the pastry now. We process cake, bread, pastry, everything. For bread for breakfast, it is processed every day. The ingredients are flour, butter, sugar, salt, the most important yeast so the mixture expands. When processing everything, we enter all of them, and there are several fermentation</i>

Theme	Informant	Conclusion of interview
		<i>processes before we process them. Unlike the cake, the way to process it is different. Cake does not have fermentation</i>
		<i>The most important thing is choosing the ingredients, it must be good. How to process it too, because if from the beginning it's been wrong the results are also bad. puff pastry which is rather difficult to process. Because you have to fold it, put it in the refrigerator. The material needed is a corsvet. judge the good pastry from the fold. different from cake and bread.</i>
	Industry	<i>they're good at pastry skills. Usually processing cake, bread, pastry too. They already know the ingredients. How to process it</i>
Non-Alcoholic Beverage Processing	SMK graduates	<i>This means that there is no alcohol content. There are various kinds of hotels, for breakfast there is tea, coffee, juice.</i>
		<i>There is also a rather difficult one, like a milkshake. There are also more materials and tools, sometimes topping up</i>
	Industry	<i>Their skills are good. They all can make it because it's simple and not difficult.</i>
Indonesian Food Processing	SMK graduates	<i>Indonesian food is typical in spices, for processing various kinds of side dishes. For example making rendang, there are chili, red onion, garlic, turmeric, ginger, galangal, orange leaves, lemongrass, many more. How to cook it for a long time until the meat is cooked, the color is brownish. Many Indonesian dishes are also processed</i>
	Industry	<i>Good, they are able to process Indonesian cuisine well. Processing soto, satay, much more</i>
Continental Foods Processing	SMK graduates	<i>There are appetizers, main meals, dessert. Appetizers are all kinds too, there are salads, cocktails, canapes. It doesn't take long to make a salad. vegetables, continue dressing. Main food or main course. For example steak, the meat is fillet first, then cooked on a non-stick pan. Served with potatoes, carrots, as well as sauces. For dessert like ice cream, cake, sorbet.</i>
	Industry	<i>For example, yesterday there were graduates who processed steaks for the main course, the guests liked. They usually ask first, then we try first before giving it to the guest. So far so good</i>

Industrial Needs

Qualitative data is obtained from the results of direct interviews with three industry parties related to industry needs. The results of interviews with industry shows that in general the industry requires all three aspects of graduate competence, namely cognitive, affective, and psychomotor, inherent in graduates. However, there are several important themes related to the competence of culinary graduates of SMK Negeri

9 Padang which are of particular concern to the industry. This theme is a competency that is needed by industry but is not yet fully available to graduates. Based on the results of the best using NVivo 11 software found seven important themes related to competencies specifically graduates of Cooking System 9 of Padang State Vocational High School which are the needs of the industry. In order to make it clearer, the results of the Nvivo 11 analysis can be seen in Figure 4.

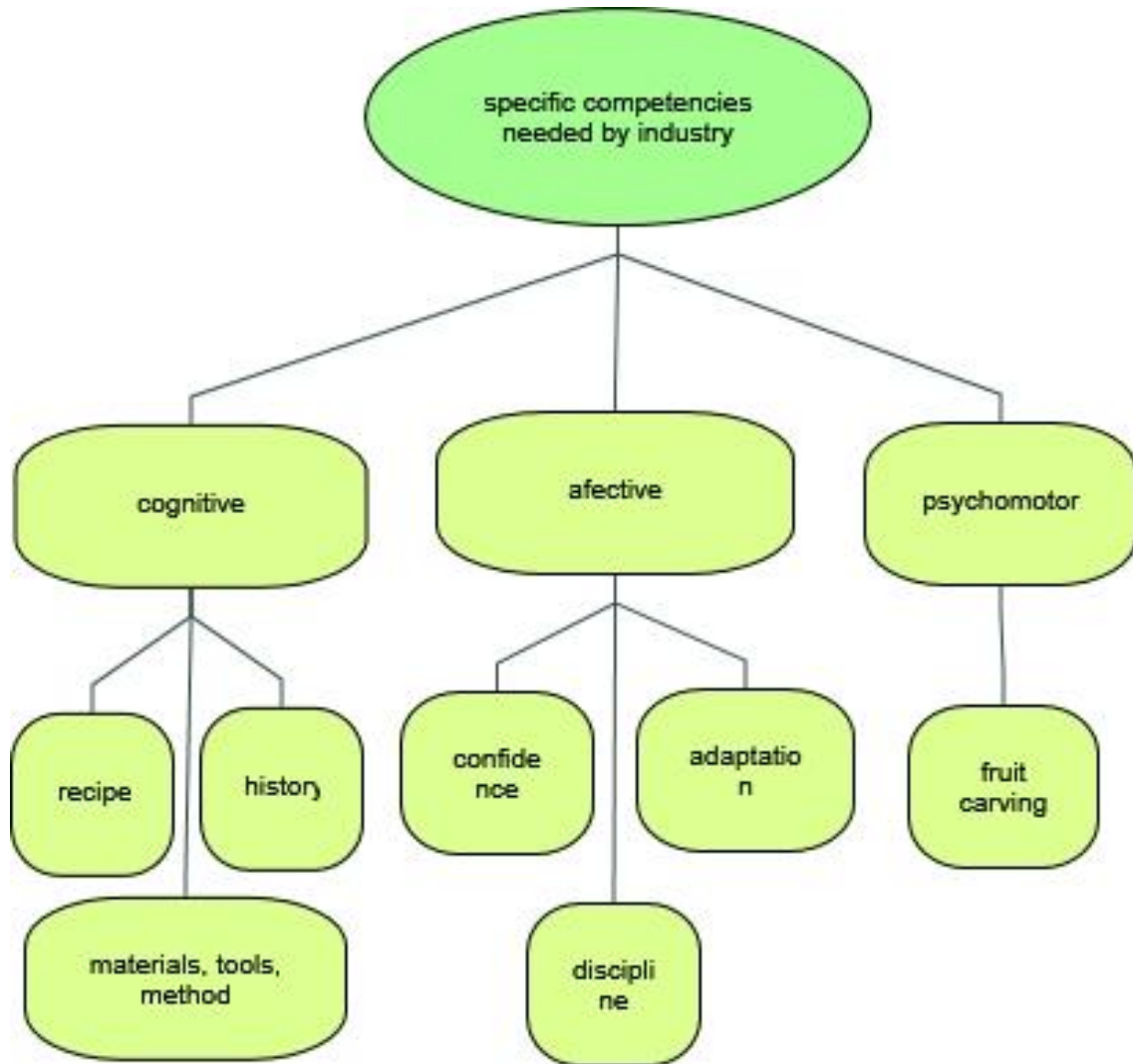


Figure 4. Descriptions of Specific Competencies of culinary graduates of SMK Negeri 9 Padang that Become Industrial Needs

Seven themes obtained based on NVivo analysis as shown in Figure 4 were conveyed by the Informant when the interview was conducted. These themes are conveyed by Informants with different language styles, but in principle have the same goals and meanings. The following themes will be drawn on cognitive aspects.

First, cognitive themes. In general, all industrial informants stated that the industry's most needed knowledge is the basics of food processing, such as various pieces. History or history of processed foods is also considered important for the industry. To master the required knowledge, the industry considers that each graduate has different times depending on each individual. If graduates have high

motivation to ask questions, they will quickly master the knowledge. However, the industry feels that graduates' knowledge needs to be improved again following the current development. Materials, tools, methods are also industrial needs.

Second, Affective themes. In general, all informants from the industry stated that graduates need an increase in the affective aspects, namely the level of discipline, adaptation, and confidence.

Third, Psychomotor themes. In general, all informants from industry stated that generally the skills of graduates were good and needed by the industry. The skill needed by the industry is fruit carving skills

Table 4. Description of interview conclusions on Industry Needs

Theme	Informant	Conclusion of interview
Cognitive	Industry	<i>the knowledge most needed by the hotel industry is only standard, which is important in food processing, namely the standard recipe, such as making fried noodles, the standard must be the same, the industry's most needed knowledge is its basic, like sauces, pieces, history of food and drinks because it's useless to process if you don't know the history, the initial stages Knowledge needed is how to distinguish materials, tools, methods according to the recipe. The time must also be considered, not to over</i>
Affective	Industry	<i>From the attitude, it really needs improvement. From her confidence, don't be afraid, discipline too. Their adaptation, should be able to adjust quickly, ask lots of questions, don't keep quiet. Self-confidence too, how do graduates not feel inferior, don't wait for orders Not only good skills, but the attitude of graduates must also be good, so it is balanced. Starting from his discipline, his responsibilities, trusting himself</i>
Psychomotor	Industry	<i>What is needed now is fruit carving skills, usually for plating to be interesting. In general, it is good, just to improve the skills of graduates</i>

Discussion

The results of interviews showed that the industry needed cognitive, affective, and psychomotor aspects that were good for graduates of Cooking School 9 in Padang. These three aspects in the work world are better known as hard skills and soft skills. Hard skills include knowledge and skills in food processing. The results of the study showed that graduates of Padang Vocational High School 9 had good hard skills, as evidenced by the results of interviews with the Informants. However, the industry said that graduates' soft skills were still not good and needed an increase in the level of self-confidence, adaptation, and discipline of graduates. The application of Occupational Health and Safety, hygiene and sanitation and appearance have been assessed well by the industry

The industry's most needed knowledge is the basics of food processing, such as various pieces. History or history of processed foods is also considered important for the industry. Interviews with graduates show that there is still knowledge and skills that are not available at school but are needed by the industry, such as fruit carving.

Not only does it require good hard skills from graduates of SMKN 9 Padang, but the industry also revealed that soft skills are also needed in the industry. Soft skills themselves are interpreted as all aspects of generic skills that include cognitive elements related to non-academic abilities (Sharma, 2009). Soft skills include personal quality, interpersonal skills, and additional skills / categories of knowledge that all contribute to general literacy (Schulz, 2008).

The interview results showed that one of the soft skills needed by the industry in the graduates of Padang Vocational High School 9 was self-confidence. In line with several research results that reveal that self-confidence is one of the important soft skills needed by the world of work (Rainsbury et al., 2002), (Khanna, 2015), (Mariah dan Sugandi, 2017).

In addition, the adaptability of graduates of SMKN 9 Padang is also a soft skill needed by the industry. Adaptability is one of the top ten soft skills needed in the world of work (Robles 2012). Adaptability is a major component of success in the workplace (Connell, Mcneely, & Hall, 2008), (Ingusci et al., 2019). With good adaptability, workers will be easy to accept new challenges and change situations in the future.

The level of discipline is also a soft skill needed by the industry. Work discipline which includes responsibility has the greatest influence on employee performance (Razak, Sarpan & Ramlan, 2018), (Simatupang & P., 2018), (Ogen, 2018). Discipline is an action that must be taken continuously to improve bad behavior of employees in the event of violations of policies and standards. Discipline guidelines are designed to comply with labor standards that must be provided to employees through appropriate communication (Nwinyokpugi dan Management, 2018).

Soft skills are the most emphasized aspect in the world of work (Haimi et al. 2014), (Rainsbury et al., 2002). In the fourth industrial revolution today, the importance of soft skills is more emphasized among workers (Sobri et al. 2017), although in the world of work both skills are also needed to ensure that workers have many skills in performing various tasks given in order to increase productivity and competitiveness (Dewiyani, 2015), (Robles, 2012).

According to (Widarto, 2012), (Sauffie, 2015) Vocational Schools (SMK) tend to train students in technical careers for technical and knowledge skills. In terms of developing aspects of social skills, schools do not allocate enough. This fact is a gap between the world of vocational education and the industrial world

The results of the study by (Suryanto, 2013) show that only 47% (less than 50%) are relevant between soft skills in vocational high schools and soft skills requirements in the business / industrial sector. In determining the soft skill attributes that will be taught in schools, schools must consider the soft skill attributes needed by business / industry and analyze the soft skills taught in school according to students.

Schools must create a culture that can be applied and develop students' soft skills. School culture should create a more innovative and competitive environment by organizing various events and activities and encouraging student participation in activities to improve their soft skills. Public speaking, quiz competitions, lectures, and other activities need to be carried out to improve soft skills among students. In addition, schools must also strive to create

culture and environment so students develop interest so that their soft skills can be improved both directly and indirectly (Sobri et al., 2017). Such skills need to be developed and fostered during the school process and integrated into classroom activities. producing high-quality students with good soft skills must be achieved through teacher and administrative schools helping with a better school environment which includes cultural support and classroom activities.

CONCLUSION

Based on the results of data analysis, it can be concluded that culinary graduates from SMKN 9 Padang have good competencies in cognitive and psychomotor aspects, but different from the affective aspects of graduates who feel they still need to be improved. Competencies of graduates of SMKN 9 Padang needed by the industrial world of work include three aspects, namely cognitive (knowledge), attitude (affective), and psychomotor (skills). These three aspects in the world of work are better known as hard skills and soft skills. Hard skills include cognitive and psychomotor aspects, namely knowledge and skills in food processing while soft skills cover affective aspects, namely self-confidence, adaptability, discipline, and responsibility.

SMKN 9 Padang it is recommended to adjust the growing needs of the industry with graduate competencies. Industry and graduate users are advised to provide input as an evaluation material for schools, provide feedback on schools about competencies expected by the industry, and provide information about developments in the industrial world. Cooperation with schools is also needed so that graduates of SMKN 9 Padang can become graduates who have skills or abilities needed by the industry

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