

FOREWORDS

This proceeding aims to disseminate valuable ideas and issues based on research or literature review in the field of vocational, technical and engineering studies, which have been presented in 4th International Conference on Technical and Vocation Education and Training. This conference has taken place in Hospitality Center Universitas Negeri Padang, November 9-11, 2017.

The theme of Conference focused on the perspective of technical and vocational education and training for sustainable society to face the challenges of 21st century, globalization era, and particularly Asian Economic Community. To overcome the challenges, we need the innovation and change in human resources development. Technical vocational educational and training have essential roles to change the world of education and work in order to establish sustainable society.

Undoubtedly, TVET need to enhance the quality of learning by developing various model of active learning, including learning in the workplace and entrepreneurship. Create innovation and applied engineering as well as information technology. Improvement of management and leadership in TVET Institution, and development of vocational and technical teacher education.

Many ideas and research findings have been shared and discussed in the seminar, more than 176 papers have been collected and selected through scholars, scientists, technologist, and engineers'. as well as teachers, professors, and post graduates students who participated in the conference.

Eight keynote speakers have taken a part in the conference, namely Prof. Intan Ahmad, Ph.D. (Director general of learning and student affairs, Kemenristek Dikti) and Prof. Josaphat Tetuko Sri Sumantyo, Ph.D. (CEReS Chiba University) and Prof. Dr. Maizam Alias (UTHM Malaysia) and Prof. Ganefri, Ph.D. (Rector of UNP) and Prof. Dr. Ramlee bin Mustapha (UPSI Malaysia) and Prof. Nizwardi Jalinus, Ed.D. (Chair of TVET doctoral program, FT UNP) and Prof. Michael Koh, Ph.D. Dr. Fahmi Rizal, M.Pd., MT (Dean of FT UNP). They all have a great contribution for the success of the conference.

Finally, thank a million for all participants of the conference who supported the success of 4th International conference on TVET 2017 and most importantly, our gratitude to all scholars who support and tolerated our mistake during the conference.

Padang, 9 November 2017

Prof. Dr. Nizwardi Jalinus, M.Ed Chair of Scientific Committee

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STUDENT COMPETENCY MODEL OF VOCATIONAL HIGH SCHOOL

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ABSTRACT:

This study aims to reveal a model of vocational student competency. Student competence model is important to be studied in order to find the dominant factors that influence the competence of vocational students. The development of science and technology has led to various factors that allegedly dominant influence the competence of vocational students. In this research, a student competency model involving three exogenous variables, namely Basic Literacy, Learning Skill, and Character Quality; while the endogenous variable is the Vocational Student Competency. Respondents of the research were 438 students of 9 state vocational schools scattered within the province of West Sumatra. The data were analyzed using SEM techniques, and the results showed that, except for Financial and Cultural Literacy Indicators in Basic Literacy variable, the three exogenous variables significantly influence Vocational Student Competency. So, it can be concluded that Basic Literacy, Learning Skill, and Character Quality altogether significantly influence Vocational Student Competency.

Keywords: Vocational Student Competency, Basic Literacy, Learning Skill, and Character Quality.

1. INTRODUCTION

Indonesia has a large population potential of 255,182,144 people (BPS, 2016). The main assets are very important in the nation's development. However, if not supported by good quality of human resources, the valuable asset will be a national burden. Human resources play an important role in every movement of development. Until today the quality of Indonesian human resources has not met expectations. One of the factors affecting that low quality of human resources is low quality of education, while the competition is getting tighter in the world globalisation.

To address the above challenges more attention should be given to education sector, especially education that produces human resources ready to enter the workforce. Vocational education has a strategic role in producing competent graduates. Along with the concept, the government has paid serious attention to revitalizing vocational education. Realizing that high quality human resources can accelerate the nation's development, the government has issued Presidential Instruction No. 9/2016 on the revitalization of Vocational High School (SMK) in order to improve the quality and competitiveness of Indonesian human resources.

Vocational education aims to prepare learners to be ready to work in the field relevan to their abilities and skills. The skills and abilities are gained by learners through theory and practice during their studies in vocational schools. Vocational High Schools or Sekolah Menengah Kejuruan (SMK) is closely related to the industry because its large contribution in producing industrial employees.

By improving the quality of learning process in SMK, it was believed that the quality of industrial workforce will be increased, and in turn it will increase the national economic growth.

Reflecting to other countries such as the United States, France, Korea, Australia, and China it can be said that their economic progress is supported by reliable human resources as a result of education, especially vocational education. They are considered as



successful countries in managing the human resources as the result of vocational education.

The quality of human resources which graduate from vocational education was influenced by many factors, such as curriculum, educator, learning process, facilities and infrastructure, tools and materials, school school management, and environment. Therefore, in order to produce competent graduates, vocational school leaders need to focus their attention on the process of learning when students are educated and forged in school. To support the process, information about the determinants of the competency of vocational school students needs to be models disclosed. Several of student competence have been studied, but special research on competency model of vocational school students in accordance with the progress of science and technology is still rare.

Broadly speaking, the competence of vocational school students includes knowledge, skills, and work attitude owned by students must meet the need or requirement of industry. Furthermore, today's challenges for vocational students rapidly increase following the rapid progress in the industrial field. One of the dominant factors, that influence it, is the advance of science and technology itself. In addition, the needs factor has to be considered, for example, societal needs, industrial needs, profes-sional needs, vision needs, and scientific needs. In this global era, skills become a key factor in the development of student's vocational competencies. It was called "Four C" stand for Critical Thinking, Creativity, Communication, and Collaboration.

According to Baso (2003) competence is a major skill, knowledge, and attitude needed to achieve effective performance in workplace . Furthermore, Spencer & Spencer (1993), defines competency as an underlying characteristic of an individual that is casually related to criterion-referenced affective and/or superior performance in job situation".

Griffin et al. (2012) in a book entitled Assessment and Teaching of 21st Century Skills reveals four groups of skills, namely Ways of Thinking, Ways of Working, Tools for Work, and World Life Skill. The ways of thinking include creativity and innovation, critical thinking, problem solving, decision making, learning how to learn, and metacognition. Ways of Working includes com-munication and collaboration or cooperation. Tools for Work includes information and information technology and communication skills. Then World Life Skills include citizens' awareness, and life, personal and career social responsibilities including cultured awareness.

From another point of view, Trilling and Fadel (2009) initially classified 21st century skills into three factors, namely learning skill (critical thinking, creative thinking, collaboration, and commun-ication); proficiency (information literacy, media literacy, and technology literacy); and life skills (flexibility, initiative, social skills, productivity, and leadership).

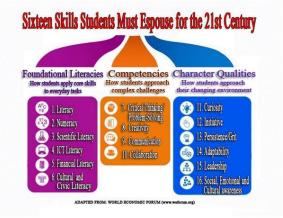


Fig. 1 The 21st Century Competency

Figure 1 shows the new developments in the formation of student competencies that



surfaced in the World Economic Forum (2017) determined by several skills covered in three main factors. First, the Basic Literacy factor refers to how students apply core skills (read, write, and count) in everyday life. Second, the "competencies" factor refers to how students approach when faced with challenges. Third, the Quality of Character factor refers to how the student approaches when facing environmental change.

Based on the above explanation, the implementation of SMK must consider various important factors or variables. The question that must be answered immediately is how to model the competency of vocational students who can anticipate present and future challenges. Therefore, this study aims to answer this last question, which reveals the model of competence of vocational students. It is expected that this research can produce a competency model of vocational students that presents empirical evidence of factors or variables determining the competence of SMK students to face challenges in the global era for the present and the future.

The problem statements in this research are:

- a. Whether or not Basic Literacy, Learning Skills, and Character Quality influence the competence of vocational school students?
- b. Which one of the three variables has the greater impact on student competence?

2. method

This quantitative research was conducted at SMK (Vocational High School) in West Sumatera.In this study there are 2 types of variables, endogenous variables, namely the competence of vocational students. Exogenous variables in this study are all factors that participate in determining or influencing latent variables, namely Basic Literacy (BL), Learning Skills (LS), and Quality Character Quality (CQ); meanwhile the endogenous variable was Student Competency (SC).

The research population is a student of SMK in West Sumatera, and sample are 438 students taken from 9 SMK which is randomly selected, they are: SMKN 1 Padang, SMKN 5 Padang, SMKN 1 Sintoga, SMKN 1 Pariaman, SMKN 2 Solok, SMKN 1 Bukittinggi, SMKN 2 Payakumbuh, SMKN 1 Guguak, and SMKN 1 Lintau Buo.

The data were collected by using questionnaires and observation. Statistical computer program used in this research is PLS (Partial Least Square) was used to analize the research data. The relationships among variables are described in the structural model, and PLS was used to determine whether the endogenous variables influence exogenous variable.

3. RESULTS AND DISCUSSION 3.1 Variable Description

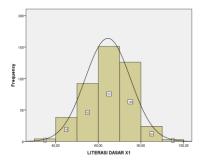


Fig.2 Histogram of Basic Literation

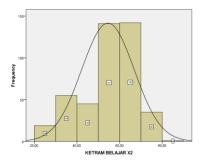


Fig.3 Histogram of Learning Skill



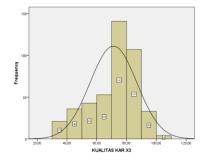


Fig.4 Histogram of Character Quality

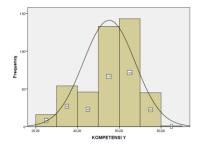


Fig.5 Histogram of Student Competency

Figure 2 to 5 above shows the histogram of all variables included in this research.

Table 1 Variables Statistic

Variables	Mean	Min	Max
BL	64,47	33	91
LS	54,52	20	80
CQ	71,17	30	102
SC	55,19	22	80

Note: BL=20 items; LS=16 items; CQ=21 items; and SC=16 items

Because the number of different questionnaire items between variables, then percentage of achievement level of each variable are as follows: BL (64,47), LS (68,15), CQ (67,78), and SC (68,99). Comparing these four variables, it could be stated that highest score is SC, followed by LS and CQ, meanwhile BL is the lowest. 3.2 Analysis of Vocational Student Competency Model

The following will present the results of the model analysis. The first stage is the measurement model which is required for the proposed Vocational Student Competency model. The first stage analysis showed that BL variable contains nine items which was not valid. Then for the variable LS and CQ contains one bad item. Finally for the SC variable there are four items that are not valid.

Table 2 Loading Factors for Each Variable

BL	LS	CQ	SC		
0,806	0,767	0,503	0,880		
0,759	0,845	0,755	0,906		
0,869	0,826	0,756	0,693		
0,584	0,703	0,729	0,864		
0,538	0,759	0,730	0,901		
0,624	0,587	0,745	0,894		
0,601	0,716	0,767	0,871		
0,513	0,527	0,634	0,876		
0,728	0,693	0,572	0,708		
0,797	0,755	0,791	0,649		
0,705	0,846	0,827	0,627		
	0,799	0,779	0,778		
	0,840	0,842			
	0,746	0,687			
	0,864	0,633			
		0,584			
		0,814			
		0,754			
		0,826			
		0,799			



Valid items for the BL variables are 11 items, namely X1, X2, X3, X4, X5, X7, X9, X10, X11, X13, and X15. Then for the LS variable there is one bad item, that is X27, and for CQ variable X41 is also not valid. Then the Y12, Y14, Y15, and Y16 item turned out to be bad items in SC variable.

The second stage is the analysis of Vocational Student Competency model itself. After all of invalid indicators were discarded, the result of analysis showed that outer loading value for all remaining indicators > 0.5. Instrument reliability calculated by using Cronbach Alpha formula showed the score above 0,90 for all variables, except BL which has the score of alpha = 0,888.

Table 3 showed the effect of threeexogenous variables on endogenous variable.

Table 3 Exogenous Effects

Var	Path Coef.	T-Stat	R Square
BL→SC	0.103	3,178	0,866
LS→SC	0,257	4,495	
cq→sc	0,594	10,587	

Figure 5 showed the model after final analysis. It could be seen that all three exogenous variables (BL, LS, and CQ) have a significant effect on endogenous variable (SC). Comparing the effect of exogenous variables on Student Competency, it could be concluded that Character Quality (CQ) has the biggest effect among the three exogenous variables. The second was Learning Skill (LS), and the last one was Basic Literasi (BL). Overall, the value of R Square indicates that 86,6 percent of Vocational Student Competency affected by three exogenous variables.

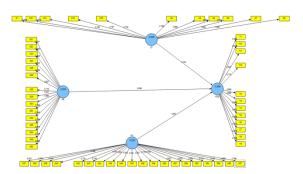


Fig.6 Model of Vocational Student Competency

3.3 Discussion

Character Quality turned out to be the dominant factor in determining the Vocational Student Competency. The Character Quality in this study consists of several indicators, such as: curiosity, initiative, fortitude, adaptation, leadership, and awareness. In accordance with this, Suherman (2008) states that the quality of characters related to affective abilities include self-control, self-awareness, mood management, impulsion control, positive activity motivation, and empathy.

In line with that, the 2013 curriculum emphasizes the affective or character education aspects. The values contained in it includes: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, communicative, love peace, love to read, caring environment, social, and responsibility. So, if Vocational Student Competency have to be developed, the student's Character Quality must be build firstly.

The second dominant factor is Learning Skill (LS). Learning Skill contains several indicators, and only one item categorized as bad item. This is also the case as Adiningtyas (2010) stated that when students realize how to learn



effectively, so they would be more responsible for the way of learning; and learning skills will support the success of students in learning.

The last factor is Basic Literacy (BL) which contains several indicators, namely Literacy, Numeracy, Scientific Literacy, IT Literacy, Financial Literacy, and Cultural Literacy. Since Cultural Literacy turn out to be invalid indicator, it have to be excluded from the Student Competency Model. None of four items in this indicator was valid. That why the effect of Basic Literacy on Vocational Student Competency become lower compared to two other exogenous variables.

4. CONCLUSION

This research proposed Vocational Student Competency Model including one endogenous variable (Vocational Student Competency) and three exogenous variables, namely Basic Literacy, Learning Skill, and Character Quality. It could be concluded that Character Quality (CQ) has the biggest effect among the three exogenous variables. The second was Learning Skill (LS), and the last one was Basic Literasi (BL). Overall, the value of R Square indicates that 86,6 percent of Vocational Student Competency affected by three exogenous variables.

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