IMPROVED EMPLOYABILITY SKILLS VOCATIONAL STUDENTS
THROUGH THE IMPLEMENTATION OF CURRICULUM 2013

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Abstract

Demands on job skills amended from time to time. The world of work is not only demanding to understand and perform their jobs well practiced in the field, but also must have the competencies and skills that can sustain continued employment with better conditions. One of the characteristics of vocational education is to prepare students to enter the workforce, so that vocational education should be based on the need for a demand-driven workforce. Because of the alignment of vocational education with the demands of the workplace in terms of competence is a necessity. Competence in the world of work is defined as aspect-Musty personal skills in managing behavior and attitude to work as expected by the world of work (employability skills). Employability with regard to activities that prepare a person to work in the long run. One element of the curriculum change curriculum level education unit (KTSP) 2006 and 2013 were on the competence of graduates, which includes competency attitudes, knowledge, and skills to be achieved in a balanced way. Domain stance on curriculum in 2013 became a significant element of change which is in line with the efforts of alignment with the world of work. Thus the implementation of the curriculum in 2013 is expected to have a positive impact in addressing and aligning with the needs of the workforce.

Keywords: employability skills, the world of work, curriculum 2013.

1. Introduction

Ministry of National Education raises strategic issues relating to the world of work and education. These issues include: (1) higher engineering education is not in tune with the world of work, including alternative models of higher education that is able to produce graduates who are professional and entrepreneurial; (2) the lack of synergy between educational institutions in the preparation of graduates to the labor needs; (3) curriculum that is expected to produce graduates who have the qualifications and competence; (4) lack of partnership between the government, education and training institutions in empowering communities to contribute to economic development; (5) lack of research-based center of excellence; (6) lack of alignment with the needs of the research community PT; and (7) is not optimal business involvement in research activities in universities [1].

The above issues are thought to be caused by many things. On the one hand is an indication that the quality or competence of graduates has not met the expectations the world of work, and on the other hand, the results of which bear the certification competency assessment has not been used as a reference by the workforce as a true picture of the competence of graduates. World of work requires competence in the ability / skill employabilitas candidates. Employability skill is the ability to manage attitudes and behavioral skills to work as expected by the world of work.

The issues and demands of the industrial world to be one of the foundation and driving force for education to straighten themselves up, no exception to the vocational school. It is undeniable that vocational
education is a kind of education that has special characteristics, which is oriented toward preparing students to work in a particular field. Therefore, vocational education cannot be separated from its attachment to the working world, because the world of work is a chain that should not be broken and a series of vocational training systems ranging from planning, goals, curriculum, teaching and learning, as well as the spread of graduates. To answer these issues then it should do the alignment education. Basically alignment is the adjustment of education as a human resource supplier to the world of work that has dynamic needs and demands. The concept of alignment suggests the need for better coordination between the providers of education graduates with those who need to employ graduates [1]. Alignment of education with the world of work is done by adjusting the pattern of supply/demand of education with the world of work. Demand conditions will vary by sector occupations (industrial goods and services) in some employment sectors. Besides that, it also needs to be based on the condition map based on four dimensions of quality, quantity, location and time. Demand conditions will control the supply side of the education system. Education system that includes training needs designed such that it is able to address the needs of the request based on the same four dimensions. So we need to design a deployment quality education system both in terms of infrastructure, educators and learning systems. These three aspects that need to be redesigned is done at each level of education in any kind of formal education and training and other educational activities. Based on the principles of alignment and the above description, it can be described as an alignment framework in Figure 1 [1].

![Figure 1. Framework Alignment](image)

From the picture above, there are four main dimensions to consider in mapping is the quality/competence, quantity, location and time. Accuracy in defining requirements on the demand side in the four dimensional accuracy is crucial in addressing the needs and challenges of the world of work.

Curriculum 2013 as a means of realizing the national goals in Article 3 of Law No. 20 Year 2003 on National Education System confirms that the national goal of education is "Expanding the potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable". In detail above national goals can be translated in the form of student achievement of competencies that include attitude (spirit: faith and fear of God Almighty and social: noble, healthy, independent, democratic, responsible), knowledge (knowledgeable), and skills (proficient and creative) [2].
Based on the above, the issue that will be answered by this study is how the implementation of the curriculum in 2013 to improve employability skills of vocational students? While the purpose of this research is to improve the employability skills of vocational students through the implementation of curriculum 2013.

2. Discussion
2.1 Employability Skills

DEST (2002:13) states, "skills are commonly understood to refer to the ability to perform a specific task" [3]. Skills are usually understood to refer to the ability to carry out specific tasks or specific. Jordan, Carlile, and Stack (2008:203) explains that the skill is the ability to consistently perform a set of activities. The skills involve the appearance of a person in a particular activity or work [4].

Employability is a term that can be defined as the ability to work. Kneale (2009:100) illustrates that an employability "skills, for others it is an activity which prepares individuals for long-term employment". For some interpret with regard to employability skills, and others interpret the activities that prepare a person to work in the long term [5].

While Knight and Yorke (2004:4) defines employability is "a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations", a set of achievements, understanding and attributes that make one individual’s easier to get a job and succeed in the job to the selected [6].

Commonwealth of Australia (2006:5), explains that the employability skills is not a new concept, but it is something that describes a non-technical skills and competencies that will always be an important part in the success and effectiveness in the workplace [7]. Employability skills similar to the key competencies that are specific conceptualization that is widely known to the general skills.

The Secretary's Commission on Achieving Necessary Skills (SCANS), conducted a study to identify and describe the skills needed in the workplace (Kneale, 1990). At first SCANS found seven functional skills are essential skills for a worker, resource management, information management, social interaction, behavior and performance systems, human and technology interaction, and affective skills. Based on in-depth review and verification, SCANS skills to make two groups, namely the basic skills and competencies in the workplace, as shown in Table 1 [5].

<table>
<thead>
<tr>
<th>Foundation Skills</th>
<th>Workplace Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Skills</td>
<td>4. Resources</td>
</tr>
<tr>
<td>2. Thinking Skills</td>
<td>5. Interpersonal</td>
</tr>
<tr>
<td>3. Personal Qualities</td>
<td>6. Information</td>
</tr>
<tr>
<td></td>
<td>7. Systems</td>
</tr>
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<td></td>
<td>8. Technology</td>
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</tbody>
</table>

The Conference Board of Canada, also have developed employability skills as a tool to assist educators in preparing graduates to enter the workforce. These profiles, updated in May 200, a reflection of the demands of work in the era of globalization, which was then known as the Employability Skills 2000 +. Employability Skills 2000 + framework consists of employability skills, attitudes and behavior, as addressed in Table 2 [8].
It can be concluded that the Employability skills are the ability to manage attitudes and behavioral skills to work, which includes the attitude and knowledge of the nature of the work.

2.2 Vocational Education

Vocational education has a very diverse sense, even in western countries the term vocational education has a different term. Vocational education is also known as vocational and technical education and training, vocational education and training, career and technical education, and workforce education.

Thompson (1973:216) defines vocational education: Vocational education is any education that provides experiences, visual stimuli, affective awareness, cognitive information, or psychomotor skills; and vocational development that enhances the process of exploring, establishing, and maintaining oneself in the world of work [9].

Wenrich and Wenrich (1974:3) states: "Vocational and Technical education is for people interested in youth and adults preparing for and progressing in the career in some type of satisfying and productive work". And vocational education is part of the education system that prepares a person to be able to work and develop a career in the field of work as the provision of life [10].

The United Congress (2007:1286) mentions the following definition of vocational education: Vocational education as organized educational programs roomates are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career require other than a baccalaureate of advanced degree [11]. This means that vocational education is organized educational programs and composed to prepare individuals to work as live stock or as preparation for a career above the needs of baccalaureate -level professional.

Clarke and Winch (2007: 9) explains that "In the Anglo - Saxon world, vocational education is confined to preparing young people and adults for working life, a process Often Regarded as of a rather technical and practical nature". It is said that vocational education is designed or intended to prepare youth and adults to be able to work, which are preferred in the process of technical and practical in the real world [12].

Furthermore, according to Finch & Crunkilton (1999:14), vocational education has characteristics such as: "(1) a greater emphasis on performance capabilities, (2) preparing to get a job, and (3) emphasis on skills development " [13]. Vocational education is a type of education that has properties for setting up labor. For those reasons, the orientation of education should be on the output or graduates to be absorbed in the world of work.

2.3 Elements of Curriculum Changes in 2013

In 2013 there were some elements of the curriculum changes are quite essential that the elements of competency standards, process standards, content standards, and assessment standards. Here is a description of the element changes to the curriculum in 2013 for vocational schools as shown in Table 3 [14].

<table>
<thead>
<tr>
<th>Table 2. Employabilitas Skills 2000 +, Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Skills</strong></td>
</tr>
<tr>
<td>1. Communication</td>
</tr>
<tr>
<td>2. Manage information</td>
</tr>
<tr>
<td>3. Use numbers</td>
</tr>
<tr>
<td>4. Think and solve problems</td>
</tr>
<tr>
<td><strong>Personal Management Skills</strong></td>
</tr>
<tr>
<td>5. Demonstrate positive attitudes and behaviours</td>
</tr>
<tr>
<td>6. Be responsible</td>
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<td>7. Be Adaptable</td>
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<td>8. Learn Continuously</td>
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<td>9. Work Safety</td>
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<tr>
<td><strong>Teamwork Skills</strong></td>
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<tr>
<td>10. Work with others</td>
</tr>
<tr>
<td>11. Participate in Projects and Task</td>
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</table>
Table 3. Curriculum Elements of Change 2013

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Competence of graduates</td>
<td>An increase in the balance of soft skills and hard skills and competencies which include aspects of attitudes, skills, and knowledge.</td>
</tr>
</tbody>
</table>
| The material (contents)          | • There is a balance between the material's ability to support the attitudes, skills, and knowledge.  
                                          • All three competencies support content above is balanced.  
                                          • Competence which was originally derived from the lesson turned into a lesson developed from the competency.                                                                                                                                                         |
| Learning Approach                | Competence is developed through:  
                                          Competency skills in accordance with industry standards.                                                                                                                                                                                                                   |
| The learning process             | • Learning does not just happen in the classroom, but also in the school and community environments.  
                                          • Teachers are not the only source of learning.  
                                          • Attitude is not only taught verbally, but through example and role model.                                                                                                                                                                                                   |
| Assessment of learning outcomes  | • Competency based assessments.  
                                          • The shift from assessment through tests [measuring competence based on knowledge alone], toward authentic assessment [measure all competency attitudes, skills, and knowledge based process and outcome].                                                                                   |

Some positive impact of this change are:

1. Assessment aspects of attitude becomes the primary domain in assessing the competence of graduates. The detailed description of the assessment can be seen in Table 4 below [14].

Table 4. Competency Standards Assessment (SKL)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Attitude</td>
<td>Having [through receiving, running, appreciate, appreciate, practice] behavior that reflects the attitude of the faithful, noble [honest, polite, caring, disciplined, democratic, patriotic], confident, and responsible to interact effectively with the social environment and natural and established itself as a reflection of the nation in the association world.</td>
</tr>
<tr>
<td>Skills</td>
<td>Have [through observing, asking, trying, process, present, reasoning, creating] the ability of thought and follow an effective and creative in the realm of the abstract and concrete as the development of the school independently studied in [the field of specific work] according to their talents and interests.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Have [through knowing, understanding, applying, analyzing, evaluating] procedural and metacognitive knowledge in science, technology, arts, culture with human insight, national, state, and civilization-related causes of phenomena and events [in the specific field of work] in accordance talent and interest.</td>
</tr>
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</table>

When viewed in the form of an image, then learning KSA (Kognitif-Skill-Affective) utilized in the form of ASK (Affective-Cognitive-Skill) [14].
2. Adjustment mindset of teachers (and students)

Some of the changes that affect the mindset of teachers (and students), as shown in Table 5 below [14].

Table 5. Changes affecting Mindset

<table>
<thead>
<tr>
<th>No.</th>
<th>Formulation of Curriculum 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lessons include a structured balanced attitude competencies, knowledge, and skills</td>
</tr>
<tr>
<td>2.</td>
<td>Skills emphasis on thinking skills to the creation of creativity. Psychomotor ability is supporting skills.</td>
</tr>
</tbody>
</table>
| 3. | Learning through a scientific approach:  
- Observing  
- ask  
- Tried  
- reasoning  
- Communicate  
(appplies to all subjects / themes) |
| 4. | Learning Model:  
Discovery learning, Project-based learning, Collaborative learning |


Conclusion

Based on the discussion above, the following conclusions can be obtained as follows:
Curriculum development in 2013 based on the acceleration of the implementation of national development priorities is the improvement of curriculum and active learning methods based on the values of the national culture and to form the character of the nation’s competitiveness.

The concept that the curriculum offered in 2013 is good to produce the Indonesian man: Productive, Creative, Innovative, through strengthening Affective Attitude, Skills, Knowledge and integrated.

Learning models offered in the curriculum in 2013 can be used to develop and improve students vocational competence especially in the domain of attitudes, so the ability employabilitas as demands of the workplace can be integrated with a more robust implementation of the curriculum in 2013.
In addition, one philosophy offered in 2013 were education curriculum development provides the basis for students to participate in building the present life and the educational potential of developing a variety of learners. Thus the implementation of the curriculum in 2013 to improve the ability employs vocational students in accordance with the demands of the workplace.

Reference: