

Effectiveness of Teaching and Learning Process Based on Competency Curriculum and Influence on Student Skills Activation: Study on Students of the Makassar Tourism Polytechnic

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Abstract. This study aims to obtain an empirical description of the skill level of students and whether there is a significant difference in the level of student skills before competency-based learning and after learning the competency-based curriculum at the Makassar Tourism Academy's Dish Management Study Program. This type of research is a survey with the independent variable being competency-based learning and the selection variable being the skill level of students using total sampling because the number of students studied was thirty people. Collecting data using observation techniques, namely by directly observing student skills, while the analytical technique used is T-test analysis (*test difference between two averages*). The results showed that the skill level of the students of the Dish Management Study Program at the Makassar Tourism Academy in competency-based learning was at a level that was less and less. On the other hand, after learning the competency-based curriculum, there was a significant increase, namely, they were at a good and very good level. Furthermore, there is a significant difference in the skill level of students before and after learning the competency-based curriculum in students of the culinary management study program. Based on the results of this study, it is suggested that the management of the Makassar Tourism Academy in the future can apply the learning process using a competency-based curriculum as has been implemented in several vocational schools in Indonesia. Implementation of Competency-Based Curriculum Learning is very helpful and improves students' skills.

Keywords: Learning Effectiveness, Curriculum, Competence, Student Skills

1. Introduction

School education pathways from primary, middle, high, and high school levels play a role that is very strategic and very important in filling the development based on the combination of science and technology and IMTAQ contained in the curriculum. The preamble to the 1945 Constitution in the fourth paragraph, explains that one of the goals of the state is to educate the life of the nation. [1] Government Regulation number 60 of 1999 concerning Higher Education states that the objectives of higher education are: (1) Preparing students to become members of society who have academic and/or professional abilities who can apply, develop and/or enrich the characteristics of science, technology and/or art, and (2) Develop and disseminate science, technology and/or art and strive for their use to improve the standard of living, community and enriching national culture.

Government Regulation number 60 of 1999 concerning Higher Education, article 4 states, that academic education is an education directed primarily at mastering science, and professional education is education directed primarily at the readiness of certain skills [2]. Law number 20 of 2003 concerning the National Education System outlines that National Education aims to educate the nation's life and develop the whole Indonesian people, namely people who have faith and devotion to God Almighty and have a noble character, have knowledge and skills, are physically and spiritually healthy, have a steady and independent personality and have a sense of community and national responsibility.

Higher education institutions as part of the school education path are responsible for achieving national education goals through the implementation of higher education functions based on Law number 20 of 2003

concerning the National Education System. The decree of the Minister of Tourism, Post, and Telecommunications number: 27/OT.001/MPPT-97, states that the Makassar Tourism Polytechnic is an official university. [3] Currently, the educational institution of the Makassar Tourism Polytechnic is under the auspices of the Ministry of Culture and Tourism with the primary task being to carry out education above secondary education on the professional education path of the Diploma II and III programs aimed at expertise and skills in the field of tourism. The curriculum has a very important position and position in the educational process, the curriculum is an absolute requirement and an inseparable part of education itself. The curriculum can provide competencies needed in the world of work to students so that if students graduate they will be easily absorbed in the world of work through the competencies they can get in college [4]. However, the competencies taught must also be relevant to the competencies needed by the world of work, because every place of business has set competency standards, so the relevance of these competencies is very important for students to be absorbed in the world of work.

The main objective in the formulation of the strategy is for the company to be able to look objectively at the internal and external conditions of the company so that the company can anticipate changes in the company's external environment, the strength, and strength of the company, the resources that exist in the company, and also see opportunities that have not been utilized by the company in increasing competitiveness [6]. The Makassar Tourism Polytechnic also has the function of holding; tourism expertise education, tourism applied research, community service, academic community development, and environmental relations, as well as administrative management [7]. The Decree of the Minister of Culture and Tourism number KM.56 / HK.107 / MKP-2003 concerning the Statute of the Makassar Tourism Polytechnic stipulates that the objectives of the Makassar Tourism Polytechnic are: (1) Preparing students to become members of the community who have professional abilities in the field of tourism, guided by national education goals, and (2) Producing professionals in the field of tourism as national capital who have competitive and international quality excellence, able to work professionally and creatively, have a high work ethic and productively, and have an entrepreneurial spirit in supporting the realization of tourism people who are full of responsibility, discipline and honesty in carrying out obligations, both as individuals and as citizens, and (3) Develop professional abilities and strive for their use to improve people's living standards and enrich culture nationally.

Decree of the Minister of Tourism, Post and Telecommunications number KM.65 / DL.107 / MPPT-96, in the Department of Hospitality at the Tourism Academy there are several Study Programs, namely: (1) Room Division Management Study Program, and (2) Dish Management Study Program, and (3) Food Management Study Program. The instructional goal expected by the Dish Management Study Program is to be able to make, compile, plan, develop, create drinks, and apply them to various forms of serving food and beverages and understand the operational control system in the hospitality business [8]. The instructional objective in question is to implement the curriculum that has been determined consequently, by making maximum use of the available resources. Facing the challenges of the globalization era in the development of human resources in the field of tourism, especially hospitality, and restaurants that are urgently needed, it is hoped that every tourism education institution will try to improve the quality of its output as well as the Makassar Tourism Polytechnic must improve itself in improving its quality and competitiveness based on the needs and qualifications of hospitality and restaurant businesses [9] [10]. Thus, the output produced by educational institutions, especially the Makassar Tourism Polytechnic, is expected to keep pace with this progress, because what the industry wants is the quality of skilled and professional human resources. The wishes of the industry can be fulfilled if applied by tourism higher education institutions a specific curriculum, namely a competency-based curriculum, especially expertise courses [11].

The Makassar Tourism Polytechnic has not yet provided maximum results in preparing human resources. This is because the curriculum used, especially expertise courses, is still relatively general [12]. The trial of a competency-based curriculum for Expertise Courses has been applied by the Makassar Tourism Polytechnic only limited to introduction or basic training. The competency-based curriculum is very helpful and can answer the wants and needs of tourism service users. Based on this description, the author is interested in analyzing specific instructional objectives for expertise courses about the level of effectiveness of competency-based curriculum learning and its effect on the skill level of students of the Dish Management Study Program.

2. Methodology

This research is a study that will discuss the level of effectiveness of competency-based curriculum learning and its effect on the skill level of students of the Makassar Tourism Polytechnic Food and Beverage Service Study Program. This type of research is descriptive like a survey, which is research conducted to test whether there is an influence on the level of effectiveness of competency-based curriculum learning on student skill levels [13], [14]. Survey research is used not only to describe existing conditions but also to compare these

conditions with predetermined criteria or to assess the effectiveness of programs, surveys can be used to investigate relationships or to test existing hypotheses according to their formulation.

The design of this study is a pre-test and post-test that are carried out randomly. A pre-test is carried out before learning a competency-based curriculum which aims to see the basic abilities of students. While the post-test is carried out after learning a competency-based curriculum which aims to see the level of learning skills using a competency-based curriculum. The research design is according to Arikunto (1998) as in Figure 2 below.

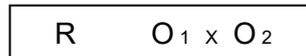


Figure 1. Research Design

Remarks: R; Random or random, O 1; Pre-test, O 2; Post-test, X; Treatment/learning using competency-based curriculum

Data collection was carried out twice, namely, before and after learning the competency-based curriculum. Data collected before learning a competency-based curriculum aims to determine the basic abilities of students and data collected after learning a competency-based curriculum, namely to determine the level of student skills. The data collection steps are as follows: 1) Make exam questions (tests) before and after getting competency-based material for students of the Food Management Study Program and 2) Data collection by observation by directly observing student skills. Based on the form of the problem, this research includes qualitative descriptive research, because all the variables studied are first described, and then correlated between free variables and bound variables either singly or together. Research variables This research is a survey, so the types of variables to be studied are independent variables and dependent variables. The free variable is competency-based curriculum learning, and the bound variable is the student's skill level.

The design of this study is a pre-test and post-test that are carried out randomly. Pre-tests are carried out before learning a competency-based curriculum that aims to see the basic abilities of students. Meanwhile, the post-test is carried out after learning a competency-based curriculum which aims to see the level of learning skills using a competency-based curriculum [15]. This research was conducted to determine the effectiveness of the competency-based curriculum, and the skill level of students of the Food and Beverage Service Study Program. The population of this study is students of the fourth-semester Food and Beverage Service Study Program consisting of thirty students. Sampling using total sampling because the number of students is thirty students. The instrument used in the study is a skill learning outcome test. The test is carried out before and after implementing competency-based curriculum learning. The test aims to determine the achievement of students' skills before and after learning the competency-based curriculum. Data collection was carried out twice, namely, before and after learning the competency-based curriculum. Data collected before learning a competency-based curriculum aims to find out the basic abilities of students and data collected after learning a competency-based curriculum, namely to find out the level of student skills. The data obtained from the results of the next study were analyzed using the T-test analysis (two-average difference test) to compare the test scores before and after competency-based curriculum learning (pretest and posttest) and test the significance of the difference in the average value before and after the test (pretest and posttest).

3. Research Results

3.1 Student Skills After Learning a Competency-Based Curriculum

Based on the results of descriptive statistical analysis of student skill levels after learning the competency-based curriculum, a minimum score of 3.07 was obtained, and a maximum score of 3.87 with an average score of 3.33. Of the 30 students, 5 people (16.67%) received a very good level. A total of 25 students (83.33%) were at a good level and none or 0 percent of students were at enough, and less, and less. This gives the idea that the skill level of students after learning the competency-based curriculum is at a very good and good level, so it can be said, that the skill level of students increases after they get learning that uses a competency-based curriculum system. This can be seen in Table 1.

Table 1. Distribution of the frequency of student skill levels after learning a competency-based curriculum

No	Value	Category	Frequency	Percentage
1	0 - 2.00	Less than once	0	0
2	2,01 - 2,50	Less	0	0

3	2,51 - 3,00	Enough	0	0
4	3,01 - 3,50	Good	25	83,33
5	3,51 - 4,00	Very Good	5	16,67
Sum			30	100

The *mean* score and standard deviation obtained from the test results after implementing learning with a competency-based curriculum system are 3.33 for the average score and 1.73 for the standard deviation which can be seen in Table 2 below.

Table 2. Distribution of average scores and standard deviations of student skill levels after learning competency-based curriculum

No	Test	Average Value	Standard deviation
1	Post Test	3,33	1,73

The presentation of data on student skill levels after learning the competency-based curriculum as shown in Table 2 describes that 16.67 percent of those in the category are very good, 83.33 percent of respondents have grades with good categories, and 0 percent have sufficient categories, less, and less once. From the data, it can be seen that basically, the skills of students of the Dish Management study program before implementing the competency-based curriculum do not appear to have improved their skills, this is due to the non-implementation of curriculum competency-based learning or curriculum used in particular Expertise courses are still relatively general and have not been specific as needed by the industry and students concerned.

However, if the material provided is based on a competency-based curriculum, it is very clear that the improvement of student skills is to the needs of the industry and the students concerned. Based on Table 1 and Table 2, a histogram of the frequency of skill levels of students of the Culinary Management Study Program before and after learning the competency-based curriculum can be described as shown in figure 2 and figure 3 of the following pages.

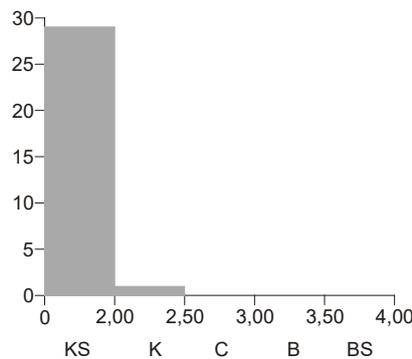


Figure 2. Histogram of the frequency of student skill levels before learning the competency-based curriculum

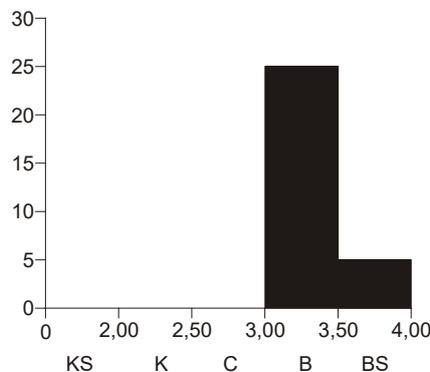


Figure 3. Histogram of the frequency of student skill levels after learning a competency-based curriculum
Description: BS; Very well, B; Well, C; Enough, K; Less, KS; Less Than Once

Based on Table 1 and Table 2, the frequency of student skill levels before and after learning the competency-based curriculum can be compared as in table 3 below.

Table 3. Comparison of the frequency of student skill levels before and after learning the competency-based curriculum

No	Value	Category	Before		After	
			Frequency	Percentage	Frequency	Percentage
1	0 - 2,00	Less Than Once	29	96,67	0	0
2	2,01 - 2,50	Less	1	3,33	0	0
3	2,51 - 3,00	Enough	0	0	0	0
4	3,01 - 3,50	Good	0	0	25	83,33
5	3,51 - 4,00	Very Good	0	0	5	16,67
Sum			30	100	30	100

Based on Table 3, the histogram of the frequency of skill levels of students of the Culinary Management Study Program before and after learning the competency-based curriculum can be described in Figure 3 of the following pages.

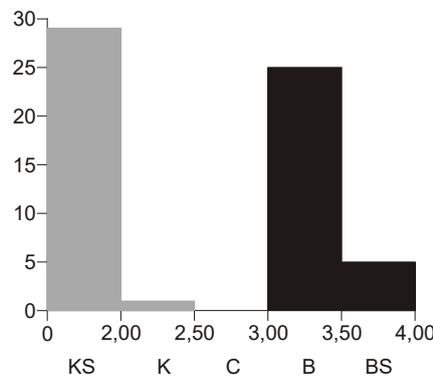


Figure 4. Frequency histogram of student skill levels before and after learning competency-based curriculum
Description: BS; Very well, B; Well, C; Enough, K; Less, KS; Less Than Once

From the information above, it can be seen that learning before the implementation of the competency-based curriculum does not provide skill improvement to students, while after the implementation of competency-based curriculum learning trials, it appears that the skill level of students of the Culinary Management Study Program has changed.

3.2 Student Skills Before and After Learning Competent-Based Curriculum

The difference in student skill levels before and after learning the competency-based curriculum in the Dish Management Study Program is that the T count is greater than the t table at significance level $\alpha = 0.05$ with a degree of freedom of 29 ($t\text{-hit} = 23.16 > t\text{ tab} = 1.70$). It can be said that there are differences in student skills before and after learning the competency-based curriculum, this can be seen in Table 4 below.

Table 4. T grade - test about the student's skill level

No	Variable	t hit	t table
1	X2 - X1	23,2	1,7

This discussion section includes a discussion of the application of competency-based curriculum learning as well as the results of the author's research on student skills before and after learning using a competency-based curriculum. The existence of the Makassar Tourism Polytechnic is very appropriate because this institution is

one of the official higher education institutions under the auspices of the Ministry of Culture and Tourism which has carried out competency-based curriculum trials in the 2003-2004 academic year through cooperation between the Indonesian government, in this case, the Ministry of Culture and Tourism through the technical implementation unit of education and training, namely, the Makassar Tourism Polytechnic with the Australian government through the Makassar Tourism Training Project program.

Learning using competency-based curriculum trials is carried out in even semesters, namely semester 2, semester 4, and semester 6. For this study, the author only took a total sampling of 4th-semester Dish Management students. As for the assessment scale, it still refers to the assessment results that have been determined by the Makassar Tourism Polytechnic, as well as comparing the results of the competency-based curriculum learning assessment that has been set by the Makassar Tourism Training Project, namely competent or incompetent (*Competent or Not Competent*). For the continuation of learning the competency-based curriculum, it cannot be ascertained to continue learning in the future. because the competency-based curriculum that has been set by the Australian government through the Makassar Tourism Training Project program is only a trial and cannot be included in the Makassar Tourism Polytechnic curriculum. The curriculum used at the Makassar Tourism Polytechnic is a curriculum provided by the Government through the Ministry of Culture and Tourism. This is an obstacle in the implementation of competency-based curriculum learning to create professional human resources [16]. On the one hand, if competency-based curriculum learning is applied at the Makassar Tourism Polytechnic, it can meet the needs and desires of industry users of professional human resource services. As can be seen in the results of the author's research where student skills after learning the competency-based curriculum have been recorded changes in the improvement of student skills compared to before learning the competency-based curriculum.

On the other hand, if competency-based curriculum learning is implemented at the Makassar Tourism Polytechnic, it will certainly change the curriculum that has been set by the government. This does not mean that the curriculum that has been set by the government does not fully meet the wants and needs of service users in this case the industry but still meets the criteria that have been set but not optimal, because the curriculum is still general when compared to a more specific competency-based curriculum. This is a dilemma that occurs at the Makassar Tourism Polytechnic. The results of the author's research show that the level of student skills before the implementation of learning through a competency-based curriculum, namely, there is no one (1) student who gets a score between 2.51 to 4.0 (0%). 1 person out of 30 students scored in the range of 2.01 to 2.50 or 3.33 percent. Furthermore, 29 students (96.67%) scored in the range of 0 to 2.00, so it can be concluded that the level of student skills before the implementation of the competency-based curriculum learning system was at a level of less and very less. On the other hand, the skill level of students after the implementation of the competency-based curriculum learning system is at a very good and very good level. It can be seen that 5 students out of 30 people (16.67%) scored in the range of 3.51 - 4.00, and 25 students from 30 people (83.33%) scored in the range of 3.01 to 3.50. No student gets a score of 0 to 3.00. It can be said that after the application of learning with a competency-based curriculum, student skills can increase [17].

Likewise, the average score and standard deviation obtained before learning with a competency-based curriculum system are 1.45 for the average score and 2.50 for the standard deviation, respectively. Furthermore, after learning with a competency-based curriculum system, students get a score of 3.33 greater than the average score obtained before the implementation of the competency-based curriculum [18]. The standard deviation obtained is 1.73 smaller than before the implementation of the competency-based curriculum. So it can be said that there is a change in students' skills after they get competency-based curriculum learning. Furthermore, the application of a competency-based curriculum system can improve student skills, this can be seen from the results of the t-test analysis which shows a very significant difference, namely, $t_{count} (23.16) > t_{table} (1.70)$. At a significance level of 0.05 with a degree of freedom of 30 - 1. The application of learning using a competency-based curriculum system can improve student skills because competency-based learning concentrates on the final product, namely what people can do. This system is more result-oriented than input as in traditional systems.

Posts about competency standards, that: "standards are acceptable levels and qualities of performance for a particular task" [19], [20]. Competency standards become a benchmark for knowledge and skills required in a job implementation. This is expected by the industry which needs professional human resources in the field of tourism who already have special skills such as in travel service businesses, hotels, and restaurants. Competency standards determine the level of quality of performance, level of knowledge, and skills including attitudes in work required in a series of work in a particular industry. Knowledge and understanding (*including attitudes*) of a person who is expected to be able to carry out the work implicitly in performance standards. An important aspect of competence is the application of knowledge. A system based on competence seeks the integration of knowledge, skills, and application.

The description above illustrates that this standard is a series of statements about the expectations of how people should behave in the workplace. [21] Competency standards determine the performance outcomes

required by the industry and in practice are improved from the basic material of skills mastered by trainees. Competency standards include three things, namely ability/knowledge, skills, and application (*attitude at work*).

The concept of Competency Based Training (CBT) essentially focuses on what a person can do as a result or result of learning. A person is said to be competent if he can carry out tasks in the world of work, meaning being able to transfer skills and knowledge to the conditions of the world of work, plan and organize work and overcome problems that arise in work. [22] Therefore, this concept or system of competency standards is now applied to answer the weaknesses of conventional learning approaches that have been implemented for many years but are not able to answer the problem of the need for manpower. Competence is to compare or integrate knowledge and expertise and its application in working by the required performance standards [23]. This means that a person who has enough knowledge and expertise without application in the attitudes or behaviors expected at work. The concept of competence itself includes a performance at the level of expertise/technical skills, managing one's tasks, correcting and following up on something that goes wrong, and implementing a rule in a certain framework of work on the job, as well as transferring knowledge and expertise to new situations.

4. Conclusion

The level of effectiveness and skills of students of the Makassar Tourism Polytechnic Food and Beverage Service Study Program before learning the competency-based curriculum is at a level less and less, this is because the curriculum used, especially expertise courses, for example, the material for restaurant operations courses are combined with other materials so that students do not understand the material provided is still in general. On the other hand, after learning using a competency-based curriculum, there is a significant increase in skills, namely students are at a very good and very good level, the increase is due to students understanding the material given because it is more specific, for example, the material for restaurant operations courses is not unified with other materials. There are significant differences in student skill levels before and after learning the competency-based curriculum in Food and Beverage Service Study Program students. The difference is caused because the curriculum provided, especially for competency-based curricula, is more specific based on the competencies possessed by students.

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