

ABSTRACT

IMPLEMENTATION OF LEARNING BASED ON COMPETENCY COMPLETION IN WOOD CONSTRUCTION SKILLS PROGRAM AT STATE SMK 3 YOGYAKARTA

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This study aims to obtain a picture: (1) the implementation of content standards basic competencies (SK-KD) of wood construction expertise on the program at SMK Negeri 3 Yogyakarta, (2) the breadth of the material standard of basic competencies (SK-KD) in wood construction skills program at SMK Negeri 3 Yogyakarta, (3) the depth of the material standard of basic competencies (SK-KD) wood construction expertise on the program at SMK Negeri 3 Yogyakarta, (4) the suitability of the allocation time of the standard basic competencies (SK-KD) wood construction expertise on the program at SMK Negeri 3 Yogyakarta, (5) constraints faced by the program expertise in wood construction SMK Negeri 3 Yogyakarta.

The research was done on wood construction skills program at state SMK 3 Yogyakarta. Sources of data in this study were teachers earning wood construction skills program. The method used is the evaluation by evaluating the implementation of standards of competence and basic competence. The data collection techniques and instruments were using questionnaires/ questionnaires supported by interviews. Descriptive analysis of quantitative data was using a percentage of the technique.

The results of the implementation of competency standards program of research expertise in wood construction SMK Negeri 3 Yogyakarta showed: (1) the level of implementation of the standards of competence and basic competences of 91.304% is included in the comprehensive category, (2) the level of competency standards for the breadth of material included in the category of 73.913 % is quite area, (3) the depth of the material standard of competence of 73.913 % is included in the adequate category, (4) the suitability of the implementation of the learning theory of time allocation by 56.349%, including a category for less, and while the practice of 78.684% including the appropriate category. Constraints faced by teachers in the delivery of competency standards is the lack of supporting facilities such as teaching and media learning implementation or models of learning aids, practice equipment so that students are less than the maximum knowledge and only limited knowledge about the material standards of teacher competence are presented.

Keywords: competency standards, implementation