

THE COMPETENCE PROFILE OF SEWING CLOTHING IN VOCATIONAL HIGH SCHOOLS

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ABSTRACT

This research aims at finding out the profile of competence of sewing clothing of the Vocational High School students in Yogyakarta Special Region, consisting of: (1) the competence profile of the preparation of sewing clothing; (2) the competence profile of sewing clothing process; (3) the competence profile of sewing clothing results; (4) the profile of the time used in sewing clothing; and (5) the work attitude of sewing clothing.

This research is a descriptive research that describes the profile of competence in sewing clothing of Vocational High School students in Yogyakarta Special Region. The research samples are the students of Grade XII of Vocational High Schools in Yogyakarta Special Region, consisting of SMKN 6 Yogyakarta, SMKN Bantul, SMK Karya Rini Sleman, SMK Muhammadiyah Piyungan Bantul, SMK Muhammadiyah Berbah Sleman, and SMK Piri Yogyakarta. The sampling technique applied was purposive sampling. The test validity was assessed by the judgment from the experts (expert judgment) in fashion field, the teachers who conduct fashion design course in Vocational High Schools and the lecturers of Fashion Design Education Major of Engineering Faculty of State University of Yogyakarta. Inter-rater reliability was used for analyzing the reliability. The determination of competence was based on the achievement of the determined Minimum Completeness Criteria that is 70.

The results of this research show that: (1) 100% of the students obtain marks that are more or equal to Minimum Completeness Criteria that is ≥ 70 in the preparation of clothing sewing; (2) 82% of the students get marks that meet Minimum Completeness Criteria and 18% of students cannot obtain marks according to Minimum Completeness Criteria (< 70) in clothing sewing process; (3) 82% of the students achieve marks according to Minimum Completeness Criteria and 18% of students cannot achieve marks required by Minimum Completeness Criteria (< 70) in the results of sewing clothing; (4) 82% of the students achieve marks as required in Minimum Completeness Criteria and 18% of the students cannot achieve marks as required by Minimum Completeness Criteria in using sewing time, and (5) all students obtain marks according to the determined Minimum Completeness Criteria.

Keywords: competence profile, sewing clothing

1. INTRODUCTION

Fashion design skill program in Vocational School is a part of Vocational Secondary School which aims at preparing the graduates to get ready for working. Therefore, Vocational Schools must keep being developed so that the graduates will have abilities and skills which are ready to apply in work field. With the skills on fashion design, the graduates of Vocational Schools will have a lot of chances to open job opportunity. The job opportunities for the graduates of Fashion Design Program of Vocational Schools are garment and "custom-made".

In the curriculum of Fashion Design Skill Program, the students are demanded to master vocational competences of Fashion Design. The vocational competences of the students can be found through the learning results. The learning results on skill program of making clothing are one of the competences required in fashion design. The competence measuring of making clothing can be

done through performance or assignments which form competences. To find out the competence of each student, the competence test is conducted.

The performance in making clothing was in the form of the requirement for the test participants to demonstrate their knowledge and skills according to the expected criteria and to apply them actually. The students' knowledge and skills could be known through scoring. Scoring is important because through scoring the actual ability of the test participants will be known.

The results of assessing skills are frequently influenced by the characteristics of rater. To avoid the significant measurement's mistakes, the assessment was done by more than one person as a team. Each rater assessed the same aspect. The results of assessment of each rater were compared to find out their consistency. The results of the competence test would be found by assessing the students' behaviors in making clothing. By comparing the competences achieved by the students with the standard of competence that had been determined, the students' skills would be

found. Furthermore, the results of the competence test in making clothing were arranged in the form of the competence profile to find out the competent students and incompetent students.

The purpose of this research is to find out the competence profile of making clothing on the students of Vocational Secondary Schools in Yogyakarta Special Region, including the preparation of sewing; the process of sewing; the results of sewing; the attitude and the time used in sewing.

Andono, dkk (2003: 7-10) states that competence means the ability needed to do or to implement a work, based on knowledge, skill and working attitude. A unit of competence consists of specification of skills and knowledge as well as effective application of the skills and knowledge in a position in industry/work field. The standard of competence is developed by industrial parties based on the standard/criteria of work in industry/company. The standard of competence is stated in the form of the results in work place by defining knowledge, skills, and application of attitudes needed by all works in industry/company.

Griffin (2007:22) states that "competence has been generally defined as the capacity to meet the standard of performance expected in the workplace". The competence, basically, is the description of the works that someone should do in a job. In order to be able to do the job, someone must have competences about knowledge, skill, and attitude according to the job's field. The achievement of competence is marked by the change of behaviors that can be measured covering knowledge, skill, and attitude.

The competence-based assessment is the way used by teachers to evaluate the students' performances for placement and planning of professional development (Yorkovich, 2008:1). Assessment is a part integrated in learning. With assessment, it will be found whether the learning done by the students can be achieved or not. Assessment is a process of determining the purpose of education, collecting, analyzing, and using information about the learning results of the students to make decision about program and the students'/individual's progress.

Djemari Mardapi (2004:7) proposes that the principle of competence-based assessment are: (1) describing someone's behavior characteristics effectively; (2) the assessment does not depend on others but based on someone's behavior; (3) helping to gain an effective way to think about behavior; (4) the assessment system must be accurate, economical and supportive toward the quality improvement of learning. Being accurate means that the results of the assessment must contain minimum mistakes, being economical means that the assessment system is easy to do and cheap, and it encourages schools in improving the

quality of education. Performance assessment is suitable to use for assessing the achievement of competence demanding the students to do certain tasks, one of them is making clothing. This system of assesment is considered more authentic than written test because the aspects assessed reflect more the students' actual competence (Depdiknas, 2006:7).

2. Research Method

This research is a descriptive research that describes the competence profile of making clothing of the students of Vocational Secondary Schools in Yogyakarta Special Region. The sample of this research is seventh grade students of Vocational Secondary School in Yogyakarta Special Region, consisting of the students of SMKN 6 Yogyakarta, SMKN Bantul, SMK Karya Rini Sleman, SMK Muhammadiyah Piyungan Bantul, SMK Muhammadiyah Berbah Sleman, and SMK Piri Yogyakarta.

The competence test of making clothing was done only if there is object (the students) and the assessment instrument of the competence test. The assessment instrument of the competence test includes the problems of competence test, assessment sheet, and assessment guideline (rubric). The problems of the competence test were arranged based on the standard of competence and basic competence of the students in a certain level. Furthermore, the course grid was made. The sample was taken by purposive sampling technique. The test was then validated by using expert judgment from clothing industry, the vocational schools' teachers of clothing design course and clothing major of Fashion Design Education of Faculty of Engineering of Yogyakarta State University. The reliability of the test was analyzed by using inter-rater. The determination of the competent criteria was based on the achievement of Minimum Completeness Criteria determined that is 70. The assessment sheet was arranged based on the materials of sewing woman's coat that is elaborated into: (1) the type of activity, consisting preparation, process, working attitude, result, and the time used in sewing; (2) the value of each activity; (3) the achievement of competence (scale); (4) score achievement; and (5) the description of competence achievement. The last part of this assessment sheet is completed by the procedure of determining score of each activity and determining of the final score of activity.

3. Result Finding and Discussion

The result of the test competence of making woman's coat can be described through the profile of ability of each aspect in sewing woman's coat.

3.1 The Profile of the Preparation of Sewing Woman's Coat

The profile of the students' abilities in the aspect of sewing clothing is shown in Figure 8. The maximum score of the aspect of the preparation of

sewing according to the value determined as amount to 10. The minimum score that must be achieved by the students according to Minimum Completeness Criteria is 7.0. The students' abilities in the component of sewing preparation show very good achievement.

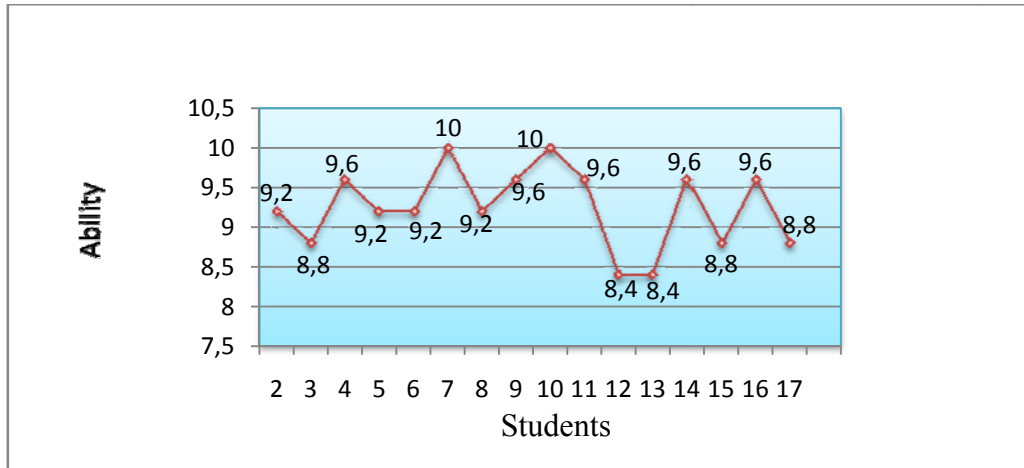


Figure 1. The Profile of the Competence of Sewing Preparation of Woman's Coat

The good achievement in the aspect of sewing preparation seems on the score obtained that is over Minimum Completeness Criteria determined. The results of the preparation of sewing clothing shows that the sewing instruments are prepared completely, the machine is tested before used, and in clean condition.

3.2 The Profile of the Process of Sewing Woman's Coat

The profile of the students' abilities in the process of sewing woman's coat is shown in Figure 9. The ability and skill in the process of sewing woman's coat include the activities of operating sewing machine, the application of sewing

technique, working safety, and the maintenance of sewing machine. The maximum score in the aspect of sewing process according to the value determined as amount to 35. The minimum score must be achieved by the students for the process of sewing according to Minimum Completeness Criteria is 24.5. The results of calculation show that there are 14 students able to operate and maintain sewing machine, apply sewing technique well in sewing process. There are some items of the sewing process which need to be the teacher's concern, especially the techniques such as sewing *passepaille* pocket, split, the *passepaille* buttons' holes, collar, and coat's sleeves.

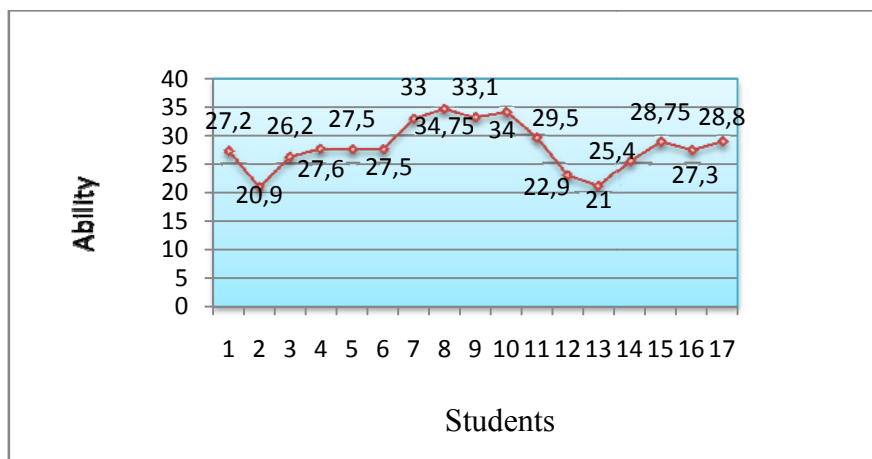


Figure 2. The Profile of the Competence of Sewing Woman's Coat

The weakness in finishing sewing *passepoille* pocket was the weak cut of triangle in both sides of pocket so that it seemed the holes and it was not neat. Some students were not able to finish the split well yet. It can be seen that the final results of the split were not even and waving.

3.3 The Profile of the Results of Sewing Woman's Coat

The students' abilities and skills in the aspect of sewing clothing include the activity of sewing according to the accuracy and appearance entirely. The maximum score in the aspect of sewing the coat is according to the value that is 45. The minimum score should be achieved to gain the results of sewing according to Minimum

Completeness Criteria of ≥ 70 if the students got score as amount to 31.5. Based on the results of calculation, the students stated as competent in the aspect of sewing woman's coat are 82% or 14 students. Thereby, the result of sewing coat is in good category.

The profile of the students' abilities in the results of sewing woman's coat is shown in Figure 10. In the ability of finishing each item of the aspect of sewing clothing are three students categorized as not competent. The students did not complete the parts of clothing according to the required measurement. Besides, the finishing of clothing seems less neat.

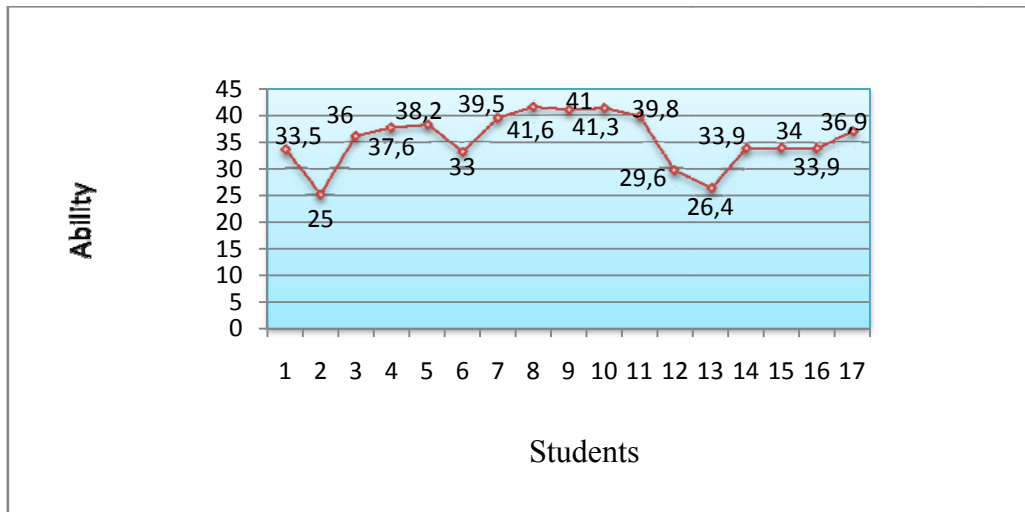


Figure 3. The Profile of the Competence of Sewing Woman's Coat

3.4 The Profile of Attitude of Sewing Woman's Coat

The students' ability in working attitude of sewing woman's coat is shown in Figure 11.

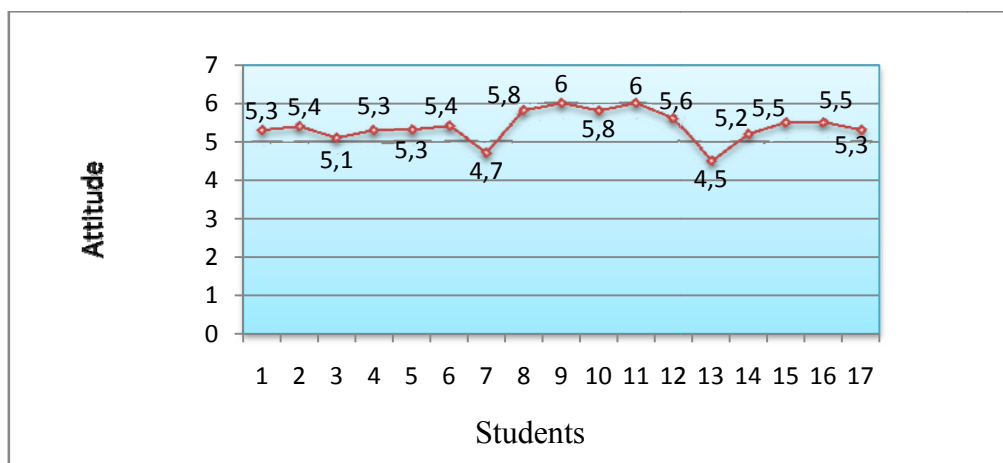


Figure 4. The Profile of Attitude of Sewing Woman's Coat

The maximum score in the aspect of attitude of sewing woman's coat according to the value of 6.0 and the minimum score must be achieved according to Minimum Completeness Criteria as amount to 4.2. The working attitude of the students in sewing woman's coat is categorized as very good. It is also shown that all students get marks according to the limit determined. The activities done by the students are preparation until final fitting, actually shows that the students: (a) are able to understand the systematics of work and able to control emotion; (b) obeyed the rules, be polite, had good behaviors, and stayed work in the work place;

(c) believe toward the work results, were able to do the job, and were willing to take the work's risk if there was a mistake.

In the implementation of sewing practice, the students show good attitude. They were discipline, calm, thorough, and serious in doing their works.

3.5 The Profile of the Time Used in Sewing Woman's Coat

The students' abilities in the time used in sewing woman's coat are shown in Figure 12.

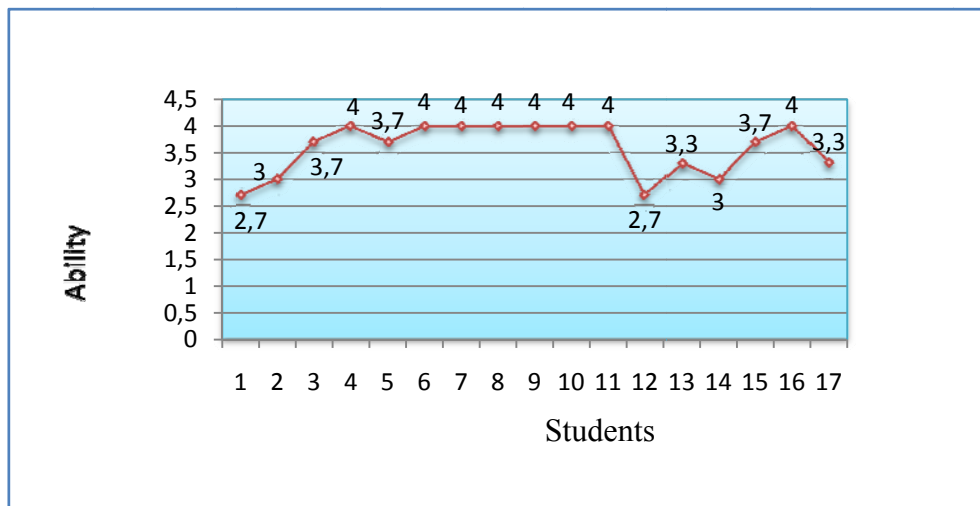


Figure 5. The Competence Profile of "the Time Used in Sewing Woman's Coat"

The maximum score of the time used in sewing woman's coat is according to the value determined that is 4. The minimum score should be achieved by the students according to Minimum Completeness Criteria is 2.8. Based on the implementation of sewing coat, the students managed the time well. The woman's coat could be completed according to the time determined.

3.6 The Profile of Sewing Woman's Coat

The Profile of the competence of sewing woman's coat of the students is shown in Figure 13.

The results of descriptive analysis show that from 17 participants of the competence test of sewing clothing, the students stated as competent is as 82% or 14 students. The students stated as incompetent is as amount to 18% or three students. The students are stated as incompetent if they do not meet the standard of Minimum Completeness Criteria that is 70. The failure in fulfilling the standard is because almost all items on the test did not do correctly. When it was analyzed more detail, actually incompetent students have less good background in their schools.

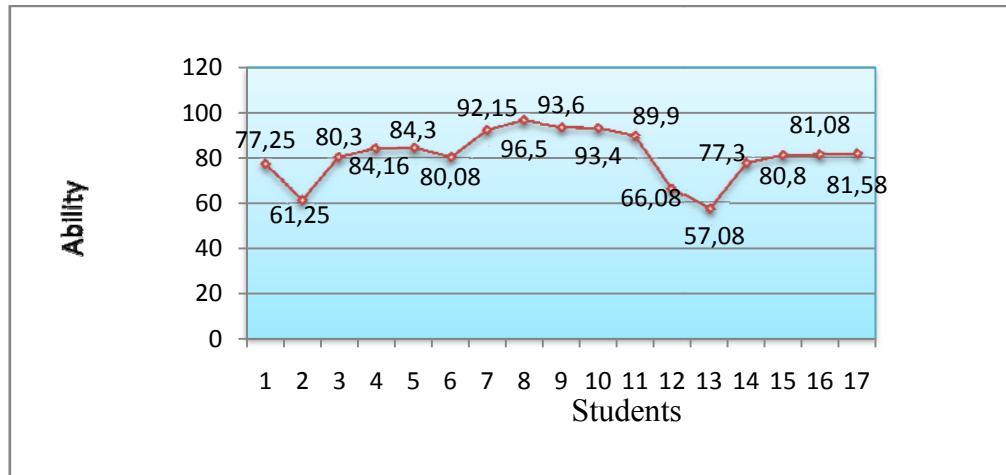


Figure 6. The Profile of the Competence of Sewing Woman's Coat

4. Conclusion

The profile of the competence of sewing woman's coat shows that 82% of students are stated as competent and 18% of them are stated as incompetent in sewing woman's coat. The incompetent students failed in sewing collar, sewing *passapoille* pocket, and sewing sleeves.

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