

# THE VOCATIONAL CURRICULUM DEVELOPMENT OF CULINARY PROGRAMS SUITABLE USER'S NEEDS

**Any Sutiadiningsih<sup>1</sup>, Sri Handajani<sup>2</sup>, Niken Purwidiani<sup>3</sup>, Yuniseffendri<sup>4(\*)</sup>**

Dep. of Family Welfare Education, Faculty of Engineering, Surabaya State University, Surabaya,  
Indonesia (1-4)\*

anysutiadiningsih@unesa.ac.id

## **Abstract**

The curriculum for vocational education at university in Indonesia generally is not as good as referring to learning outcomes. As a result, the graduates are less aligned with the target occupation. This study aims to produce a vocational curriculum in the culinary field according to user needs. Study focus, development of Vocational Curriculum Diploma Three in the culinary field. Location, Culinary Diploma Program at Surabaya State University. Research methods, development with three stages method, (1) preliminary studies, (2) development, and (3) testing result. Data collecting techniques, questionnaire, observation sheets, and brainstorming. Data study analyze using Guttman's analysis; development analysis with idea review; analysis of result testing used a description. The results of the curriculum development were curriculum structure based on graduates profile is formed and achievement of learning outcomes, consists of 12 attitude skills, 17 knowledge skills, 10 general skills, and 18 specific skills. The curriculum is composed of 44 courses with a number of theoretical last from 22,1% and 77,89% practice hours, and also distributed in the sixth semester. Conclusions, manifested the structure of vocational curriculum Diploma Three of culinary field relevant to the needs of small and medium range culinary service's industry.

**Keywords:** development, curriculum, vocational, culinary, culinary service's industry

## **Preliminary**

Globalization has created various challenges, especially for developing countries like Indonesia. Various changes include the use of work systems from industry-based (industrial revolution 2.0) to computer-based (industrial revolution 3.0). This change has not been fully able to implement it, the Indonesian government has begun to discuss the industrial revolution 4.0 work system by utilizing the robotic system and International of Tings (IoT). While Japan was ready to exhibit industrial revolution 5.0, the work system by utilizing the Human Centered Society which promotes artificial intelligence and the Internet of Tings. Indonesia is one step behind, so it is a challenge to catch up.

Indonesia cannot be said to be successful in the aspect of the economy, unemployment is everywhere, the younger generation has a low ability to compete and low interest in entrepreneurship. Directorate of Learning and Student Affairs of the Ministry of Higher Education (2015), in the world economy, Indonesia ranks the 16th largest, as a consumer of 45 million, the urban community produces 53% of 74% Gross Domestic Product (GDP), skilled labor in the Indonesian economy 55 million. In 2030 Indonesia's target is able to be at number 7, as 135 million consumers, urban communities produce 71% of 86% of GDP, skilled labor in the Indonesian economy 113 million. Global economic competition is increasingly requiring countries to compete on the quality of goods and services. That requires labor force with a range of mid-level trade, technical and professional skills alongside the high-level skills associated with university education (Directorate for Education, Education and Training Policy Division. 2011).

Achieving success in preparing prospective skilled workers requires a big struggle. Directorate of Learning and Student Affairs of the Ministry of Higher Education, vocational higher education has a strategic role and is the leading spearhead in handling the age of the workforce and educating it to become skilled, professional, and competitive personnel, so that it will be able to improve the nation's competitiveness (Ministry of Higher Education, 2016: ii), able to work and

ready to solve various complex problems in his work. The fact shows that many 3-year diploma vocational higher education graduates at the Surabaya State University Cooking School are less competitive and less able to compete. The results of the 2017-2013 graduate tracer study in 2017 as many as 72% work in relevant fields, and on average as operational staff or level 2 are not in harmony with the Indonesian National Qualifications Framework. The position of Chef de Party (level 5) can be achieved after working 4 - 6 years by 8% of graduates, and only 6,67% who become micro and small scale of culinary entrepreneurs, the rest work in irrelevant fields and do not work.

Many factors cause this to happen, in terms of aspects of education, it is very possible that the curriculum is one of the causes. The structured curriculum of the 3-year diploma study program is a Culinary Education S1 curriculum that is eliminated from educational competencies. Thus, it will have an impact on the quality of graduates. In order to improve the quality of graduates, it is necessary to conduct curriculum development research correctly.

Vocational education (Colledge Low No.12 of 2012 explanation of article 16 paragraph 1) is an education that prepares students to become professionals with high skills or work abilities. Bharat Sevak Samaj Vocational Education explains the same thing, that vocational education is a type of higher education which is given the authority to produce graduates who can fill the opportunities for the labor of commercial industries according to their expertise. Wenrich and Wenrich (1974: 6), vocational education: the total process of education is aimed at developing competencies needed to function effectively in occupation or group of occupations. The statement can be interpreted that: (1) vocational education must be aware of the competencies to be achieved, and formulate them clearly, (2) competencies developed in line with occupational needs and expertise.

Higher education of vocational has the characteristic of providing applicative and innovative abilities, applying practical aspects supported by the right theory (Directorate of Learning and Student Affairs of the Ministry of Higher Education, 2016). Prosser with his 16 theories in the book "Vocational in a Democracy" (Wardiman, 1997), seven of which are (1) vocational education will be efficient if the environment in which students are trained is a replica of the working environment later. (2) Vocational education will be effective if the training tasks are carried out with the same methods, tools, and machines in the workplace. (3) Vocational education will be effective if it trains individuals to practice habits and work as they do in real work. (4) Vocational education will be effective if it can make each individual able to encourage his interests, knowledge, and skills at the highest level. (5) Vocational education will be effective if every profession, position or job is only given to people who really need it, wanting, and hope to obtain benefits from it. (6) Vocational education will be effective if the experience of training to form work habits and thinking correctly is done repeatedly to resemble actual work needs. (7) Vocational education will be effective if the teacher has experience successfully applying knowledge and skills to work operations (Camp & Johnson, 2005). Based on these theories, it can be understood that the implementation of vocational education requires serious management, designed according to the expected output, organized systematically and efficiently, carried out according to orders, and controlled based on standard or non-standard guidelines or provisions.

The implementation of vocational education requires a curriculum as the basis for implementing learning. Curriculum Vocational education is a set of plans and arrangements for graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the implementation of professional education study programs in various fields of special knowledge and vocational-based. or the application of appropriate technology (the Ministry of Higher Education, 2016: 9). The curriculum is designed to produce graduates, so that graduates must have the same qualifications as the KKNl, for 3-year diploma education levels to qualify at level 5 (Peraturan Presiden No.8 of 2012).

The Ministry of Higher Education (2015) explained that in the development of vocational curriculum there are three stages, namely the curriculum design phase, the learning design stage, and the learning program evaluation stage. This research was conducted in stages, and this research was focused on curriculum design. Compilation of Higher Education Curriculum in general is the same, including: (1) Determination of Graduates' Profiles and Learning Outcomes; (2) selection and collection

of study materials; (3) preparation of courses, curriculum structure, and determining credits; and (4) The Ministry of Higher Education (2016: 9), the preparation of vocational curriculum must involve Associations, Industry, and related Stakeholders; curriculum content consists of courses that emphasize applied competence; curriculum development is carried out according to the market needs of employment and industrial development; and the process of applying the curriculum in vocational learning is done by a package system.

Establishment of courses in the curriculum was developed based on several considerations when the curriculum was compiled, including consideration of material independence as a branch/study material of a particular scientific field or a particular unit of expertise (partial) and consideration of integrated learning from a group of study materials or a number of skills (block system) in an effort to fulfill graduate learning achievements. So, the course's name is a wrap of study material or teaching material built. Courses on vocational education can be in the form of theoretical courses, practicums, workshops, field work (On the Job Training), and final projects (The Ministry of Higher Education 44 article 17).

Hypothesis: Development of a Vocational Curriculum based on the applicable vocational curriculum preparation guidelines will produce a vocational curriculum structure that is in line with learning outcomes

## **Research Methods**

The research focused on the development of Vocational Education 3-years diploma curriculum, based on the research experience of Sukmadinata (2007: 189), namely by research methods and three-step development, namely (1) preliminary study, (2) development, and (3) test results (validation). The preliminary study includes two activities, namely literature study and field survey. The development phase has three steps, namely the preparation of the initial draft, limited trials, and wider trials. The third stage is testing the product of the research.

The location of the study was conducted at the Faculty of Engineering, Surabaya State University. The research subjects are experts / practitioners of star hotel food product department and independent business management units in the culinary field, relevant work situations, field academics, study lecturers, students of 3-years diploma study programs at Surabaya State University.

Data collection techniques were carried out by researchers with the help of observation sheets, interview guidelines, questionnaires, documents, and brainstorming. The preliminary study carried out a needs analysis with a competency needs study approach. The development stage includes determining the profile of graduates and learning outcomes, determining study material and courses, organizing courses for brainstorming with experts and experts. The testing phase of the results is validated by the curriculum draft by curriculum experts, and limited learning trials, including test of relevance between objectives, subject matter, and assessment of learning with observation techniques.

## **Results and Discussion**

### **A. Description of Research Result about Preliminary Study**

#### **1. Review Skills of Culinary Field**

The results of interviews with experts and practitioners from the hospitality industry and catering business management units explained that the existing fields of work were culinary or food products, pastry and bakery, and food services. This is in accordance with the 2015 National Occupational Professional Competency Certification Scheme for the Tourism Sector which distinguishes between Food and Beverage occupational schemes or Food Service and Food Production, while Patisserie is part of the Food Product occupational scheme. The Certification Scheme for Educational Institutions is to help create links and matches between graduate competencies and the expected competencies in the industry (Ministry of Tourism, 2015). So, the field of Cooking is a food product that includes patisserie, but not for food service.

The results of interviews with professional academics explained it is true that the patent certification scheme is included in the food product expertise, but if viewed from the many

variations of cake, pastry, bakery and pastry bakery and with limited time (6 semesters for 3-years diploma) would be very limited and solid, so it is less suitable if it must be put together with a food product. On the other hand, the nomenclature distinguishes between Culinary Arts and the Art of Patisserie Processing. It is a fact that culinary courses provides food product, pastry & bakery, and food service competencies. Thus, it can be concluded that the D-III Catering Study Program has less relevant nomenclature and field of work in the competency certificate. The results of the seminar and workshop decided that the Name of the Culinary Study Program needs to be adjusted according to the prevailing provisions (nomenclature), namely Culinary Arts, but considering that art is not a science underlying food, then becoming a D-III Culinary emphasizing food processing skills in accordance procedure.

## 2. Review Vocation Curriculum of 3-years Diploma Culinary.

Curriculum studies are carried out in terms of graduate professions and graduate learning achievements, study materials, determination of courses and the amount of credit, and courses organizing. Review Graduate Profile and Achievement of Graduate Learning (AGL). 3-years Culinary study program never formulated a graduate profile, only processed thought from the curriculum compilation team that 3-years diploma graduates from the Catering System could work as cooks in the food product kitchen or in the pastry kitchen either at the hotel or in the culinary business management unit or similar, such as restaurants, catering, independent cafes, without harmonizing with the Indonesian National Qualifications Framework (NQF), or working as entrepreneurs in the food sector.

The establishment of Achievement Learning is an important part, because the role of graduates is determined, according to their specific characteristics and in line with the qualifications level of the IQF and the National Standards for Post Higher Education (the Ministry of Higher Education, 2016). According to Competency Certificate and IQF. National Occupational Professional Competency Certification Scheme Based on ACCSTP and CATC in the Field of Food Production Sector that level 5 is in occupation of Demi Chef and level 4 is in the occupation of Chef de Partie (CDP), while the workforce places things that turn around 5 is CDP and Demi Chef is at one level below (level 4) (Ministry of Tourism., 2015). The results of the workshop determined that the graduates of 3-years diploma Culinary products were Chef de Partie, according to the facts on the field.

The absence of ownership and realization of the Graduate Profile document has the effect of not making an effort to do the formulation AGL, so that study programs do not have AGL documents that can function as targets. The success of target ignition is measured by comparing performance (actual situation conditions) with achievement standards (Daft, 2014).

Review the study material, determine the course and the amount of credit. Courses are packs of study material. The results of the review document for the 3-years diploma curriculum show that there were no study material documents which later formed a course. The results of the interviews with the curriculum compilation team explained that the subjects were not born of one or more relevant study materials, but "appeared just like that" based on the needs of graduates (without a need analysis). Therefore is also determined based on the teaching experience of the material concerned, without analysis of the depth and breadth of the material. As a result, there are number of subjects whose material overlaps with other subjects. Determination of material for this study must be appropriate and support the specificity of expertise (vocational) along with its scope and depth (The Ministry of Higher Education, 2016).

## 3. Review Courses Organizing in Curriculum

Courses in the 3-years diploma culinary curriculum are developed based on the applicable provisions in UNESA (UNESA Academic Guidebook), namely Institutional Personality Development, Institutional Personality Development Courses, Scientific and Skills Courses.

This organization has been carried out by a team compiling the 3-years Diploma Culinary Curriculum Study Program. However, entering the course in these groups is sometimes in doubt. The explanation in the manual for preparing the curriculum is not clear.

## **B. Vocation Curriculum of 3-years Diploma Culinary Courses Development**

The development of the 3-years diploma curriculum at the Surabaya State University Hospital begins with the results of a study of the professional and expertise fields

### **1. Professional Formulation of Graduates and AGL**

Based on the results of the curriculum review, guidelines for preparing vocational curricula, the National Education Standards (2015), occupational level of the IQF, then two graduate profiles are established, namely:

- a. Technicians or Analysts in the scope of food product work in the Catering Industry (hotel/restaurant/catering).
- b. Entrepreneurs in the Small or Medium Food Sector.

Based on 2015 Graduates' Profile and National Education Standards (the National Education Standards), the occupational level of the IQF, as well as the Association of the Indonesian Tourism Tertiary Education Institutions (AITTEI). AGL consists of the domain of attitudes, general knowledge, special knowledge, special skills, and general skills. Given the general attitudes and skills available in the National Education Standards, the following are only shown specific knowledge and special skills such as the following (Table 1).

**Table 1.** The 3-years Diploma Culinary Courses AGL which was agreed upon by the Association of the Indonesian Tourism Tertiary Education Institutions (AITTEI) which was approved by the Directorate of Learning and Student Affairs of the Ministry of Higher Education of Education and Culture

Achievement of Graduate Learning on Attitude	
S1-S10	The same as stated in the National Education Standards
S11	Demonstrate trustworthiness (integrity), responsiveness, professionalism in accordance with the Global Code of Ethic of Tourism and Indonesia's personality
S12	Additional by UNESA: Realizing the character of Faith, Smart, Independent, Honest, Caring, and Resilient in everyday behavior
Achievement of Graduate Learning on General Skills	
K1 –K8	Same as stated in the National Education Standards
Achievement of Graduate Learning on Knowledge	
P1	General theoretical concepts about Nutrition, Food Science and tourism
P2	General theoretical concepts, principles, techniques, and methods of food processing technology, especially food processing.
P3	General theoretical concepts of management functions are planning, implementing, directing, monitoring, evaluating, and controlling food processing.
P4	General concepts, principles and techniques for reading, modifying, and making recipes for archipelago, oriental, and continental cuisine
P5	General concepts, principles and techniques for storing food and cooking products, as well as calculating expiration
P6	General concepts, principles and techniques for the application of food hygiene and Occupational Safety and Health (work safety and security) in processing food
P7	The general concept of cultural anthropology is related to the culture of eating and serving food
P8	General concepts, principles and techniques for processing archipelago, oriental and continental cuisine
P9	General concepts and techniques for evaluating food product business, especially on the sustainability of small and medium scale businesses
P10	Effective communication principles and techniques for working in teams, persuasive communication to market food products in Indonesian and at least in one international language

P11	The principle of entrepreneurship in the cooking product business sector includes concepts and techniques for reading market opportunities, calculating the cost of production and the slackness of small-scale food processing businesses, seeking small business loans, and marketing products
P12	General concepts of financial and accounting management and their applications in small and medium scale cuisine processing businesses
P13	Factual knowledge about the type and regulation of food businesses in the local scope
P14	Factual knowledge about the design and layout of kitchen processing cuisine
P15	Factual knowledge about labor regulations
<b>Achievement of Graduate Learning on Specific Skills</b>	
KK1	Able to design, plan, create, present, and store archipelago, oriental and western food products, bread and cakes, according to prescription standards, product quality standards, Food Hygiene standards, fulfill aesthetic values, and apply work safety and security in the work environment
KK2	Able to work and manage independently small-scale production kitchen (kitchen unit) in accordance with applicable procedures
KK3	Able to work in a team effectively and efficiently in mass production in accordance with applicable procedures
KK4	Able to evaluate the quality of cooking products based on the rules of food quality (appearance, taste, aroma, color, texture, nutrition and food safety)
KK5	Able to make new recipes, modify existing recipes according to product quality standards, Food Hygiene standards, meet aesthetic values
KK6	Able to design, create and present archipelago, oriental, and continental cuisine products for specific needs (halal, vegetarian, diet, special events) in accordance with product quality standards, Food Hygiene standards, and aesthetic values
KK7	Able to compile reports on food production
KK8	Able to communicate effectively
KK9	Able to be an entrepreneur in the field of food processing in the scope of small-medium businesses

## 2. Study Materials and Courses Development

Based on AGL, then relevant study materials are developed to further be grouped in the designation subject with the SKS weight

**Table 2.** Relevance of Study Materials with Courses and Weight

<b>AGL</b>	<b>Study Materials</b>	<b>Courses</b>	<b>SKS</b>
S1	Faithful and religious attitude	Religious education	2
S2	Huminity that are based on religion, morals and ethics	Citizenship Education	2
S4	Ownership of nationalism		
S7	Obedience to the law and discipline in the state community		
S3	Remembrance of quality of life based on Pancasila	Pancasila	2
S5	Cultural diversity, religion, beliefs, and opinions of others	Social Culture (Food)	2
P10	The development of food and its serving from several countries		
S6	Cooperating and social sensitivity	Service Psychology	2
S11	<ul style="list-style-type: none"> <li>○ Responsive and professional attitude, principles and values in tourism, hospitality; and</li> <li>○ A trusted and ready-to-serve personality</li> </ul>	Service Psychology	
S8	Understanding of nor values and academic ethics	Professional ethics	2
S9	Responsibility attitude in its working area independently	<ul style="list-style-type: none"> <li>○ Breakfast Culinary Operation</li> <li>○ Lunch Culinary Operation</li> <li>○ Dinner Culinary Operation</li> <li>○ Inside Catering</li> <li>○ Outside Catering</li> </ul>	3
S12	To form smart, independent, honest, caring and resilient character in everyday behaviour.		3

P1	Understand the various products and services needed in the field of tourism	Tourism and hospitality	2
S10	Internalizing the values of independence, struggle, and entrepreneurship (KWU)	KWU	2
P16	The concept of KWU principles in the food product business sector		
P2	The concept of internal nutrition in relation to handling ingredients and food	Culinary Nutrition	2
P3	Theoretical concept of the ingredients	Vegetable Comodity Animal comodity	2
P3.1	<i>Cutting techniques</i>		2
P5	<i>Food Processing Western, Asia, Indonesia)</i>	Technical cooking	2
P4	<i>Food Processing technology</i>	Food Technology	2
P7	Management functions in the food processing business	Business Management	2
P8	Knowledge of recipes, modify recipes, make recipes for Western, Asian and Indonesian dishes	Product Development	2
K5	Make new recipes, modify existing recipes according to product quality standards, food hygiene, and fulfill aesthetic values		
P9	Cleanliness and job safety (cleanliness of food and food ingredients, as well as occupational safety and health) in food processing	Hygiene Sanitation and Work Safety	2
P9.1	Food ingredients supervision, pre cooking, cooking and post cooking (serve on plate)		
K1	Sanitation hygiene and work safety application in Culinary Operation Breakfast/Lunch/Dinner Buffet and Ala Carte (Western, Asian, Indonesia Culinary); Inside and Outside Catering		
P10	The development of eating culture and its presentation from several countries	Socio-Cultural Eating	2
S5	Cultural diversity, religion, beliefs, and opinions of others		
P11	Western culinary knowledge (Western principles and culinary processing techniques)	Western Cuisine	2
P12	Asian Culinary Knowledge (Asian principles and culinary processing techniques)	Asian Cuisine	2
S12	To form smart, independent, honest, caring and resilient character in everyday behaviour.		
P13	Indonesian culinary knowledge (Indonesian principles and culinary processing techniques)	Indonesian Cuisine	2
S12	To form smart, independent, honest, caring and resilient character in everyday behaviour.		
P14	Business evaluation for the sustainability of SME	Cost Control (include Analysis and Engineering Menu)	2
P18	Various regulation in the food business at the local scope (concept and applications)		
P16.1	The application of KWU principles in the business unit	<ul style="list-style-type: none"> <li>• Breakfast Culinary Operations</li> <li>• Lunch Culinary Operations</li> <li>• Banquet Culinary Operations (Gala Dinner)</li> <li>• Inside Catering</li> <li>• Outside Catering</li> </ul>	3
P17.1	Financial and accounting management applications in small-medium scale food processing business		3
P18.1 K1-4	Aplication of various regulations in the food business at the local scope		3
P19	Design and layout of industrial kitchen/food processing business	Kitchen Layout and Management	2
K2	Able to work and manage independently small-scale production kithchen (kitchen unit) in accordance with applicable procedures		
P19.1	Handling culinary kitchen equipment	Culinary Kitchen Equipment	2
P20	Labor regulations (merger of industrial psychology)	Human Resource Management	2
P21	Designing and planning small-medium scale food menus	Menu Designeing and Planning	2

P22	Storage, control and inventory of food ingredients	Food Control	
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While Special Pregnancy CPL is internalized in every practical lecture activity

Based on the results of the development of the course above, it can be concluded that to realize CPL for graduates of the Culinary Study Program it takes 45 courses, consisting of Personality Development Courses, Scientific and Skills Courses (MKK), and Working Courses, Working Behavior Course. Each subject is formed from the domain of knowledge and attitude; or knowledge, attitudes, and skills.

### 3. Courses Distribution

Based on the results of the development of the course and credits, then the distribution will be carried out in a semester of the study period. The distribution of courses is carried out based on the order of competencies that must or should be understood or owned by students. However, given the limited time, this principle cannot be fully implemented. If this happens, the important thing to do is to apply learning with the 'learning by doing' model, so that students can find the concept (which should be studied first), supported by other competencies that have been or are simultaneously studied.

The results of brainstorming with home-based lecturers at 3-years Diploma Culinary in UNESA, and continued with workshops on curriculum structure attended by 14 lecturers of Food and Nutrition Study Program were obtained from the distribution of subjects in six semesters, detailed semester 1 = 22 credits, semester 2 = 21 credits, semester 3 = 22 Credit, semester 4 = 16 credits, semester 5 = 22 credits, and semester 6 = 9 credits.

The number of credits is used as minutes (1 face-to-face credit = 50 minutes, 1 practice credit = 170 minutes), so the result is the theory = 2750 minutes divided by hours (60 minutes) = 45.83 hours face-to-face (theory) and 161.5 hours practice. Total learning hours are 207.33 hours. The proportion of the theory and practice learning period = 22.11% and practical learning = 77.889% (fulfilling the requirements of the vocational curriculum comparison theory: practice 30:70 or 40:60).

Thus, the structure of the curriculum, the distribution of subjects, the amount of SKS the weight of the theory and practice courses are in accordance with the provisions of the applicable provisions.

## Discussion

### 1. Development of Vocational 3-years Diploma Culinary Curriculum

Based on the nomenclature study, it shows that the 3-years diploma study program is a vocational education program, under the field of tourism, branch and branch of science, as the name of the 3-years Diploma Culinary. Thus, the 3-years Diploma Culinary needs to adjust the name of the study program to 3-years Diploma Culinary.

Based on this, then in the development of the Curriculum focused on Study Program of 3-years Diploma. Several stages of development are carried out, namely: a) determination of the profile of graduates and description; b) determination of Graduate Learning Achievement (AGL); c) determination of study material; d) determination of Courses and **SKS**; e) preparation of the Curriculum Structure). This is in line with the 2015 Vocational Education Curriculum Guide.

The results of the preliminary review of the 3-years Diploma Catering curriculum indicate that the curriculum has not been compiled according to applicable provisions in the preparation of the Vocational Education Curriculum, The Ministry of Higher Education, 2015.

Gradually, the preparation of the curriculum is carried out as follows: (1) the determination of the profile of graduates refers to the Presidential Regulation of the Republic of Indonesia No. 08 of 2012 concerning the Indonesian National Qualifications Framework. Republic of Indonesia Presidential Regulation Number 8 and Certification Scheme for Food Beverage (Culinary), Ministry of Tourism 2015, taking into account employment (Business/Industry) which in this case



is Demi Chef. In this case there is an inequality between Level 5 (IQF) in the Competency Certificate which sets Demi Chef, while level 5 in the world of work (industrial world of business) is the Chef de Party (CDP). By considering occupational occupation in the world of work, the determination of the profile of graduates is determined by the CDP. On this basis, in revitalizing this curriculum, the profile of graduates is determined by the Competency Certification Scheme established by the Ministry of Tourism and the National Professional Certification Body (BNSP), 2015; (2) Achievement of Graduation Learning (CPL) is determined based on the CPL determined by the Association of Tourism Higher Education Association (AITTI), which has obtained approval from the Ministry of Research, Technology and Higher Education; (3) Determination of Study Materials, determination of materials is carried out based on the competency requirements to achieve each CPL item and by considering the competencies needed by the user (industrial world of business) culinary or culinary fields; (4) Determination of courses is done by arranging the arrangement between CPL and courses, each CPL for the knowledge domain can only be included in one course, but in one course may contain more than one CPL. As for special skills, general skills and attitudes can be included in several courses; (5) Determination of SKS is based on the load / competence that must be mastered by students; (6) Devotional courses are based on the competency of students who must be mastered.

## 2. Feasibility of Developing Vocational Curriculum 3-years Diploma

The results of the feasibility test data analysis show that from the ten aspect of assessments consisting of determining the profile of graduates and their descriptions; Determination of Graduate Learning Achievement (AGL); determination of study material; Course determination, SKS determination course; proportion between the hours of theoretical study with hours of practical learning, grouping or determination of courses, distribution of subjects, readability of curriculum structure, and clarity of curriculum structure), with 13 indicators showing an average score of 4.7 (94.4), very relevant categories. The curriculum has included Personality Development Courses, Science and Skills Courses, and Working Courses, Working Behavior Courses. Each subject is formed from the domain of knowledge and attitude; or knowledge, attitudes, and skills. This is in line with the guidelines for preparing vocational curriculum in Indonesia (2015).

Distribution of courses per semester does not exceed 22 credits, according to the Academic Guidelines applicable at Surabaya State University, 2015. Preparation of the Curriculum Structure contains the total credits in accordance with the applicable provisions for Diploma Three does not exceed 120 credits, in this case 112 SKS with expenses hours of study Theory: Practice is 22%: 78% which is realized in 49% Credit Theory and 51% Practice Credit. This is in line with the Guidelines for Preparing Vocational Curriculum, Directorate of Learning and Student Affairs, 2015. Overall the Curriculum Structure can be read and clearly explained by the distribution of subjects compiled by considering the suitability of competency achievement.

## C. Conclusion

Based on the results of the analysis and discussion it can be concluded that:

The Vocational Curriculum 3-years Diploma has been realized that is relevant to the occupational level of the IQF and the Indonesian National Higher Education Standards, so that it is aligned with the employment needs of the small-scale catering industry, which is based on:

- a. Curriculum development is based on the field of culinary or culinary expertise which focuses on food processing, Diploma Three education level, Profile of Graduates: (1) Mid-level technicians or analysts in the scope of food product work in the Catering Industry (hotels / restaurants / catering); and (2) business actors in small or medium scale culinary fields.
- b. The achievement of graduate learning (CPL) was approved by the association of the Indonesian Tourism Higher Education Institution Association (AITTI) and combined with

- the achievement of learning in UNESA consisting of 12 behavioral skills, 17 knowledge skills, 10 general skills, and 18 special skills.
- c. The curriculum structure consists of 44 courses with a load of 45.83 theoretical hours (22.1%) and 161.5 hours of practice (77.89%) distributed in 6 semesters. Conclusion.

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