

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.

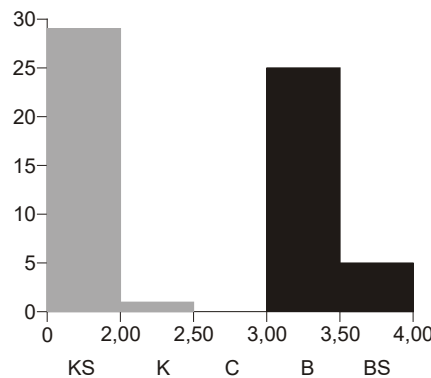


Figure 4. Frequency histogram of student skill levels before and after learning competency-based curriculum
Description: BS; Very well, B; Well, C; Enough, K; Less, KS; Less Than Once

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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