



**SOCIAL COMPETENCY OF MECHANICAL ENGINEERING EDUCATION STUDENTS
UNIVERSITY OF SARJANAWIYATA TAMANSISWA YOGYAKARTA**

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ABSTRACT

This study aimed to determine the level of the social competence of the students of The Mechanical Engineering Education of Sarjanawiyata Tamansiswa University. This study is descriptive research. The study was conducted in Vocational Education School that became a partner in the implementation Magang III. The populations were students of the mechanical Engineering Education of Sarjanawiyata Tamansiswa University who were implementation of the Magang III in academic year 2017/2018 as many as 88 people. Data collected using the questionnaire method. As the data source is students of The mechanical Engineering Education of Sarjanawiyata Tamansiswa University as many as 72 people, teacher as Magang III tutor as many as 72 people, and students of Vocational Education School as many as 316 people. Analysis using descriptive statistics. The results show that the social competence of the students of The Mechanical Engineering Education of Sarjanawiyata Tamansiswa University are: 1) according to the students of The Mechanical Engineering Education of Sarjanawiyata Tamansiswa University is in "enough" category with an average value of 35,02%; 2) according to teacher as Magang III tutor is in "enough" category with an average value of 27,33%; and 3) according to students of Vocational Education School is in "enough" category with an average value of 27,41%.

Keywords: social competence, magang III

INTRODUCTION

Law Number 20 of 2003 Article 1 Paragraph 1 states that education aims to develop human potential. Through human education get knowledge, skills, and attitudinal values, so that they have a mindset that is systematic, rational, and critical of the problems faced and able to compete in the current global era. Education is one of the instruments to measure the progress of a country, therefore education must always be increased so that it is not left behind by other countries.

The main problem facing Indonesian education today is the low quality of education and quality of teachers. This is indicated by Education For All Global Monitoring Report 2012 issued by UNESCO every year, Indonesian education is ranked 64th out of 120 countries (www.bkkbn.go.id). Then another fact is seen from Indonesia's graduation standard which is equal to 5.5 (Permendibud Number 3 of 2013 Article 6) where this standard is lower when compared to neighboring countries such as Malaysia

and Singapore which is equal to 7.0 (<http://ujiannasional.org>)

Related to the problem of the low quality of teachers can be shown by several statements. First, the Head of the Human Resources Education Culture Development Agency (BPSDMPK) and Education Quality Improvement (PMP), Ministry of Education and Culture (Kemdikbud), Syawal Gultom in the Maluku Quality Education Seminar (LPMP), acknowledged the quality and quality of teachers in the country this is still low (Ella Syafputri: 2013). Secondly, Syawal Gultom also said that the poor value of the National Examination (UN) in several provinces as one indicator of the low quality of teachers. Third, Head of the DKI Jakarta Education Agency, Larso Marbun, considers that the increase in unemployment of SMK graduates is the reason for the low quality of teachers in printing graduates who are not in line with current labor market demands (Taufik Rachman, 2014). As an reinforcement that unemployment of SMK graduates is increasing can be seen in table 1 below:

Table 1. Data on Number of Unemployment in Indonesia in 2013 to 2015

Highest Education That Is Completed	2013		2014		2015	
	February	Augustus	February	Augustus	February	Augustus
No / never been to school	112.435	81.432	134.040	74.898	124.303	55.554
No / haven't graduated from elementary school	523.400	489.152	610.574	389.550	603.194	371.542
Elementary school	1.421.873	1.347.555	1.374.822	1.229.652	1.320.392	1.004.961
Junior high school	1.821.429	1.689.643	1.693.203	1.566.838	1.650.387	1.373.919
General / High School	1.874.799	1.925.660	1.893.509	1.962.786	1.762.411	2.280.029
Senior High School						
Vocational High School / Vocational School	864.649	1.258.201	47.365	1.332.521	1.174.366	1.569.690
Academy / Diploma	197.270	185.103	195.258	193.517	254.312	251.541
University	425.042	434.185	98.298	495.143	565.402	653.586
Total	7.240.897	7.410.931	.147.069	7.244.905	7.454.767	7.560.822

Based on the results of a survey conducted by the National Labor Force Survey (Sakernas), it can be seen that in August the number of unemployed SMKs from 2013 to 2015 increased by 311,489 unemployed. The number of unemployed accounted for 20.76% of the total unemployment in August 2015. With this data indicating that the number of absorption of Vocational Schools in the business world and industry is still low.

This condition is very worrying if you don't finish it immediately. Bearing in mind that the leaders of ASEAN member countries set a date for the entry into force of the ASEAN Economy Society (MEA) on 31 December 2015. This will open the taps of the cross-country free trade route that covers people (labor), goods and services. This condition makes it very possible that the Indonesian nation will be re-colonized in the trading arena.

One solution that can be done by the government to overcome these problems is to improve the quality of SMK. Director General of National Education, Achmad Jazidie said that there are three things that can be done to improve the quality of vocational schools, namely providing facilities and infrastructure in the form of laboratory facilities and practical tools, providing vocational teachers with adequate and quality quantities, and

improving teacher quality and quality (Dyah Ratna MN, 2014).

Even though the quality of SMK can be improved through these three things, it turns out that there are still some obstacles to making it happen. This is stated in the Ministry of Education and Culture's Strategic Plan 2015-2019 (Minister of Education, 2015: 21-22) which states that: (1) The process of teacher recruitment is still not integrated between regions so that many other regions experience teacher shortages; (2) Improving the quality, competence, and professionalism of teachers must be improved because until now there is no linear relationship between increasing teacher qualifications and the certification of the teaching profession towards student learning outcomes; and (3) Lack of capacity of Education and Education Personnel (LPTK) in providing quality teachers.

All efforts must be made so that the quality of Vocational Schools can increase from learning at the LPTK because graduates from the LPTK are prospective educators. In order for prospective educators prepared by the LPTK to be able to work as teachers and be able to print their education that is able to compete globally, it must have four teacher competencies, namely pedagogic, personality, social, and professional

(paragraph 1 article 10 of Law No. 14 of 2005). Teachers who meet the standards are teachers who meet the required qualifications and understand correctly what must be done, both when inside and outside the classroom (Syaiful Sagala, 2013: 18).

Competence according to Law No. 14 of 2005 concerning Teachers and Lecturers explains that competence is a set of knowledge, skills, and behaviors that must be owned, lived and mastered by the teacher in carrying out his professional duties. This statement implies that a competent teacher will be fully responsible in carrying out his duties. The sense of responsibility will have a high performance. This is evidenced by the statement from Sanghi (2005: 5) which states that competence as a skill in the fields of knowledge, attitudes, and abilities that distinguish a person has a high performance.

Competence specifically outlines what students expect and what students can achieve after completing their education program (Dilmore, Moore, & Bjork, 2011: 4). The results of educational programs are producing competent human resources who are able to make decisions, follow rules, do work independently and cooperate, and show responsible behavior (Wrench, Richmond, & Gorhan, 2009: 49). Competence can be obtained from various types of training / education with the

expectation of increased capacity, in this case is an increase in performance as a teacher.

Based on its characteristics, Martinet, Gauthier and Raymon (2002: 54) states that a competency has the following characteristics:

- a. Competency exists in a real-life setting, namely competence is in a real condition that can be observed.
- b. Competency follows progression from simple to complex, namely competency is tiered from simple to complex work.
- c. Competency is based on a set of resources, namely competence based on a set of resources.
- d. Competency is based on the ability to mobilize requirements in requiring professional action, namely competence is based on the ability to use resources to support performance.
- e. Competency is part of intentional practice, namely competence is part of intensive practice.
- f. Competency is successful, effective, efficient, recurrent performance, namely competency can be demonstrated successfully, effectively, efficiently.
- g. Competency is a project, an ongoing pursuit, namely competence is a type of work that continues to grow.

Based on the description of the competency definition above, it can be concluded that competence is an ability obtained by someone through an exercise

from an institution to be able to do a certain type of work. If it is associated with a job as a teacher, competence is a set of skills, both in terms of knowledge and skills possessed by the teacher, and these skills can be lived and applied to carry out the duties of the teacher as a teacher and educator.

A teacher is said to be professionally competent in carrying out his duties if the teacher: (a) is able to develop responsibility as well as possible, (b) is able to carry out his roles successfully, (c) is able to work in achieving school education (instructional goals), and (d) able to carry out its role in the process of teaching and learning in the classroom (Oemar Hamalik, 2009: 38). Competent teachers must have teacher competency standards that apply nationally including four main competencies that are integrated in teacher performance, namely pedagogic, personality, social, and professional competencies (Mendiknas, 2007).

Law No. 14 of 2005 concerning Teachers and Lecturers, explained that social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the surrounding community. Knapczyk and Rodes (2001: 10) state that teacher social skills are usually studied informally, namely through daily experience. The experience can be in the form of teacher interaction

with the community, school environment, family and friends.

Teachers who have social competence are teachers who are able to: (a) communicate and interact effectively with students, (b) communicate and interact effectively with fellow educators and education staff, and (c) communicate and interact effectively with parents / guardian's students and the surrounding community (Arif Firdausi, et al, 2012: 38). Another opinion from Suyanto and Asep Jihad (2013: 42) states that social competencies have sub-competencies with essential indicators, namely: (a) able to communicate and interact effectively with students, with essential indicators communicating effectively with students and teachers can understand desires and expectations of students, (b) being able to communicate and interact effectively with fellow educators and education personnel, for example, can discuss issues faced by students and their solutions, and (c) be able to communicate and interact effectively with parents / guardians of students and surrounding communities, for example teachers can provide information about talents, interests and abilities of students to parents of students. Social competence that must be owned by the teacher is broadly able to communicate verbally, in writing, and gesture well to students, among educators, and guardians / parents of students and the surrounding community.

In addition to the teacher must be able to communicate well, Government Regulation Number 75 of 2008 explains that the social competence of teachers must be able to use communication and information technology. In the development of globalization which is increasing, the need to master communication and information technology is needed, including in terms of learning and communication with students. Nowadays communication networks are increasingly widespread, for example with the presence of Facebook, Twitter, blogs, e-mail, e-learning and other internet facilities that can be used as a means to communicate and seek knowledge in addition to the classroom.

Catahan (2015: 75) describes social competence as the learning ability of professional teachers to work with groups as members of teams actively participating in planning, implementing and and solving educational problems. From this statement, social competence is not just limited to communication, but can be in the form of contributions in a forum / organization in or the school environment. In addition to contributing, the teacher must also be able to adapt, mingle, be responsive to various common problems, and listen to others inside and outside the classroom.

Gedviliene (2012: 26) states that social competence is a behavior or attitude, which causes positive or negative interactions from teachers or students, the social

environment and society in certain social situations. This statement means that in communicating a teacher must be able to choose polite and good language. With polite and good language, it is hoped that it can be used as a role model for students, fellow educators, and parents / guardians of students and the surrounding community.

Social competence can also be said as the ability of the teacher to adjust to the association of students who are now increasingly modern. Self-adjustment is done so that the teacher can predict and identify the learning style of the students, then the teacher can take further action so that the learning objectives can be achieved. One indicator that teachers succeed in achieving learning goals is the high achievement of student learning outcomes. Thus, social competence has a strong relationship with student learning outcomes. This is evidenced by the results of the study of Elianawati, Junaidi, and Yohanes Bahari (2014) which shows that there is a positive and significant relationship between social competence and student learning outcomes.

Based on some of the descriptions above, several indicators can be taken for social competency, namely: (a) being able to communicate verbally, in writing and with students; (b) able to communicate verbally, in writing and with fellow educators; (c) able to communicate verbally, in writing and with parents / guardians of students

and the surrounding community; (d) able to use communication and information technology to communicate with students; (e) able to participate in school activities / programs; and (f) able to speak politely and well.

Internship III is one of the compulsory subjects which is an integral part of the entire S1 curriculum program held by USIP FKIP. This course is held with the aim that students have educational academic competencies, especially in providing opportunities for students as prospective educators to explore their abilities, try to practice the theories obtained in the lecture bench, make variations and modify teaching methods, and change the perspective of teaching professions. Internship Program III can be attended by students of the 7th semester of FKIP UST who have fulfilled the requirements, including students of the FKIP UST PTM Program. Apprenticeship III is an accredited partner school, especially for Mechanical Engineering Education Study Programs held in Vocational Schools. When it is implemented for 8 weeks at school.

The implementation of Internship III program refers to policies and legislation, one of which is Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) article 1 paragraph 1, wherein this regulation calls on the education world to be able to juxtapose, equalize and integrate between the field of

education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the structure of work. In order to meet the KKNI standards, the PTM Study Program students must have four teacher competencies, namely pedagogic, personality, social, and professional competencies.

As one of the LPTKs in Yogyakarta, Sarjanawiyata Tamansiswa (UST) University through the Teacher Training and Education Faculty (FKIP), the Mechanical Engineering Education (PTM) Study Program aims to produce vocational educator candidates with two specialization options namely production engineering and automotive engineering. In order to produce qualified educator candidates, according to Minister of Education and Culture Number 16 of 2007 concerning academic qualification standards and teacher competencies, PTM study programs must be able to produce professional education scholars who are professional, competent in the fields of mechanical engineering and education, fear of God, personality, having the spirit of nationalism and love for the motherland, critical, creative and innovative, democratic, independent, and sensitive to the development of mechanical engineering technology and able to compete globally.

Based on the results of previous research conducted by Rabiman and Slamet

Priyanto (2014) with the title pedagogical competency of final level students of the mechanical engineering education study program at the faculty of education and education at Sarjanawiyata Tamansiswa University, showed that students' pedagogical competencies were categorized as good with 78% according to students, categorized very good with 82% achievement according to students, and categorized as good with 77% achievement according to the field supervisor. These results indicate that there are no problems with pedagogical competence possessed by students of the FKIP UST PTM Study Program. Nevertheless, this result cannot yet be used as an evaluation tool for determining graduates of quality educators for the campus because previous research only highlights pedagogical competencies.

In order for the campus to know the description of the competency of prospective educators owned by students of FKIP UST's PTM Study Program comprehensively, the need to conduct research is not only highlighting its pedagogical competencies, but also needs to examine its personal, social and professional competencies. This can be used as a competency benchmark for prospective educators owned by students at the final level of FKIP UST PTM Study Program as a consideration for improving the education system in the FKIP UST PTM Study Program.

RESEARCH METHODS

This research is a descriptive study with a quantitative approach because the data to be obtained are in the form of numbers and solved by statistical calculations. The time of study is the odd semester of the 2017/2018 academic year, which is in September to November 2017 and is held in schools which are the place of internship III. The population of this study was all students who carried out internship III, totaling 88 students. The sample size was taken based on the formulation proposed by Isaac and Michael with a 5% error rate that will be used as a source of data, namely 72 students, 72 guiding teachers, and 316 students.

The data of this study are in the form of quantitative analyzed descriptively, measured using a questionnaire to measure the social competencies possessed by UST PTM Study Program students based on the perceptions of students, guidance teachers, and students. The assessment sheet consists of 17 items for the instrument based on the perceptions of the student and the supervising teacher, while the instrument based on student perceptions consists of 16 items. The three instruments used the Likert scale 4 alternative answers namely (1) Always (SL); (2) Frequent (SR); (3) Rarely (JR); and (4) Never (TP).

The data analysis technique in this study uses quantitative descriptive analysis, which is to interpret the processed data

from questionnaire instruments whose results are collected then analyzed based on frequency distribution on the basis of percentages. The trend level is divided into four categories as shown in Table 2 (Djemari Mardapi, 2008: 123).

Table 2. Assessment Categories

Score range	Interpretation
$X < \bar{X} - 1.SBx$	Not good
$\bar{X} - > X \geq \bar{X} - 1.SBx$	Enough
$\bar{X} + 1.SBs > X \geq \bar{X}$	Good
$X \geq \bar{X} + 1.SBx$	Very good

Information:

X = Score of respondents

\bar{X} = Average overall score

SBx = Standard deviation overall score

Mean Ideal (\bar{X}) = $\frac{1}{2} \times$ (ideal highest score)
+ ideal lowest score)

Standard Deviation (SBx) = $\frac{1}{6}$ (ideal highest score + ideal lowest score)

RESULTS AND DISCUSSION

Description of Social Competence

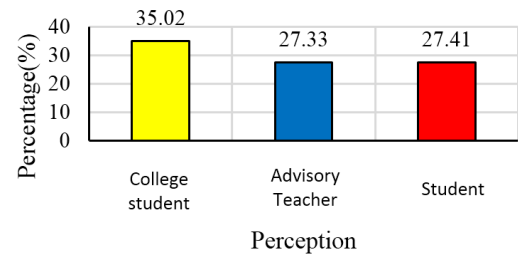


Fig 1. Description of Student Social Competence in Mechanical Engineering Education Study Program, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University

Figure 1 shows that the assessment of the social competency of the FKIP UST PTM Study Program in terms of student perceptions was obtained at 35.03%, from the perception of the supervising teacher that 27.33% was obtained, from the perceptions of students obtained at 27.41%. The three assessments are categorized sufficient. While the lowest average value is from students' perceptions.

Descriptions of all indicators for the social competence of students of the Mechanical Engineering Education Study Program, the Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University based on the perceptions of students, guidance teachers, and students can be seen in figure two as follows:

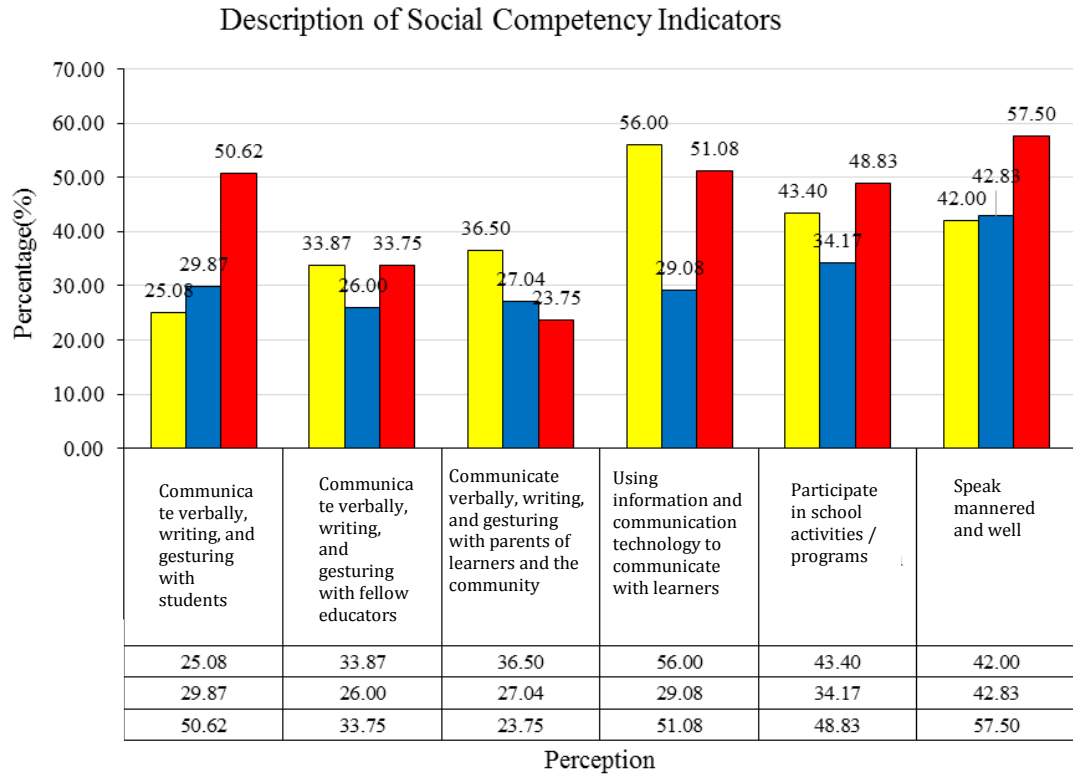


Fig 2. Description of Student Social Competency Indicators Mechanical Engineering Education Study Program Teacher Training and Education Sciences Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University

Figure 2 shows that the social competency values of students of the Sultan Ageng Tirtayasa Faculty of Mechanical Engineering Education Study Program for indicators capable of communicating verbally, in writing, and gesturing with students based on student perceptions are 25.08% categorized sufficient, based on teacher perceptions the supervisor is 29.87% categorized enough, and based on the students is 50.62% categorized as good. The indicator value is able to communicate verbally, in writing, and gesture with fellow educators based on student perceptions that is 33.86% categorized sufficient, based

on the perception of the guiding teacher is 26.00% categorized as sufficient, and based on student perceptions 33.75% is categorized sufficient. The indicator value is able to communicate verbally, in writing, and the cues with the parents / guardians of students and the surrounding community based on student perceptions are 36.50% categorized sufficient, based on the perception of the supervising teacher that 27.04% is categorized sufficient, and based on students' perceptions 23 , 75% is categorized as not good. Indicator values capable of using communication and information technology to communicate

with students based on student perceptions are 56.00% categorized as good, based on the perceptions of the guiding teacher is 29.08% categorized sufficient, and based on the perceptions of students is 51.08 categorized as good. The indicator value of being able to participate in school activities / programs based on student perceptions is that 43.40% are categorized sufficient, based on the perceptions of the supervising teacher that 34.17% are categorized sufficient, and based on student perceptions 48.83% are categorized sufficient. The indicator value of being able to speak politely and well based on the perceptions of the students is 42.00% categorized sufficient, based on the perception of the supervising teacher that 42.83% is categorized sufficient, and based on the perceptions of students is 57.50% categorized as good.

In Law No. 14 of 2005 concerning Teachers and Lecturers Article 10 teachers as educators must have pedagogical, personal, social and professional competencies. The Mechanical Engineering Education Study Program at the Faculty of Teacher Training and Education at the Sultan Ageng Tirtayasa University is one of the Educational Personnel Education Institutions which aims to produce prospective educators who are professional in the field of mechanical engineering with a concentration of production machinery and automotive machinery. The output of this

Mechanical Engineering Education Study Program at the Faculty of Teacher Training and Education at the University of Sultan Ageng Tirtayasa requires students to have these competencies as an implementation of the curriculum that has been set.

To provide provision of social competence to students is given by conducting lectures on Educational Psychology courses, Student Affairs, Occupational Safety and Health (K3), Internship I, Multicultural Education, Industrial Internships, and Community Service. Internship III in schools is a place to test students' abilities in teaching.

Based on the results of the study, it can be seen that the social competence possessed by students of the Mechanical Engineering Education Faculty of Teacher Training and Education at the Sultan Ageng Tirtayasa University based on perceptions of III internship students is categorized sufficiently with a percentage of 35.02%, based on perceptions of teacher tutors categorized as 27, 33%, and based on students' perceptions it is categorized enough with a percentage of 27.41%. These results indicate that the provision of students' social competence provision of the Mechanical Engineering Education Study Program at the Faculty of Teacher Training and Education of the Sultan Ageng Tirtayasa University needs to be improved.

Although the formation of social competencies can be done by implementing

lectures on campus, these competencies need to be trained outside the campus by socializing in the surrounding environment. Gedviliene (2012: 26) states that social competence is a behavior or attitude that causes positive or negative interactions from teachers or students, the social environment and society in certain social situations. Social competencies can be trained informally through everyday experience, for example when implementing III internships of students in the form of teacher interaction with the community, schools, families and friends.

When viewed more closely, based on the results of the study there are aspects that need to get more attention, namely the ability of students to communicate orally, in writing, and cues with parents / guardians of students and the surrounding community. In this aspect based on the perception of students getting 23.75% is categorized as not good. This shows that this ability needs to get more attention and be improved. If this aspect is not corrected, then in the learning process students pay less attention to the development of students comprehensively. Students as prospective educators should often interact with parents / guardians of students to monitor the development of their students. Thus students can create good relationships between students and students.

To improve student social competence, according to Kunandar (2011, 62)

prospective educators must have the characteristics of educators who are favored by students, namely: 1) democratic, namely prospective educators who give freedom to children in addition to certain restrictions, not authoritarian, and provide opportunities for students to participate in various activities; 2) Like working together, namely prospective educators who are mutually giving and accepting each other and are based on kinship and high tolerance; 3) Kind, that is to give and sacrifice for the benefit of their students; 4) Patience, namely teachers who do not like anger and irritability and like to hold back; 5) Fair, that is not discriminating between students and giving according to the same opportunity for all; 6) Consistent, that is, always share and act in accordance with speech; 7) Open, that is, willing to accept criticism and suggestions and acknowledge their weaknesses and weaknesses; 8) Love to help, which is ready to help children who experience certain difficulties or problems; 9) Friendly, that is easy to get along with and liked by many people, not arrogant and willing as a good listener besides being an interesting speaker; 10) Love humor, which is clever to make children happy and not tense when learning; 11) Having various kinds of interests, meaning that with a variety of interests will stimulate students and be able to serve various interests of students; 12) Mastering learning material, which is able to convey the subject matter

smoothly and foster enthusiasm among students; 13) Flexible, which is not rigid in acting and acting and is good at adjusting to the environment; and 14) Putting a good interest in students, namely care and attention to the interests of students.

Because on average in all aspects of social competence are categorized enough, it needs to be addressed. This improvement needs to be done by various parties so that the Mechanical Engineering Education Program produces students who are prospective educators who are able to teach well. In accordance with the opinion of Danielewicz (2001: 9) as prospective educators must be able to analyze the situation, consider the variables of student participation, lessons, knowledge, abilities and goals to form approaches to teaching and then implement it every day, minute-minute, in a changing context from the classroom.

CONCLUSION

The Mechanical Engineering Education Study Program of the Teaching and Education Faculty of the Teaching and Education Faculty of Sarjanawiyata Tamansiswa University based on the perceptions of the III internship students was categorized enough with a percentage of 35.02%. Judging from the indicators: 1) Able to communicate verbally, in writing, and cues with students is 25.08% categorized enough; 2) Able to

communicate verbally, in writing, and gesture with fellow educators, 33.86% is categorized sufficient; 3) Able to communicate verbally, in writing, and gesture with parents / guardians of students and the surrounding community is 36.50% categorized as sufficient; 4) Able to use communication technology and information to communicate with students is 56.00% categorized as good; 5) Able to participate in school activities / programs is 43.40% categorized as sufficient; and 6) Able to speak politely and well is 42.00% categorized sufficient.

The description of the social competencies possessed by students of the Mechanical Engineering Education Study Program at the Faculty of Teacher Training and Education at the Faculty of Teacher Training and Education Sarjanawiyata Tamansiswa based on the perception of guidance teachers is categorized as enough with a percentage of 27.33%. Judging from the indicators: 1) Able to communicate verbally, in writing, and gesture with students, 29.87% is categorized sufficient; 2) Able to communicate verbally, in writing and gesture with fellow educators is 26.00% categorized as sufficient; 3) Able to communicate verbally, in writing, and gesture with parents / guardians of students and the surrounding community is 27.04% categorized sufficient; 4) Being able to use communication technology and information to communicate with students

is 29.08% categorized as good; 5) Being able to participate in school activities / programs is 34.17% categorized as sufficient; and 6) Able to speak politely and well is 42.83% categorized sufficient.

The description of the social competence possessed by students of the Mechanical Engineering Education Study Program at the Faculty of Teacher Training and Education at the Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa based on student perceptions is categorized as enough with a percentage of 27.41%. Judging from the indicators: 1) Able to communicate verbally, in writing, and gesture with students is 50.62% categorized as good; 2) Able to communicate verbally, in writing, and gesture with fellow educators is 33.75% categorized as sufficient; 3) Able to communicate verbally, in writing and with the parents / guardians of students and the surrounding community is 23.75% categorized as not good; 4) Being able to use communication technology and information to communicate with students is 51.08% categorized as good; 5) Being able to participate in school activities / programs is 48.83% categorized as sufficient; and 6) Being able to speak politely and well is 57.50% categorized as good.

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