

25 and the ability to work together in teams. The fourth year is the externalization phase to develop
26 a sense of entrepreneurship that is educating students to have the sensitivity to independence
27 and entrepreneurial spirit. The core values applied in preparing ready-to-work graduates are
28 applying 4C (competency, compassion, conscience, and commitment) and QEPTE (quality,
29 efficiency, productivity, teamwork and entrepreneurship). The values developed are cooperation,
30 excellence, flexibility, integrity, comfort, and fairness.

31 **Keywords:** *Core competencies, core values, furniture and ready to work*

32

33 **Introduction**

34 Every company or industry need core competency. Core competency is a concept in
35 management theory originally advocated by two business authors (Prahalad & Hamel, 1990 Core
36 competency is one of the advantages of a company that is always maintained and developed
37 continuously which makes a business become strong and continue to grow. These core values
38 are scattered into the energy of a company in which able to raise the quality of the company.
39 Consisting of several values that do not stand alone but merge into a holistic unity that is
40 difficult to imitate by other parties. Hamel, Gerry and C.K Prahalad in his book *Competing for*
41 *the Future*, cited by Lanin, Ivan explained that the concept of core competencies is very
42 important in determining the company's strategy. In the midst of intense business competition
43 and rapid changes in the environment, management activities can be focused on core
44 competencies that enable companies to produce unique products or services that are not easily
45 imitated by competitors (Hamel & Prahalad, 1996; Lanin & Van, 2012). Core competency is a
46 specific factor that a business sees as central to the way the company or its employee work
47 (Prahalad & Hamel, 1990). In their view core competency fulfil three criteria: (1) it not easy for
48 competitors to imitate; (2) it can be reused widely for many products and market; and (3) it must
49 contribute to an end consumer's experienced benefits and the value of the product or service to
50 its costumers (Hamel & Prahalad, 1996). For this reason, it is necessary to work hard, and the

51 ability to use and maintain these values consistently to build a sustainable competitive advantage
52 and to win the competition.

53 Core competencies are particular strengths relative to other organizations in the industry,
54 which provide the fundamental basis for the provision of added value. Companies that have high
55 core competencies can also be interpreted as having high core values because employee core
56 competencies come from core values that can be seen from the work ethic and employee skills.
57 Internalizing the company's core values into a core competency is not an easy job because it
58 requires practice, enlightenment and a system that familiarized employees with possessing and
59 applying core competency values from the company's core values. To get used to owning and
60 applying, both of these values requires a lot of practice time, patience, discipline, perseverance,
61 and high morality (Djajendra, 2016). The success of the world's best companies is attributed to
62 their ability to build solid Core Values, all starting from core value (Pella & Darmin, 2008).
63 Core competency and core value can be interpreted as a unity that cannot be separated and must
64 be built and developed continuously for the progress of a company. In addition, experience and
65 hard work is needed so that these values become the characteristics of the company will shape
66 the character of each employee who works in the company.

67 Core value is a set of basic principles that are timeless because they are always used and
68 developed by the company. This value reflects the direction of the culture that becomes the spirit
69 of the company which will be seen and become a symbol that people will see as the character of
70 the company (Pella & Darmin, 2008). These values cannot be compromised and employees
71 working in the company inevitably have to follow the company's work system safely and
72 comfortably for a long time. Employee performance evaluation is carried out continuously by
73 the company to assess which employees who have performed well or not. It is not easy for
74 employees who are not used to working with a system like this to be able to produce good and
75 productive performance.

76 PIKA Vocational School is a vocational school that is well known for its core values in
77 implementing core school competencies. The school is already known for the quality of its
78 skilled and ready to work graduates (Setiawaty & Tjahjono, 2019). All is done by doing smart
79 innovation in the learning process, which starts from the first year to the last year students at the
80 vocational school. The application of core values is strict, discipline and continuously makes this
81 vocational school known for its graduates who have high core competencies and core values.
82 The results of this education make graduates characterized and ready to work in accordance with
83 the demands of the world of work. Graduates from vocational schools are sought after by the
84 furniture industry which makes no unemployed graduates (Setiawaty, 2018). The aims of this
85 research was leading to analyse the core competency and the core value of subjects at SMK
86 PIKA Semarang, which are able to build the excellence of their schools so that they are difficult
87 to be imitated by other schools. This vocational school is able to produce graduates who are
88 ready to work as well as have high-value of core competencies and core values, are able to
89 compete, have a high work ethic and good personality in accordance with the demands of the
90 workforce. The contributions of this research are provide data on practical subjects that have
91 core competencies and core values needed by employees who work in the furniture industry to
92 have knowledge, skills, work methods and high work ethic, able to master the work in total, able
93 to work quickly, precisely and correctly, able to compete and create good work results in
94 accordance with the values needed by the furniture industry. Therefore, it requires hard work as
95 well as the ability to use and maintain these values consistently in order to build sustainable
96 competitive advantage and be ready to win the competition.

97

98 **Core Competencies**

99 Core competency is a collection of expertise and technology that is integrated and
100 accumulated from a learning process in an organization (business) so that it creates high

101 competitiveness. Companies as an organization, core competencies are defined as organizational
102 learning, specifically how to coordinate various resources and integrate various technologies.
103 Gallon et.al. (2010) states that "Core competencies are some things that are known to be
104 uniquely well and that have a better-than-average degree of success over the long-term."
105 (Arshavin & Deniz., n.d.).

106 Core competencies are needed by the workforce. Why they are important? Core
107 competencies help in bridging the gap between performance and opportunity, thus helping a
108 company in being a potential leader in the industry (Lu, Charlton, Harris, & Fotheringham,
109 2014). She described core competencies are the collective learning of the organization, especially
110 how to co-ordinate the diverse production skill and integrate multiple stream of technology.
111 Core competencies can be interpreted as the ability to master a job in total, based on personal
112 values and company values. The values that exist in the core competence of employees come
113 from core values that can be seen from the work ethic and work skills of employees. By
114 mastering core competencies the ability (capability) of employees becomes very important for
115 the company because the ability of employees is highly valued, rare and difficult to imitate so that
116 competitors will experience difficulties in imitating these abilities if not through various training.
117 Employees who have high capabilities are those who are able to: 1) determine the best work
118 process; 2) determine the direction of work; 3) make the right decision; and 4) acting to realize
119 the work with total abilities that have been integrated holistically into him.

120 Hamel and Prahadad (1994) explain the three minimum parameters that can identify core
121 competencies are: 1) does core competency provide potential access to a variety of customer
122 needs? 2) can core competency make a meaningful contribution to customers ?; and 3) does the
123 company's core competency make it difficult for competitors to imitate? (Arshavin & Deniz.,
124 n.d.). Core competency must be able to become the basis of excellence of a company in order to
125 be able to compete sustainably. In order to be able to be made a competitive advantage, core
126 competency must meet several criteria, namely: 1) core competency must relate to activities or

127 performances that underlie product values in the form of goods or services produced; 2) core
128 competency is performance that is far superior to competitors; 3) core competency is difficult to
129 imitate by competitors. Djajendra explained that the core of competence is the uniqueness and
130 superiority that is difficult for others to imitate. Core competency can be interpreted as the
131 energy that radiates through knowledge, ways, styles, and abilities that are able to elevate one's
132 quality (Djajendra, 2016).

133 How to build excellence in vocational education? Vocational education is an education
134 whose ultimate goal is to produce ready to work graduates. In order to be able to produce ready
135 for work graduates, vocational education must be supported by human resources who are able to
136 produce superior products, such as superior education systems, longer student learning time (450
137 minutes per day, 5 days per week and education for 4 years), superior teachers and employees
138 who has competence in their field, learning facilities and infrastructure that strongly support the
139 learning process and learning environment that supports the learning process. The advantages of
140 building vocational schools that have been built by PIKA Vocational School are 1) PIKA
141 Vocational School has valuable capabilities, which are schools have the ability to take advantage
142 of opportunities to produce graduates who are able to penetrate the local labour market and the
143 labour market with foreign investment; 2) able to minimize threats from the school's external
144 environment; 3) have advantages that other vocational schools do not have by applying 4C and
145 QEPTE during the learning process; 4) have very complete learning facilities and infrastructure
146 for students to practice their work experience and innovation experience that are not owned by
147 other schools; 5) have rare capabilities (abilities) that are not owned by other schools for now or
148 in the future because of the completeness of different learning practices and systems; 6) the
149 ability to produce graduates who are not easily imitated by other schools perfectly (imperfect
150 imitable capabilities); 7) ability of graduates who cannot be replaced by others (non-substitutable
151 capabilities); and the ability to produce and implement very strict school regulations that are
152 applied to all school residents. The abilities mentioned above have caused PIKA vocational

153 school becomes very difficult to imitate by other schools because it has resources and capabilities
154 that have valuable properties, are rare and difficult to imitate by others as competitors (Setiawaty,
155 2018).

156 *The Needs of Behaviour Strategic to Build Core Competency*

157 Core competencies are uniqueness and excellence that is difficult for others to imitate. This is
158 about the energy that radiates through knowledge, ways, styles, and abilities that elevate one's
159 quality. Can be interpreted that with the core competency, a person or company capable of
160 working with the best ability, making the right decisions, working correctly and precisely, and
161 acting to realize their work with total capabilities that have been holistically integrated into a
162 person and company, in realizing the best work with abilities that are possessed wholeheartedly.

163 Core competency resulted from a long and continuous learning process. Formed from
164 educational institutions that already have core competency as advantages that are not owned by
165 other institutions. Done through the process and experience of learning and practicing. The aim
166 is to create excellence and success in business competencies. To achieve the superiority of core
167 competencies, a way or style is needed in carrying out a different business or job, unique to
168 which no one is aware. Forming a process and experience in learning and practicing developing
169 skills requires high morale, willingness, and ability from those who learn to have expertise in
170 their fields. Companies or jobs based on core competency always offer something unique and
171 superior. The company will always develop its human resources with competencies in
172 accordance with the company's strategy of being creative, innovative, and unique and always
173 developing to be able to attract the interest of its customers. The business is always supported by
174 proper regulations by applying company sanctions if they violate.

175 *Core Value*

176 Internalizing core values into a company's competency core is not easy because it
177 requires a lot of practice, enlightenment, and systems. Core competency is generated from the

178 learning process and the exercises produced during learning activities in schools and student
179 practice places. The results of the learning process are able to produce experience and work skills
180 of students. Experience and skills are formed in the long learning process, slowly and
181 continuously formed as long as students study at school. The results of the learning process will
182 shape the knowledge, skills, work ethic and attitudes of students which will later be applied in the
183 world of work. The results of the learning process will form the characteristics or models
184 produced by the school can form the core competencies of graduates.

185 Values are believed to be a powerful force behind the behavioural responses of
186 individuals (Purnomo & Hadi, 2009). Core values are the values of a core that are valued, upheld,
187 executed and are the soul of individuals and organizations or companies. These values must
188 always be used, maintained, maintained and maintained by all employees of the company
189 consistently to achieve the best performance of the company. Core values shape the behaviour
190 and character of work that is in harmony with the company's strategy. If these values are well
191 integrated, they will become the main pillar of forming a strong organizational culture. Pella,
192 Darmin A (2008) explains core values are corporate values that reflect corporate culture (Pella &
193 Darmin, 2008). The company values become the spirit of practice or operational activities of a
194 company. The success of the best companies in the world is attributed to their ability to build
195 solid core values. Core values are corporate values that reflect corporate culture. The company
196 values become the spirit of practice or operational activities of a company.

197 *Personal Value*

198 Personal value is the personal values held by a person in living his life (Setiawaty, 2018).
199 The results of the study show that personal values also influence behaviour, attitudes, beliefs,
200 and choices in a broad spectrum of situations(Purnomo & Hadi, 2009). These personal values
201 have long been inherent in them and become the character of one's life. These values cannot be

202 made up or played with, but have become habits of life that are learned and experienced. With
203 these personal values, someone will carry out the quality of life and work.

204 Examples of life values that many people do in life and their works are honesty or full of
205 integrity. With high integrity, many successful people run their lives and businesses. Integrity is
206 very important in one's business life because integrity is a major asset in carrying out life and
207 business. It is very difficult for someone to run their lives and business without trust from
208 stakeholders, with that trust making stakeholders want to cooperate with us for the present and
209 future. Another example of personal values is commitment. Commitment relates to how to do
210 something in accordance with what has been made or agreed upon. It is very difficult to
211 implement commitments in daily life especially in business life, but all must be lived, not only
212 today but for the future. As an example of the commitment to maintain the quality of goods,
213 timeliness, keeping promises, etc., these values will continue to be held by stakeholders and
214 greatly affect the customer's trust in the business we run.

215

216 *Personal value in the field of education*

217 Personal values in the field of education have been embedded in Curriculum 2013 (K-13)
218 at all levels of education for all students. In K-13, classifying Core Competency (CC) into 4,
219 namely CC-1, is the core competency of the supreme divine field, which is to live and practice
220 the teachings of the religion adopted by each student. CC-2 core competency of community
221 social relations. The values contained in CC-2 are living and practicing honest behaviour,
222 discipline, courtesy, caring (mutual cooperation, cooperation, tolerance, peace). CC-3 is a core
223 competency related to knowledge competency and CC-4 is a core competency related to
224 practical competence. All competencies developed by the school through religious education and
225 citizenship education. For applications in learning activities submitted to each school. The

226 implementation of these values is carried out during classroom learning (curriculum) and outside
227 the classroom (extracurricular) such as religious activities, scouts, leadership, etc.

228 Each school has its own regulations in translating personal values in each educational
229 process. General regulations are made in writing that contain the rules, code of conduct,
230 prohibitions, and sanctions if they violate what must be adhered to by all school members.
231 Examples of regulations made by students are Student Guidebooks, Teacher's Manuals, Practical
232 Guidebooks, Practical Guidebooks, etc. In addition to making the most important regulation is
233 the application of the regulation. Are regulations strictly implemented, disciplined and
234 comprehensive? What if there is a regulation violation? Are sanctions from school really applied,
235 etc?

236

237 **Materials and Method**

238 This study uses qualitative research methods using a case study approach. The study was
239 conducted in PIKA Vocational School Semarang. Collecting data using in-depth interview,
240 participant observation and documentation. The object of research is the analysis of core
241 competencies and core value needed by the furniture department in preparing graduates ready to
242 work. Subjects of the research are the principal, Vice Principal of Practical Curriculum, teacher,
243 instructor, students, and industry partnership and documentation data. All the school personnel
244 become research sample except student and industry partnership that is taken by purposive
245 sampling technique. Data were analysed using qualitative data analysis interactive model of Miles
246 and Huberman involving four research stages, i.e. data collection, data reduction, data display
247 and conclusion drawing(Miles & Huberman, 1992).

248 This research used qualitative research methods with a case study approach. Data were
249 collected using in-depth interviews, participant observation, and documentation.

250

251 **Research Result**

252 *PIKA Vocational School Semarang*

253 The Vocational School of Woodworking Technology better known as the PIKA
254 Vocational School Semarang has the main vision of becoming a superior timber technology
255 education centre with graduates who are competent, humanistic, live noble values, and care for
256 the environment. With this vision, PIKA Vocational School focuses on self-development and
257 achieving student character so that all the potential and gifts that God Almighty has given can
258 develop. The missions of this vocational school are: 1) conducting education by applying the
259 teaching factory system; 2) educating students to become graduates who are competent in the
260 field of furniture engineering; 3) educating students to be humanist graduates; 4) educating
261 students to become graduates who live noble values; and 5) educating students to become
262 graduates who care about the environment. Based on the school's vision and mission above,
263 education at PIKA Vocational School has the aim of producing: 1) the process of education with
264 factory teaching systems; 2) graduates who are competent in furniture engineering; 3) graduates
265 who are humanists; 4) graduates who live noble values; and 5) graduates who care about the
266 environment(Miles & Huberman, 1992).

267 PIKA Vocational School is under the PIKA Foundation. Currently led by Br. FX.
268 Marsono, SJ. Based on the organizational structure of the PIKA Vocational School, the principal
269 is assisted by six Vice Principals (VP), namely VP 1 field of Curriculum Theory, VP 2 student
270 fields, VP 3 fields of education workshops, VP 4 in Public Relations, VP 5 in Facilities and
271 Infrastructure, and VP 6 fields of production unit. The values that are always developed by
272 students during their education are: cooperation, excellence, flexibility, integrity, comfort, and
273 fairness. To achieve these values the school uses two quality policies, which are: 1) 4C
274 (competence, compassion, conscience, and commitment); and 2) QEPTTE (quality, efficiency,
275 productivity, teamwork and entrepreneurship).

276

277 ***PIKA Vocational Semarang Education Program***

278 Education at PIKA Vocational School lasts for 4 years. The first year to the third year
279 students learn theory and practice in school, while the fourth year students practice industrial
280 work (apprenticeship) grouped into 2, which are the first month to three, students study CNC
281 and CAD for 3 months in school, and fourth month - twelfth month, students do internship in
282 the furniture industry in the city of Semarang and its surroundings ([http://creativecommons](http://creativecommons.org/licenses/by-nc/4.0/)
283 [.org/licenses/by-nc/4.0/](http://creativecommons.org/licenses/by-nc/4.0/)). The learning programs in this school are grouped into 4, which are:

- 284 a. Normative (10%) consist of Citizenship Education, Religion / Characteristics,
285 Indonesian and Sports
- 286 b. Adaptive (20%), consist of Mathematics, English, Computers, Entrepreneurship, Science,
287 Social Sciences, and Physics
- 288 c. Productive (69%), grouped into two, 1) Vocational Basis (6%), consist of: Construction
289 Science Furniture, Building Construction Sciences, Knowledge of Furniture
290 Completeness, General Technology, Occupational Health, Materials Science 1, 2, 3,
291 Machine Tools 1 and 2, Calculations, Knowledge of Sharpening Space, Benchmarks and
292 Form Sciences (Aesthetics); and 2) Vocational Practices, consist of: Bench Practice,
293 Machine Practice, Image Engineering - AutoCAD, Projection, and Industrial Practice
- 294 d. Local Content (Mulok) 1% is a Javanese language lesson

295 In detail, the learning program at PIKA Vocational School can be seen in the following graph at
296 Figure 1 and Figure 2.

297 Based on the figure above, it can be seen that the number of productive program hours
298 occupies the highest percentage (69%) compared to normative, affective, and local wisdom
299 lessons. The number of productive hours is grouped into basic vocational practices (87%) and
300 Vocational Basics (13%), with the number of practice for each practice being 450 minutes or
301 7.5 hours per day. This means that first-year students have to do vocational practice with more
302 hours of study. The aim is to form students' core competencies by doing a lot of basic exercises

303 that must be mastered correctly. Practical instructors always do quality control on the results of
304 student practice, and if it is not successful, then students must repeat their work until it is correct
305 and pass quality control. Core competencies continuously formed in the first year of study, and
306 students continue to develop these competencies in the second and third years, which then
307 applied in the fourth year when students do the industrial internship.

308
309

310 *Core Competencies SMK PIKA*

311 Core competency is needed on all types of work. PIKA Vocational School educates first-
312 year students with basic competencies that must be truly mastered by students. In the first year
313 of study, students are introduced to hard work to produce superior competencies in the field of
314 furniture. Core competency must be mastered by first-year students (Class X) until the fourth-
315 year (class XIII). Core competency in the field of practice is grouped into 4, which are:
316 mechanical practice, drawing practice, calculating cost plans and work attitudes. First, Core
317 competency practices in the mechanical field of furniture are grouped into: 1) knowing and being
318 skilled in using manual work tools: knowing the names of tools, functions and how to treat
319 them; 2) skilled at using manual tools, e.i. tapping, sawing (cutting and splitting), sharpening
320 tools, and storing and maintaining tools; 3) skilled in making various types of connections and
321 the relationship of wood from wood beams and e.i boards.; 4) skilled in using wood hand
322 machines: knowing the names and functions of the types of hand machines, skilled in using
323 various types of wood hand machines, skilled in using tools and additional equipment for wood
324 hand machines and caring for wood hand machines according to quality standards; 5) skilled in
325 making and assembling simple furniture: reading pictures and understanding images, painting,
326 cutting, and forming components and making wood connections, coating wood with synthetic
327 materials, assembling components and refining finished goods, installing furniture fittings and
328 accessories; 6) skilled at making and assembling furniture using advanced machines and CNC; 7)

329 Basic finishing and further finishing, consisting of: preparing tools, materials and places for
330 finishing, preparing and processing finishing materials, and carrying out finishing until the goods
331 are ready for sale; Second, drawing practice consists of: drawing various types of connections
332 and wood relations, reading pictures, painting work drawings on wood. Third, calculate the
333 required cost plan, consist of: calculating the amount and type of wood used, and calculating the
334 type and amount of furniture, calculating the number and type of finishing materials, calculating
335 the amount of energy and time needed. Four, the attitude of work during practice is the attitude
336 needed by an employee, among others: honest, discipline, responsibility, hard work, clean, neat,
337 diligent, etc. All of which is contained in the white book for the PIKA Vocational School.

338 The practice subjects at PIKA Vocational School grouped into 2, Furniture
339 Manufacturing Practice (FMP) and drawing practice.

340

341 *Furniture Manufacturing Practice*

342 *Class X Semester 1*

343 Practice lessons in the first year semester 1 (Class X/1) consist of 3 Core Competency 4th
344 (CC-4), which are: 1) using manual work equipment; 2) Connecting wood and making wood
345 connector using manual work tools; and 3) Using hand machine of wood

346 *Class X Semester 2*

347 Practice lessons in the second year semester 2 (Class X / 2) consist of 2 Core
348 Competencies 4th (CC-4), which are: 1) making and assembling simple furniture/drawer
349 fragments, book clip shelves, jewellery boxes and hanging mirrors; and 2) basic finishing and
350 finishing of simple furniture. In detail, the material taught for each of these core competencies
351 can be explained in the following Table 1:

352 Based on the Table 1 above, the comparison of the number of lesson hours for each
353 productive core competency from CC 4.1 – CC 4.3 can be seen in the following Figure 3, Figure
354 4 and Figure 5:

355 Based on the figure above, it can be seen that the number of productive program hours
356 occupies the highest percentage (69%) compared to normative, affective, and local wisdom
357 lessons. The number of productive hours is grouped into basic vocational practices (87%) and
358 Vocational Basics (13%), with the number of times practice being 450 minutes or 7.5 hours per
359 day. This means that first-year students have to do vocational practice with more consumption
360 times study. The aim is to form students' core competencies by doing a lot of basic exercises that
361 must be mastered correctly. Practical instructors always do quality control on the results of
362 student practice, and if it is not successful, then students must repeat their work until it is correct
363 and pass quality control. The core competencies were formed continuously from the first year
364 until third years of study activities. The practice experiences then will apply in the fourth year of
365 study when the students do the industrial internship.

366

367 *Drawing Practice*

368 The practice of drawing techniques for the first year (class X) to the third year (Class
369 XII) each uses 10 time allocations per year. One time allocation of lessons is carried out for 7.5
370 hours, meaning students practice drawing each semester for 37.5 hours or 75 hours per year. The
371 drawing lessons given are types of construction of simple connections up to draw various types
372 of furniture manually using drawing tables and Auto Cad programs. Drawing practice for fourth
373 year student amounts to 10 time allocations for drawing Auto Cad and 10 time allocations for
374 CNC practice. The drawing lessons given are furniture accessories which results are printed
375 using a CNC machine. If counted in the number of class hours, fourth year students practice
376 drawing for 75 hours using the Auto Cad program and or 75 hours are doing production using

377 CNC. In detail the number of hours of drawing practice for each class can be seen in the
378 following Table 2 and Figure 6.

379 .

380

381 *Industrial Work Practices (apprentice)*

382 Industrial Work Practices (apprentice) conducted by class XIII students. Before students
383 apprentice in the industry, students are provided with theoretical subjects related to apprentice,
384 such as Report Writing, Safety and Career Guidance, respectively 5 hours per week for 12 weeks
385 (mid July - end September). In addition to supporting theory apprentice subjects, students are
386 given drawing practice subjects using CAD and CNC practice each of 10 hours per week for 12
387 sessions. Beginning in October - the end of May the students carry out an apprentice in the
388 furniture manufacturing industry (30 weeks). Apprentice students are no longer using school
389 hours but students are already using industry working hours and the students are allowed for
390 overtime if the company asks students apprentice for overtime. If students overtime means the
391 number of work hours of student internship exceeds the number of working hours applied at
392 school. The number of overtime hours, students must get permission from the school. The
393 number of working hours of PIKA Vocational School students is different from other schools
394 which cause graduates produced by this school to be different from other vocational schools.
395 With high working hours, the practice experience of students is also high, so that the graduates
396 produced by this vocational school are graduates ready to work with high-level furniture
397 competencies. In detail, the subjects for class XIII students can be seen in the following Tables 3
398 and Figures 7.

399

400 *Value Competences*

401 Value competencies are the values applied by PIKA VOCATIONAL SCHOOL to all
402 school citizens. These values are continuously applied to become the character of all school
403 people. In accordance with its quality policy, PIKA Vocational High School stated its
404 commitment to always pay attention and fulfil customer requirements (students, parents,
405 industry, government, and society), relevant laws and government regulations and increase
406 customer satisfaction and carry out continuous improvements. In order to be able to produce a
407 good value for competence, this vocational school implements educational values developed and
408 applied continuously, the value of KULINA taken from the word cooperation, excellence,
409 flexibility, integrity, comfort, and fairness. And using a quality policy called 4C and QEPTE. 4C
410 in question is: 1) competence, educating students to have the ability in the field of furniture
411 engineering, having the knowledge and ability to reason and experts in the field of furniture; 2)
412 compassion, educating students to be able to respect human dignity and the environment; 3)
413 conscience, educating students to always do the right and noble things; and 4) commitment,
414 educating students to the discretion with sharp thoughts on current urgent needs and always
415 fighting for them. QEPTE is taken from the words quality, efficiency, productivity, teamwork,
416 and entrepreneurship). What is meant by QEPTE are: 1) sense of quality, which is to develop
417 students having a sensitivity to the quality of work quality and products; 2) sense of efficiency
418 and productivity, namely developing students to have sensitivity to work planning, both time and
419 work method; 3) sense of teamwork, namely having sensitivity in leadership and willingness to
420 cooperate in teams; and 4) sense of entrepreneurship, namely developing students to have
421 sensitivity to independence and having an entrepreneurial spirit. 4C and QEPTE
422 implementation.

423 **Conclusion**

424 Core competency and core values needed in all types of work. PIKA Vocational School
425 has implemented core competencies and core values in the learning process, which can be seen

426 from the work ethic and skills of students and graduates. Core competency and core value are
 427 two units that cannot be separated. Core competency given to class X - XII STUDENTS
 428 grouped into 31% theory and 69% practice, the comparison of practice semester 1 and semester
 429 2 is 45%: 55%). Class XIII students study only 2.5 months in school and 8.5 months as an
 430 apprentice in the industry. Class XIII subjects consist of Apprenticeship theory (9%), Practice
 431 drawing (18%), CNC Practice (18%) and Apprentice (55%) of the total number of study hours
 432 per year. The core values applied in preparing ready-to-work graduates are applying 4C
 433 (competency, compassion, conscience, and commitment) and QEPTE (quality, efficiency,
 434 productivity, teamwork and entrepreneurship). The values developed are cooperation, excellence,
 435 flexibility, integrity, comfort, and fairness.

436 **Table-1.** Material for Class X Semester 1st Furniture Manufacturing Practice

Semester 1 st				
Core Competency 4 th	Basic Competency	Allocation of time	Learning hours/Day	Amount of Minutes
1. Using manual work equipment	a. Identify and select a manual work tools	1,5	450	675
	b. Identify functions and the use of manual tools	8,5	450	3.825
	c. Attend and tidy up the manual tools	1,5	450	675
Sum BC 1st				5.175
2. Connecting wood and making wood connector	d. Making types of wood connections	4,0	450	1.800
	e. Making types of wood angles frame	5,0	450	2.250
	f. Making types of wood angles board	6,0	450	2.700

using manual work tools				
Sum BC 2nd				6.750
3. Using hand machine of wood	g. Knowing types of wood hand machines	1,0	450	450
	h. Operate wood hand machines	2,5	450	4.050
	i. Caring for the wood hand machine	1,0	450	450
Sum BC 3rd				2.925
Sum CC 3 rd Semester1 st		33,0	450	14.850
Semester 2 nd				
Core Competency 4 th	Basic Competency	Allocation of time	Learning hours/Da y	Amount of Minutes
4. Making and assembling simple furniture: jewellery racks, jewellery boxes and hanging mirrors	a. Preparing work, reading work drawings and understanding work drawings	2,0	450	900
	b. Painting, cutting and forming and making wooden joints	10,0	450	4.500
	c. Coating wood with synthesis materials	2,0	450	900
	d. Assembling the components and smoothing the finished furniture	4,0	450	1.800
	e. Install furniture accessories	2,0	450	900
Sum BC 4th				9.000

5. Basic finishing and finishing of simple furniture	f. Preparing the work, finishing materials and furniture will be finished	1,0	450	450
	g. Preparing and processing politur and enamel paint	2,0	450	900
	h. Apply politur finishing and enamel paint	4,0	450	1.800
Sum BC 5th				3.150
Sum CC 5 th Semester 2 nd		27,0		12.150
Sum CC 4 th Kelas X		60,0		27.000

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Drawing Practice	Time allocation /smt	Time allocation/ year	Learning hours (1 day (minutes))	Minutes amount/year
Class X	5	10	450	4.500
Class XI	5	10	450	4.500
Class XII	5	10	450	4.500
Class XIII (CAD)	10	20	450	9.000
Total	25	50	450	22.500

Table-2. Number of hours of drawing practice each class/year

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Name of Subject	Time allocation	Learning hours (1 Day)	Minutes
Apprenticeship theory	5	450	2250
Drawing practice	10	450	4.500
CNC Practice	10	450	4.500
Apprentice	30	450	13.500

Table – 3. Number of lesson hours for Class

XIII

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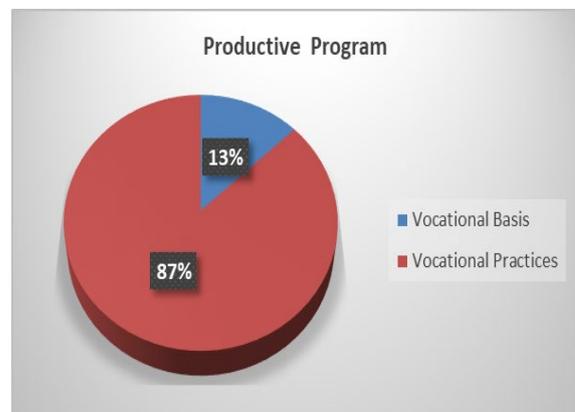
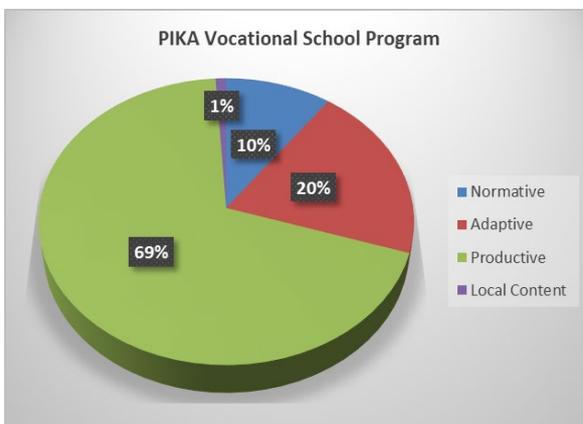


Figure-1. PIKA Vocational School Program

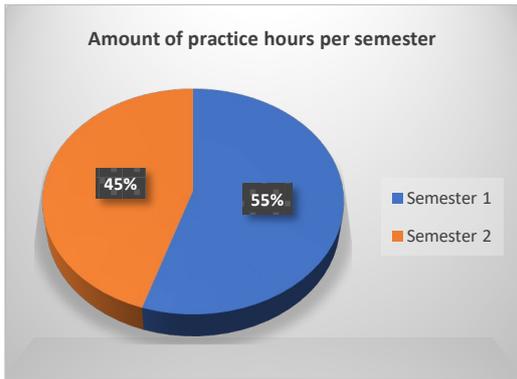


Figure-2. PIKA Productive Program

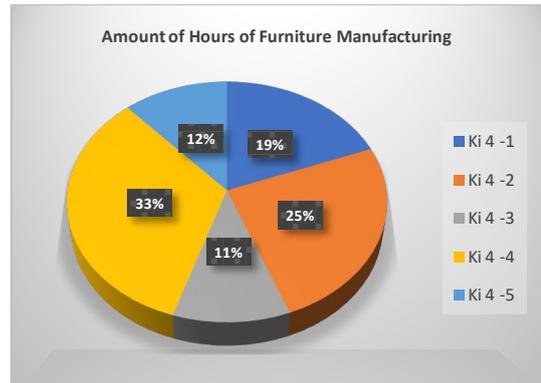
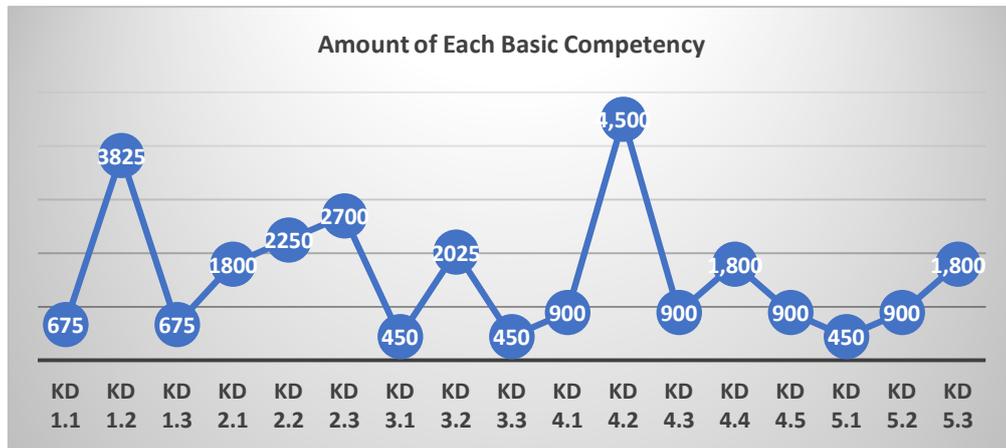


Figure -3. Amount of practice hours per semester

Figure -4. Amount of Hours of Furniture Manufacturing

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Figure -5. Amount of Each Basic Competency

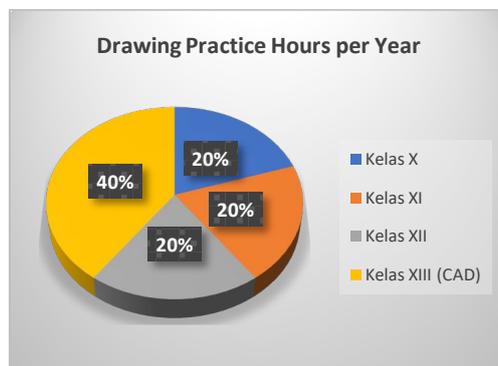


Figure-6. Comparison diagram of drawing practice per class per year

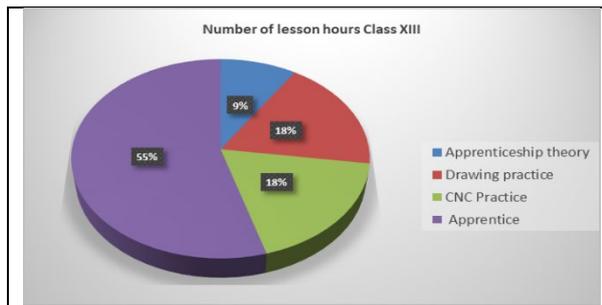


Figure-7 . Number of lesson hours for Class

XIII

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