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Work Readiness For Vocational Education Graduation In Lampung Province

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Abstract: Vocational education provides productive competence to students, but on the other hand students are not ready to face the world of work.

The purpose of this study is to analyze the factors that influence the work readiness of vocational education graduates.The study used a descriptive correlation method. A sample of 20 students was determined by random sampling technique.Data was collected by a closed questionnaire instrument with a Likert scale.The work readiness indicator includes four aspects, with the collaboration aspect value (0.82), being critical (0.78), accepting responsibility (0.81), ambition to progress (0.79) and adjusting (0.77) Data were analyzed by correlation.The work readiness of vocational education graduates is more influenced by aspects of being critical and collaborating. Thus the aspect of being critical with 0.878 coefficients and collaborating 0.74, thus proven aspects that are able to form work readiness for vocational education graduates, not aspects of accepting responsibility, ambition to move forward and adjust.

Key words: work readiness, graduates, vocational education

I.

Background As a part of the national education systems, vocational education participates in preparing students to enter the workforce / industry with knowledge and expertise so that they are expected to be able to develop the knowledge and expertise they obtain for the progress of themselves, society and nation.This is not only a necessity of universities, because the quality of vocational education graduates in the workforce is a benchmark for the success of the process of vocational education, (Finch, 1999).The main success of vocational education curriculum is not only measured through student education achievements but through achievements in the form of graduate performance in the workforce.

Thus, vocational education curriculum should be process-oriented, namely experience and activities in the educational environment and products, namely the effects of experiences and learning activities. Vocational education has the responsibility to be able to produce competent graduates. Competencies that will be developed through the learning process must refer to the needs of the industrial world.

Competency- based learning is very relevant to be implemented in vocational education. This is in accordance with the main purpose of vocational education, namely to provide competencies, especially productive competencies to students so that they become graduates who are ready to use or ready to work.

Ready to work according to Slameto (2003), is the overall condition of a person to give a response or answer in a certain way to the situation. Work readiness is influenced by several factors, namely physical, mental, emotional conditions, needs, motives and goals, and skills, and knowledge that have been learned, (Yanto, 2006).Work readiness depends on the level of maturity of experience and mental and emotional conditions which include the willingness to work with others, be critical, willingness to accept responsibility, ambition to move forward and the ability to adjust to the work environment.

In line with the demands of the world of work today, the work readiness of vocational education graduates is expected to complete the work charged without experiencing significant difficulties or obstacles and obtain maximum results, (Yanto, 2006). Work readiness will be seen from the variables of working together, being critical, accepting responsibility, ambition to move forward and adjust.

The ability to work with other people is needed in the work environment to solve the problems.According to Slamet (2011), the character of work needed by the workforce includes work ethics, curiosity, trustworthiness, self-discipline, honesty, commitment,

responsibility, respect for oneself and others, tolerance, hard work, good working relationships , integrity, good behavior, persistence communication, high work motivation, good cooperation, initiative, moral courage, craft, adaptability, self control, fast learners, the desire to learn new things, the ability to learn, flexibility and entrepreneurship.

Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 67 | Page Cooperation in a team is the highest competitive advantage in an institution, because it can increase work productivity and institutional performance. Building a strong team is very possible, even though it is difficult to realize.

Because teamwork or groups are a way to master some members' behavior or people who are not the same. Good teamwork or groups will be created if each team member or group has the same commitment. Therefore in doing teamwork or groups more requires courage, perseverance and discipline.Being critical is shown by an active attitude in finding and finding supporting sources for the truth of the information they receive.

Someone who is critical will always use reason (ratio) and be able to formulate logical reasons for each attitude and action taken (Scriven & Paul, 1987). Conklin (2012) states that simply a critical attitude is always indicated by careful and thorough analysis and assessment of the problem at hand. Critical attitude leads to thinking independence, someone who is critical will appear with an independent attitude and confidence.

This independence of thought allows one to see a situation in a new way (thinking out of the box). Referring to John Dewey's thinking about reflective thinking, Conklin (2012) emphasized that a critical thinker is also a reflective person. Accepting responsibility is one moral intelligence that must be possessed by a graduate who is ready to use.

Clarken (2010) states that there are four aspects that can show a person has moral intelligence, namely aspects of integrity, responsibility, forgiveness, and caring for others. The aspect of responsibility is the main aspect that can be an indicator that the person has good moral intelligence. The character of responsibility is important because someone must be able to be responsible for decisions or choices made.

The character of responsibility, according to Clarken (2010) must fulfill three things, namely being able to control themselves, which means having the responsibility as a person to carry out their duties as much as possible; admit mistakes and failures, namely having the courage to bear the risk of failure or error in making decisions; and have

seriousness in serving others.

Similarly, what was stated by Zuriah (2007) is that the character of responsibility is to develop a balance between rights and obligations, dare to face the consequences of life choices and develop a positive attitude towards community life. The ambition to progress should be owned by graduates of an institution. Graduates who have work readiness (Agus Fitriyanto, 2006) are graduates who have logical and objective considerations, the ability to cooperate, be critical, responsible, able to adapt, and always want to move forward.

Adapting to the environment according to Schneiders (1964), as the individual's ability to react effectively and beneficially to social reality, situations, and relationships so that demands or needs in social life are fulfilled in an acceptable and satisfying way. Thus, if someone will develop abilities in social adjustment in the environment then he must respect the rights of others, be able to create a healthy relationship with others, develop friendships, play an active role in social activities, respect the values of social laws and culture in the environment.

If these principles are carried out consistently, good social adjustment will be achieved. Schneider (1964) defines social adjustment as "The capacity to react effectively and wholesally to social realities, situations, and relations so that the requirements for social living are fulfilled are acceptable and satisfactory manner".

Based on these definitions it can be said that individual social adjustment shows the ability of individuals to react effectively and beneficially to social reality, situations, and relationships so that demands or needs in social life are fulfilled in a way that is acceptable and satisfying. Schneiders (1964) divides social adjustment into three aspects, namely social adjustment in the home and family environment, social adjustment in the school environment and social adjustment in the community. Schneider (1964) suggested that an individual's adjustment can be influenced by several factors, namely: a.

physical condition and the factors that influence it, including heredity, physical constitution, health, nervous system, glands, and muscles, b. development and maturity, especially intellectual, social, moral, and emotional, c. psychological conditions, including experience, learning processes, habituation, frustration, and conflict, d.

environmental conditions, especially the home, family, school and community environment, and e. cultural factors, including religion. Although vocational education is expected to be able to produce graduates ready to work, but still found unemployment

generated by vocational education itself. Based on the central statistical body, the Open Unemployment Rate as of February 2018 to August 2017 was seen from the level of education, elementary to lower 50.98 million people (42.13%), junior high school 21.72 million people (17.95%), high school 21, 13 million people (17.46%), SMK 12.59 million people (10.40%), diplomas I / II / III 3.28 million people (2.71%) and Universities 11.32 million people (9, 35%).

The Faculty of Engineering of the University of Lampung already has vocational education graduates, and it is necessary to conduct a survey of graduate work readiness, to find out: (a) the level of e-readiness of graduate work and (b) reveal factors that need improvement in supporting vocational programs. For the purpose of vocational education to be achieved in accordance with expectations, it is deemed necessary to conduct an evaluation to determine the level of readiness of vocational education graduates in the field.

The evaluation will take pictures of the profile of graduates, and evaluate the achievement of the desired goals. From the evaluation results it will be known the level of readiness of graduates in the field. Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 68 | Page II.

Research methods This study used descriptive correlation method aimed at describing or describing events or events that were taking place at the time of the study regardless of before and after.Samples were randomly selected from graduates of mechanical engineering vocational education, Faculty of Engineering, University of Lampung.

Samples are obtained directly from the sampling unit, so that they had the same opportunity to be sampled (Roscoe, 1975). The number of samples is determined by the Tables of Isaac and Michael (Isaac, 1981) with an error rate of 5%, so that the sample size is 20 graduates. The research was conducted for four months, and data collection was conducted once a week.

This study used a research instrument in the form of a closed questionnaire with answer choices to find out the opinions and perceptions of respondents to the research variables, respondents chose one of the answers to the answer choices. Questions compiled as research instruments used 4 alternative answers. In the questionnaire the authors provided numbers or weights for question items using a Likert scale, where respondents stated agreement or disagreement with the contents of the statement in four categories and each alternative answer had a different weight, giving a score for each alternative answer adjusted to statement criteria. Table 1.

Research Instrument Answers and Scores Categories Number Readiness Score 1 VA Very agree 4 2 A Agree 3 3 L A Lack of agree 2 4 D Disagree 1 The questionnaire used to measure indicators of graduate work readiness was all in the form of positive statements. Table 2 showed that the indicators worked together to have 10 statements, be critical of 4 statements, accept responsibility for 3 statements, ambition to advance 5 statements and adjust 3 statements. Table 2 Number of Graduates' Readiness Indicator Statement Number. Indicator Number of Statements 1. Cooperate 10 2.

Be critical 4 3. Accept responsibility 3 4. Ambition to progress 5 5. Adjust oneself 3 Total 25 Table 3 Reliability of Work Readiness Questionnaire Number Indicator Reliability 1. Cooperate 0.82 2. Be critical 0.78 3. Accept responsibility 0.81 4. Ambition to progress 0.79 5. Adjust oneself 0.77 Average 0.79 Table 3 showed that the reliability of the work readiness questionnaire wa as follows: 0.82 to cooperate, 0.78 to be critical, 0.81 to accept responsibility, 0.79 to ambition to advance and 0.77 to adjust.

This showed that all items were internally consistent because they had strong reliability (Maier, Wolf, & Randler, 2016; Bonett & Wright, 2015; Sebastian Rainsch, 2004). Data were analy zed by correlation. The normality of the data was tested by the Kolmogorov -Smirnov test as shown in Table 4. Table 4 Results of normality test data using the Kolmogorov-Smirnov test Number Indicator Test results Sig. 1. Cooperate 0.301 0.077 2. Be critical 0.322 0.200 3.

Accept responsibility 0.268 0.200 4. Ambition to progress 0.308 0.200 5. Adjust oneself 0.306 0.075 Table 4 showed all data after being tested by the Kolmogorov -Smirnov test (Yu Zheng, 2008) is normal. Indicators cooperate 0.301 with a significance value of 0.077, being critical of 0.322 with a significance value of 0.200, accepting responsibility 0.268 with a significance value of 0.200, ambition to advance 0.308 Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 69 | Page with a significance value of 0.200, adjusting to 0.306 with a significance value of 0.075. The homogeneity of the data was tested using one-way ANOVA, (Donald, 2010), and known as sig. 0.100> 0.05, so that the data is homogeneous.. III. Research result Mean and standard deviation The average and standard deviation of the 5 aspects of readiness have been compared.

Table 5 shows that the highest average is the aspect of collaboration (3.13 ± .682), followed by ambitions to advance with an average of 2.92 ± .426, adjusting to an average of 2.98 ± .578, adjusting to 2.93 ± .578, behaving critical 2.92 ± .569, and aspects of accepting responsibility with an average of 2.92 ± .682). Of the three lowest categories is the aspect of being critical and the highest is the aspect of

cooperation.Tabel 5 Mean dan standar deviasi Aspect Mean Std. Deviation Cooperate 3.13 .682 Be Critical 2.92 .569 Accept responsibility 2.80 .553 Ambition to progress 2.98 .426 Adjust yourself 2.93 .578 Inter correlation aspects of readiness There are five aspects of readiness and analyzed by correlation analysis.

Table 6 shows how the aspects of habits have a correlation. Table 6 Intercorrelation between Habit Aspects The results presented in Table 6 show that the self-adjusting aspects are significantly correlated with aspects of collaboration with r = .134 and p <0.8, adjusting to being critical with r = .338 and p <0.8, adjusting to responding with r = .290 and p <0.8, and adjust to the ambition to advance with r = .186 and p <0.8. Aspects of collaboration are significantly correlated with aspects of being critical with r = .252 and p <0.8, collaborating by accepting responsibility with r = .367 and p <0.8, and collaborating with ambitions to progress with r = .186 and p <0.8.

Aspects of being critical are significantly correlated with aspects of accepting responsibility with r = .236 and p <0.8, aspects of being critical with ambitions to go forward with r = .039 and p <0.8. while the aspects of accepting responsibility are significantly correlated with aspects of ambition to advance with r = .335 and p <0.8.

Based on the results above, the symptoms of multicollinearity were not detected, so further studies were needed. Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 70 | Page Table 7 Inter-Aspect Coefficients From Table 7, it can be seen that the coefficients table shows a standard error value of less than one, which is cooperation = 0.153, being critical = 0.180, accepting responsibility = 0.223, and ambition for advancing = 0.267.

and the beta coefficient value is also less than one, which is cooperation = 0.083, being critical = 0.460, accepting responsibility = 0.548, and ambition for progress = 0.356. From this result it can be said that the standard value of low error and multicollinearity is not detected. In the coefficients table above, the tolerance value is narrow, that is, in collaboration = 0.747, being critical = 0.878, accepting responsibility = 0.788, and ambition for advancing = 0.779. because the range is narrow, multicollinearity is not detected.

In addition, the value of VIF on cooperation = 1,339, being critical = 1,139, accepting responsibility = 1,270, and ambitions for progress = 1,284 less than 10. Based on these data (tolerance and VIF), it can be concluded that there is no multicollinearity problem so the test results are said reliable or trusted. IV. Discussion Based on the analysis, it appears that the work readiness of vocational education graduates is more influenced by aspects of being critical and collaborating.

Thus the aspect of being critical and collaborating is proven to be able to shape work readiness for vocational education graduates, not the aspect of accepting responsibility, ambition to move forward and adapt. A critical attitude is a sensitive attitude towards events that occur around the work environment. Being critical is someone's spontaneous attitude towards something that happens unexpectedly, maybe through words, or actions because someone is not easy to believe, they always find mistakes, and keen curiosity.

It is not easy to believe that arises because in order not to be easily fooled by other parties, for that someone should do two-way communication, not just listen and follow what people say. If non-trustworthiness arises, someone will ask to know what is really and what must be followed or not followed.Someone who has a critical attitude, will always look for mistakes that can make the criticized person know what they are talking about and so that they know what their mistakes are, so they introspect themselves.

In other words, looking for mistakes to tell what the shortcomings of others are and so that those who criticize can also understand better. Curiosity is the most basic thing and is needed to be courageous to speak in public and talk to everyone in the work environment, because if we already know a lot and are brave enough to give an opinion or solution to everyone who talks to us, then with that we are easy to take a critical attitude.

Critical attitude is important but Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 71 | Page must show a good critical attitude and not use emotions. So as long as criticizing it can make the critics respond well to our criticism. Cooperation is proven to be able to make someone ready to work in an agency.

According to Sarwono (2011) cooperation is a form of group consisting of more than one person who performs tasks with a number of rules and procedures. Bowo and Andy (2007), explained that in the implementation of cooperation mutual benefits must be achieved The implementation of cooperation can only be achieved if shared benefits are obtained for all parties involved. If one party is harmed in the cooperation process, then cooperation is no longer fulfilled.

In an effort to achieve mutual benefits or benefits from cooperation, good communication between all parties is needed and the same understanding of the common goals. Group cooperation is very necessary for increasing work efficiency anywhere, both in companies, private and government. If the company does not have

strong cooperation between division one and other divisions, then the results of their work will not be satisfactory and inefficient.

In the company consists of various kinds of individuals who are required to work in order to achieve organizational goals. Group collaboration will enable one to identify various problems, discuss how to solve the problem and take action to improve it. The problems that occur in group cooperation that affect work efficiency and work environment, namely lack of interaction in groups, differences of opinion, and lack of compatibility between group members.

Cooperation is an aspect that supports a person to be ready to work in an institution, because according to West (2002), cooperation has aspects of communication, coordination, cooperation, and mutual exchange of information. Whereas according to the study of Aziz et al. (2006) found that in potential collaboration someone is more empowered by being confronted with social skills which results in the person actively finding concepts and communicating the results of his thoughts to others.

One aspect of cooperative ability is communication skills, namely communication that occurs not only takes place between two people in a group partner, but also with other people in different units. Yulianti & Fianti (2010) study found that working together educates someone to be able to carry out communication in various directions, so that new ideas emerge.

In cooperation, coordination skills are also needed, so that actions to be taken are not conflicting. This will give rise to mutual respect and listen to friends' opinions or answers, and provide opportunities to express opinions or speak. Listening to friends' opinions also contributes to the coordination of group collaboration.

According to West (2002) listening is a central element in dealing with and overcoming the development of social skills in which there is cooperation. David Jacques, as quoted by Bowering et al. (2007) provide reinforcement that collaboration in groups will help someone who has worked to develop emotional and social skills.

Skills for exchanging information will also be formed in the aspect of cooperation, one can increase the transfer of information, learn from each other and try to exchange ideas with their partners before presenting the idea to a larger group. Important collaboration is carried out so that a continuous process occurs in stimulating the development of a person from home to work or vice versa.

According to Slamet PH in B. Suryosubroto, (2006), cooperation is a joint effort or

activity carried out by both parties in order to achieve a common goal. Furthermore Epstein and Sheldon in (Grant & Ray, 201) state that collaboration is a multidimensional concept in which among them are jointly responsible for improving and developing themselves so that it will have an impact on personality development. Cooperation is carried out in various things or dimensions.

Collaboration is more than just a meeting between several people in an institution, but includes them in various roles at all times. This is needed to improve the work climate, develop skills and leadership, assist them to establish relationships with institutions, and assist them to carry out the learning process in the institution.

This activity will have a positive impact on the institution by obtaining additional knowledge about employee development and the stimulus needed to improve performance. Lack of cooperation between employees has negative consequences. Soemiarti Patmonodewo (2003) explained that in reality it was not easy to establish cooperation between the two parties.

Difficulties in establishing cooperation are also explained by Par et al. dalam (Slamet Suyanto, 2005) that many institutions will help employees, but employees do not give a response, accept wholeheartedly, and criticize more because they feel more expert. V.

Conclusion And Implication Of Study The work readiness of vocational education graduates is more influenced by aspects of being critical and collaborating, than on aspects. Thus aspects of being critical and collaborating are proven to be able to shape work readiness for vocational education graduates, not aspects of accepting responsibility, ambition to move forward and adjusting. The work readiness of vocational education graduates is built on aspects of being critical and collaborative.

Therefore it is necessary to re-design and engineer the lecture process as long as they are in college and after they work a program that directly and indirectly can form to be critical and cooperate. Because aspects of critical thinking and cooperation are important variables in forming vocational education Work Readiness For Vocational Education Graduation In Lampung Province DOI: 10.9790/1959-0904026672 www.iosrjournals.org 72 | Page work readiness.

It is also necessary to develop further research, especially on questionnaires that are used to measure the work readiness of vocational education graduates which contain more comprehensive aspects. The discussion of the study has not been completed, because the relationship between the aspects forming the readiness to work for graduates of vocational education is measured separately and is possible to be

measured as an independent variable.

The causal relationship of two variables requires more in-depth research, to identify which variables are the causes and which are the consequences of the relationship. Empirical data is unable to prove whether the readiness to work for vocational education graduates that have been produced changes or not over time. And this study does not prove how the aspects forming work readiness relate significantly.

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