

Integration of Employability Skill Values in Learning in Vocational School

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Abstract—The objectives of this research were to find out: (1) the overview of the implementation of employability skills into Extracurricular activity value at SMK Negeri 1 Takalar, (2) the explanation the implementation effect employability skills value in Extracurricular activity into students' personal management skills at SMK Negeri 1 Takalar, and (3) the explanation the implementation effect employability skills value in Extracurricular activity into students' teamwork skills at SMK Negeri 1 Takalar. Ex-post facto research design with no treatment to the research variables. Population and samples were the students of grade X SMK 1 Takalar in academic year 2017/2018 by using simple random sampling technique with Slovin formula. The research contains observation, interviews, documentation, and used a closed questionnaire that Analyzed with Likert scale and SPSS version 20 as a technique of the data analysis. The result illustrates that (1) the variable of Extracurricular activity (X) in the high category of personal management skills variable (Y1) in the high category, and the variable of teamwork skills (Y2) in the high category; (2) there was a significant influence of Extracurricular activity variable (X) on the personal management skills (Y1) of students' skills in all competencies; (3) there was a significant influence of Extracurricular activity variable (X) on the teamwork skills (Y2) of students' skills in all competencies. The result illustrates that the variable of Extracurricular activity (X) in the high category of personal management skills variable (Y1) in the high category, and the variable of teamwork skills (Y2) in the high category.

Keywords—*implementation, employability skills, personal management skills, teamwork skills, extracurricular*

I. INTRODUCTION

Vocational education aims to produce competitive labor and skilled. Vocational School (SMK) is implementing a basic level of vocational education in Indonesia. Therefore, efforts to improve the quality of vocational education has always done continuously in order to create high-quality graduates and highly competitive. Employers are convinced that the academy should be most responsible for equipping graduates with generic skills [1].

Vocational High School (SMK) graduates need a proper preparation so that they can work well, can fill the vacancies that exist at local, global and International. Also, it is necessary for the ability to create jobs. Therefore, it is

essential for employability skills developed in vocational education. Employers today are concerned about finding good workers who have not only technical skills but also basic soft skills [2]. The effort to inculcate values in students' employability skills it takes cooperation from various parties, both the school, the family and social environment. Schools are formal, systematic education institutions. The employability skills refer to skills, attitudes, and behaviors, other than technical capability,

Several previous studies by Rasul et al. [3], Jackson [4] and Omar et al. [5] suggest that the implementation of the Employability Skills have a positive influence in improving the quality of vocational graduates. This can be followed up with an increase in the role and function of SMK in preparing for international graduation standards, have high competence and relevance to the global demand is still just an orientation and a goal in itself. Its implementation is far from expectations between dreams and reality is much different.

Rupert Evans [6] expressed his opinion that in order to face the challenges and opportunities of the future, then the content or curriculum of vocational education will be taught to the students to display the figure intact the characteristics of the quality of human resources as it is realized, that is characteristic of basic quality strong and dynamic instrumental quality characteristics. Extracurricular activities aimed to implement the program guidance, teaching, and practice in order to help students to be able to develop their potential, both concerning the moral aspects, spiritual, intellectual, emotional, and social. Indeed extracurricular activities no less critical than the curricular activities in school. Extracurricular activities as media coaching and development abilities, interests and talents of the students contain a set of values that are quite important for the maturing process and their progress in the future. The efforts to develop collaborative skills in a team of students can encourage mastery of new skills and their independence [7], [8].

Results of preliminary observations that concern about the employability skills to the principal vice part of student and teacher coaches OSIS SMK Negeri 1 Takalar, in December 2017 showed that in a variety of activities carried out in SMK Negeri 1 Takalar aspects of employability skills

already provided by teachers and coaches to the students, it's just naturally not been programmed in the Training Implementation Plan. Aspects of employability skills can already be felt by students naturally through training, but not yet identified by trainers and students as part of the values of employability skills.

Based on the above, it can be seen that the values essential to be trained employability skills to students because it serves to shape the attitudes of students and apply it later in the workplace. Therefore, it is interesting to research the implementation of the value of employability skills in extracurricular activities at SMK Negeri 1 Takalar.

II. METHOD

A. Research Design

This research is an Ex-Post facto test the implementation of value *employability Skills* in Extracurricular activities at SMK Negeri 1 Takalar.

B. Sample Size and Sampling Technique

Subjects were class X SMK Negeri 1 Lesson Takalar year 2017/2018, as many as 307 students by the number nine (9) classes have been selected by using simple random sampling technique at random by the formula Slovin.

C. Instrument

The research instrument consists of observation, interviews, and documentation, and use the enclosed questionnaire that was analyzed by *Likert scale* and application SPSS version 20 as data analysis techniques. The analysis is poured into forms Descriptive Analysis of Extracurricular Activities, Personal Management Skills Descriptive Analysis and Descriptive Analysis of Extracurricular Activities.

D. Hypothesis testing

In this study, the hypothesis testing is done through a correlation test. The effect of extracurricular activities (X) of the personal management skills (Y1) students of SMK Negeri 1 Takalar.

The first hypothesis tested was the effect of extracurricular activities (X) to the personal management skills (Y1), which is written as follows:

$H_0 : \mu_1 = 0$ = there is no significant effect between extracurricular activities to personal management skills

$H_1 : \mu_1 \neq 0$ = No significant effect between extracurricular activities to personal management skills

Criteria for hypothesis testing is to compare the significance probability value (p.sig) with α that is starting H_0 if $p \text{ sig.} \leq \alpha$, or receive H_0 if $p \text{ sig.} > \alpha$ where $\alpha = 0.05$, and if the value of $t > t$ table means independent variables affect the dependent variable if the value of $t \leq t$ table means that the independent variable does not affect the dependent variable, which table = $(\alpha / 2; nk-1)$.

The second hypothesis tested was the effect of extracurricular activities (X) on teamwork skills (Y2), which is written as follows:

$H_0 : \mu_2 = 0$ = there is no significant effect between extracurricular activities towards teamwork skills

$H_1 : \mu_2 \neq 0$ = No significant effect between extracurricular activities towards teamwork skills

Criteria for hypothesis testing is to compare the significance probability value (p.sig) with α that is starting H_0 if $p \text{ sig.} \leq \alpha$, or receive H_0 if $p \text{ sig.} > \alpha$ where $\alpha = 0.05$ and if the value of $t > t$ table means independent variables affect the dependent variable if the value of $t \leq t$ table means the independent variable does not affect the dependent variable, which table = $(\alpha / 2; nk-1)$.

III. RESULTS AND DISCUSSION

A. Descriptive Analysis of Extracurricular Activities

The results of the analysis of descriptive data on the implementation of the value of employability Skills in extracurricular activities is shown in Table 1.

TABLE I. DESCRIPTIVE ANALYSIS OF VARIABLE EXTRACURRICULAR ACTIVITIES (X)

Scale	Category	f	Percentage
$34 \leq X$	Low	0	0
$34 > X \leq 41$	Moderate	0	0
$X > 41$	High	36	100
Total		36	100

Based on the analysis of questionnaires for the study variables extracurricular activities, obtained the highest score of 59.00 and the lowest score 46.00. The average score of 52.00 variables extracurricular activities; mode of 52.00; and median of 52.00, which means that 50% of students of SMK Negeri 1 Takalar have extracurricular activities greater than 52.00 and 50% students of SMK Negeri 1 Takalar have extracurricular activities less than 52.00. The standard deviation of 3.40 and a variance of 11.40 with a 13.00 score range indicates that the sample tends to spread between a minimum score of 46.00 and a maximum score of 59.00.

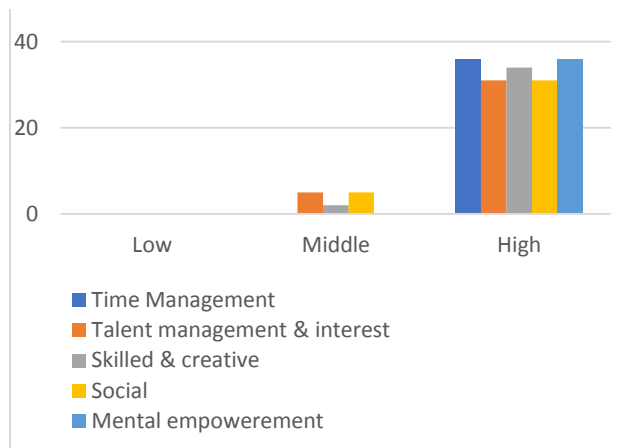


Fig. 1. Variable Frequency Graph Extracurricular Activities (X)

B. Descriptive Analysis Personal Management Skills Students of SMK Negeri 1 Takalar

The results of the data analysis by descriptive personal management skills.

TABLE II. VARIABLE SCORES PERSONAL DISTRIBUTION MANAGEMENT SKILLS (Y1)

Scale	Category	Frequency	Percentage
$34 \leq X$	Low	0	0
$34 > X \leq 41$	Moderate	0	0
$X > 41$	High	36	100
Total		36	100

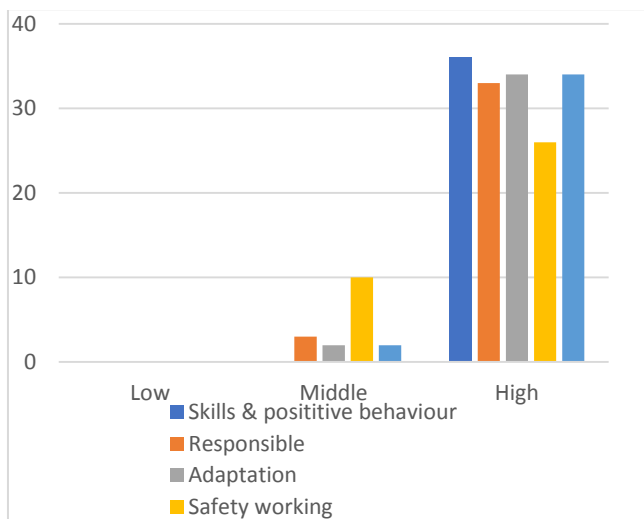


Fig. 2. Variable Frequency Management Figure Personal Skills (Y1)

C. Teamwork Descriptive Analysis of Vocational Students Skills State 1 Takalar

TABLE III. VARIABLE SCORES DISTRIBUTION TEAMWORK SKILLS (Y2)

Scale	Category	Frequency	Percentage
$34 \leq X$	Low	18	50
$34 > X \leq 41$	Moderate	18	50
$X > 41$	High	0	100
Total		36	36

Analysis of the indicator variable category Extracurricular Activities can be seen in the following figure:

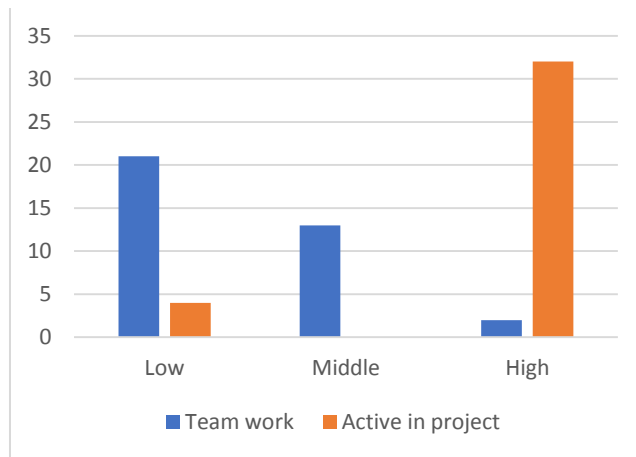


Fig. 3. Variable Graph Teamwork Skills (Y2)

Results of simple linear regression analysis to test hypotheses about the influence of extra-curricular activities to personal management skills are shown in the following Table 4.

TABLE IV. SIMPLE LINEAR REGRESSION ANALYSIS RESULTS EXTRACURRICULAR ACTIVITIES (X) TO PERSONAL MANAGEMENT

Model	R	R Square	F	t	B	Sig
Regression	0.48	.232	10.255	3.202		
(Constant)					22.834	0.014
X					0.54	0.003

Based on Table 4 regression analysis calculated F value of 10.255 and t value of 3.202 at significance level (p.sig) <0.000. This suggests that the effect of variable extracurricular activities (X) to the personal management skills (Y1) is significant because of p. Sig <0.003 less than the significance level of 0.05 (5%) so that the null hypothesis that reads $H_0: \mu_1 = 0 =$ no effect extracurricular activities to personal management skills, be rejected. Tcount obtained $3.202 > 2.037$ t table, so it concluded that the variable extracurricular activities affect the personal management skills. Also, the value of $R = 0.481$, meaning that the correlation coefficient variable extracurricular activities (X) with a variable personal management skill (Y1) of 0.481. Rated $R = 0.481$,

Based on the results of simple linear regression analysis extracurricular activities with personal management skills acquired index determination R Square of 0.232. This means that 23.2% of personal variables management skills (Y1) can be explained by the variable extracurricular activities (X). In other words that the extracurricular activities at school provide an effective contribution of 23.2% to personal management skills, while the other 76.8% can be explained by other variables (unknowns).

On the results of the calculation simple linear regression analysis score constants (Annex 18 page 113) amounted to 22.834 and score towards regression of 0.543. Based on constant score and direction, it can be created regression equation of the linear regression line is $Y^{\wedge} = 22.834 + 0.543X$.

It can be concluded that the regression equation $Y^{\wedge} = 22.834 + 0.543X$ be linear and significant. The regression

equation implies that every increase of one extracurricular activity score, then score personal management skills on a constant increase of 0.543. This means that there is a positive and significant effect of extracurricular activities to personal management skills students of SMK Negeri 1 Takalar.

D. Effect of Extracurricular Activities (X) to Teamwork Skills (Y2) class X students across the Competence Skills in SMK Negeri 1 Takalar

Results of simple linear regression analysis to test the hypothesis about the effect of extracurricular activities on teamwork skills are shown in Table 5.

TABLE V. SUMMARY OF SIMPLE LINEAR REGRESSION ANALYSIS EXTRACURRICULAR ACTIVITIES (X) TO TEAMWORK SKILLS (Y2)

Model	R	R Square	F	t	B	Sig
Regression	0.776 ^a	.603	51.565			0.000 ^b
(Constant)					2.998	.0508
X				7.181	0.618	0.000

Based on the results of Table 5 obtained by linear regression analysis calculated F value of 51.565 and t value of 7.181 at the significance level (p.sig) <0.000. This suggests that the effect of variable extracurricular activities (X) to variable teamwork skills (Y2) is significant because of p. Sig <0.000 compared with a significance level of 0.05 (5%) so that the null hypothesis that reads $H_0: \mu_2 = 0$ = no significant effect between extracurricular activities towards teamwork skills, rejected. Tcount obtained 7.181 > 2.037 t table, so it concluded that the variable extracurricular activities affect the teamwork skills. Also, the value of R = 0.776, meaning that the correlation coefficient variable extracurricular activities (X) with a variable teamwork skill (Y2) of 0.776. Rated R = 0.776,

Based on the results of simple linear regression analysis extracurricular activities with acquired teamwork skills index determination R Square 0.603. This means that 60.3% variable teamwork skills (Y2) can be explained by the variable extracurricular activities (X). In other words that the extracurricular activities contribute effectively amounted to 60.3% of the teamwork skills, while 39.7% is explained by other variables (unknowns).

On the results of the calculation simple linear regression analysis score constants (Annex 3I page 114) of 2.998 and a score toward regression of 0.618. Based on constant score and direction, it can be created regression equation of the linear regression line is $Y' = 2.998 + 0.618X$

It can be concluded that the regression equation $Y' = 2.998 + 0.618X$ be linear and significant. The regression equation implies that every increase of one extracurricular activity score, then score teamwork skills to a constant increase of 0.618. This means that there is a significant effect between extracurricular activities towards teamwork skills of students in SMK 1 Takalar.

IV. CONCLUSION

Application of value employability skills gives a very good influence on the development of talents, interests,

potential, and the character of the students. It is, also affects the effectiveness and success of a person in the workplace which is supported by some elements, namely: communication, teamwork, problem-solving, initiative and effort, planning and organizing, self-management, learning, and technology. These elements help the personal development of management skills and teamwork skills. Learning through extracurricular activities can have a positive influence on the development of students' employability skills. Employability is the ability of the graduates to get a satisfying job [9].

It is crucial that we have a variety of teaching and learning styles. There are times when individuals retreat. Whether a learner or diverse logical learner, we need a range of opportunities for individuals, paired groups, different forms. This is highly important and helps develop different skill sets. They let learners take different roles. In the secondary, we are getting better at that, with more creative curricula, entrepreneurial programs, and a broader scope for extended timetabling and collaborative projects. However, it takes time to develop a rich curriculum [1].

Thus, the positive results of this study are to provide information that is more tangible to the community that schools, teachers, and students about the elements that are important in improving the employability skills of students. Employability skills are coachable skills and may be trained in both schools and employment settings. Therefore, the authority should set aims and objectives for teaching employability skills and instructions should be designed to Ensure goals and objectives are attainable [10].

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