

The Contribution of the Implementation on-Job Training, Industrial Support, and Vocational Competence on Vocational High School Students' Employability Skills

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Abstract: The study aims to examine the contribution of Implementation of industrial work practices, industry support, and vocational competency toward employability skills of Technical Installation of Electricity Utilization (TIPTL) vocational skills package students in North Sulawesi. This research is classified in explanatory research to examine and analyze with the 130 number of sample. The result of this present study indicate that the variable examined contribute positively and significantly on the employability skills. Nonprofit should improve the quality of the competition, and increase the skills of the skill competitor, and furthermore develop the skills of the skill, by increasing the cooperation with the industry.

Keywords: Implementation of Industrial Work Practices, Industry Support, Vocational Competence, Employability Skills.

I. INTRODUCTION

Substantially, Vocational High School (or SMK in Indonesian) plays a role as an educational institution which aims at generating and preparing qualified graduates who are ready to face professional work circumstance, possessing entrepreneurial passion, brilliant, competitive, possessing national identity and are able to develop local potential and ready for competing in global market. Vocational high school is an attempt to develop social labor, as well as maintain, accelerate, and improve the quality of labor and employment in order to enhancing the productivity of society [1].

The low rate of education and competence among people nowadays contribute significantly to the low productivity and eventually, it increases the number of unemployment. [2] The number of unemployment in Indonesia in February 2016 was amounted to 7 million people. Examining and considering from the degree of education, the open unemployment rate indicates that the graduates of vocational high school places higher by 9.84%, followed by Diploma I/II/III by 7.22%. The lowest rate is elementary school graduates which reached 3.44%.

Existing empirical facts indicate that the objectives of vocational high school are still not accomplished. In fact, not all the graduates of vocational high school could comply with the demands of employment requirements in accordance with the specialization. This issue is due to the existing gap between skill possessed by the graduates and the pre-requisite skill imposed by the industry. What the graduates obtained during their study in vocational high school, skill and knowledge regarding specific specialization, is not sufficient to comply with the requirements imposed by the industry. [3] Several speculation identified as issues and problems of low employability of vocational high school graduates are (1) insignificant information obtained by the graduates to get the appropriate job; (2) in general, the industries are looking for well-experienced employee; (3) the perceptions of the industries believing that the vocational high school graduates possess insufficient skill and ability, particularly the employability of graduates to survive and keep up with various situation and condition within the work circumstances. Innovation and revitalization in providing qualified education in vocational high school begin at the moment link and match principle were applied in the form of Double-System Education Program. The objective of the aforementioned program is to lessen the gap between supply and demand regarding the quality of human resources, particularly issues related to the quality of employment, in which vocational high school takes a roles as employee and employment provider and society as general as the party who look for the employment [4].

The implementation of on job training indirectly entrust the vocational high school students a factual and practical knowledge and experience of working circumstance. The obtained experienced during on job training indirectly accelerate students' transition from school circumstance to working circumstance in the industry.

During the 21th century, characteristics of working in the industry and the qualifications required in the industry are significantly altering [5]. Working oriented education through the technical ability acquisition and mastery and employability skills are urgently required to be possessed by the vocational high school students to assist themselves from economic development in the current 21th century world [6]. Competence is defined as integrated demonstration

framework of a set of ability and skill as well as observed and measured behavior in conducting particular measure on particular level [7].

The implementation of on-job training of vocational high school students taking TIPTL major in industries aims at measuring the preparation of students, the application of on-job training, and lastly dealing with evaluation of implementation. The preparation includes disseminating students with information of on-job training and giving them technical guidance. During the implementation school guides the students in the industry and monitor the role of students in the industry. While the evaluation deals with reporting the activity conducted through report writing and examining students' performance during on job training by the teachers and the industry. Lastly, students are given a certificate as a factual proof that students have accomplished on-job training by the industry. Principally, the implementation of on-job training is the implementation of professional education which combines systematically and synchronically education program in school and skills enhancement program which is conducted in the industry in order to make the students encounter the factual condition of working and guided by the industry to accomplish particular skills required [8].

On-job training plays as an exclusive learning chance for the vocational high school students since the students will obtain an unexampled experience and depiction of factual condition of industry which they have never obtained it before in the school. In addition, the implementation of on-job training will make the students discover and develop new knowledge and ability. The presence of industry for vocational high school plays as a paramount role since the development of education theory related to vocational high school and vocational learning depends on the development of industry and creates industry as an effective place to learn. In developing countries, the support of industry is shown by having a direct cooperation in terms of program provision for vocational school, financial for conducting research, and scholarship. The provision support of industry is the responsibility since it is imposed by national regulation. Furthermore, at least, industrial stakeholder which factually develops vocational education by establishing cooperation with the school is being given a tax break as a form of incentive.

School-to-work transition approach is done in American schools, which focus its the assessment on the problems of transition from education to the world of professional working, and it becomes noteworthy. This approach has now been widely adopted around the world and will increasingly put the industry as a vital learning ground for vocational schools.

Schools' potential that consist of human resources (students, educators and education personnel) and facilities of existing infrastructure optimized in such a way supported by curriculum structure that involves the industry is expected

teaching and learning activities which lead to the strengthening of competencies required by the industry. Some advantages in order to improve the quality of vocational high school graduates will be obtained through school collaboration with industry.

Vocational competence is a knowledge and competence possessed by the students in accordance with students' major and expertise. Vocational competence, in addition, is obtained through skill competence examination conducted at the end of the semester on vocational high school TIPTL. The competence examination of productive practice for students is the implementation of competency-based assessment to gain recognition for their ability. The productive competency examination is an opportunity to expose their capability and promotion of work in the presence of testers from the business world, industry experts and associations profession.

Employability skills is a skills required for working or in other words employability deals with any skills and ability in which the individual use it to conduct particular work. [9] Employability skills include non-technical skills, including generic skills, essential skills, soft skills, key competencies, transferable skills, enterprise skills and general capabilities. [10] Employability skills as a series of accomplishments comprehension skills and personal attributes that make graduates more likely to get a job and be successful in job selection, which benefits them, the workforce, society and the economy.

The study aims to examine the contribution of industrial practice implementation, and industry support to vocational competency and its impact on the readiness of vocational high school students' skill packages TIPTL in North Sulawesi. The hypotheses tested in this study are formulated as follows a) Is there a significant contribution to the implementation of industry work practices on employability skills? b) Is there a significant contribution to the industry support on students' employability skills? c) Is there a significant contribution of vocational competence on employability skills?

II. METHODS

This research was conducted by employing survey research, which uses quantitative analysis with descriptive and inferential statistics [11]. Based on the timing of data collection, this study is *cross sectional* research that focuses on the description of the characteristics of a population or differences between two or more of the population at one point in time [12]. The population in this study is all students of class XII of academic year 2016/2017 SMK TIPTL skill program in North Sulawesi. There are five SMK package of expertise TIPTL, namely: SMK Negeri 2 Manado, SMK Negeri 2 Bitung, SMK Negeri 3 Tondano, SMKS Kristen 1 Tomohon, and SMKS Cokroaminoto

Kotamobagu with 130 people samples. The descriptive-correlational study design with quantitative research approach ex-post facto was employed.

III. RESULT AND DISCUSION

The results of data analysis in this study indicate that almost all the coefficients show positive results. The variable implementation of industry work practices, industry support and vocational competency has a coefficient of less valuable pathway towards employability skills in the amount of 0.315, 0.160 and -0.008. The contribution of the implementation of industrial work practices, industry support, and vocational competencies to explain the diversity of employability skills are 38.3%. The path coefficient is 0.315 ($t = 4,112$; $p = 0,000$) of the implementation of the industry practice of employability skills and it is confirmed significant. The path coefficient of the industry support for employability skills is 0.160 ($t = 2,015$; $p = 0,046$) an it is confirmed significant. The path coefficient of vocational competence to employability skills showed insignificant results (reached -0.008 ($t = -0,106$; $p = 0,916$)). The employability skills level can be explained directly by the implementation of industrial work practices and industry support.

The results of data analysis in this study indicate that the implementation of industry work practices has a positive and significant contribution to employability skills. That is, the high low employability skills can be explained by the students' perceptions about the implementation of industrial work practices. In addition, the implementation of industrial work practices of students will be known from how well students assess the implementation of industry practice. If students assess the implementation of industrial work practices poorly, it will be known from the competence of students on employability skills.

Industrial work practices are learning activities in the industry, where students are exposed to real world work situations. When in the industry Practice, students learn about discipline, adaptation, responsibility, teamwork, and other good attitudes that construct better students' mental. [13] Industrial training, which acts also as a process of student socialization into the workforce is proving to be very important and significant in shaping the performance behavior of graduates. The analysis showed that the industry support contributes positively and significant to the *employability skills* and reached a value of 12.96%. In order for the contribution to be more optimal, students should have a good perception of industry support.

The presence of the industry is very important to improve the technical skills, since the industry as a partner and carry out the practice of vocational students and practice the skills of the student according to the field learnt. The better the industry support, it results the employability of the students'

skills better. During the industrial work practices taking place in the industry, students will feel the support provided in the implementation of the industry Practice. The longer students are in the industry, there will be an iterative process that more often will improve employability skills, such as personality management skills, fundamental skills, team work skills, other skills and employability.

The above-mentioned description shows that at the time of work or training there will be changes in employability skill mastery of technological skills, the ability to manage in the face of work, and the ability to work (team work). Thus, it can be concluded that the longer the training period of a person will be the higher level of employability skills mastery.

Productivity is one measure of individual success in a company. People who have high employability skills will work faster than others. The person means having a higher or better productivity so that the person will get better rewards

IV. RECOMMENDATION

- Implementation of contracts, competence and skills employability skills can be fundamentals to the healthcare workshops so that they have a concern for managers of education. Nonprofit should improve the quality of the competition, and increase the skills of the skill competitor, and furthermore develop the skills of the skill, by increasing the co-operation with the industry in the case of the placement of foreign players as well as the expertise and the decline of the curricula of the two industrial needs which emphasize the risks of rivals, competitiveness and pitch of skills. Employability skillsdantechanical skill quotescare practices in industryandcompetitivitiescan betrenchedintradeconspiciesin school and industry.
- Employability skills have a very important role in the world of employment in electric power, for their schools to pay attention to the development of employability skills by emphasizing the practices in schools as well as in industries that will ultimately increase the sense of trust in the world of work.
- The results of the study show that the potential for controversy is not significant to work performance. On the basis of this result, the best practice should be the factors that can increase the motivation of the student to work.

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