

Influences of Skill, Knowledge, Attitude, and Morality on Job Achievement

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ABSTRACT

Vocational education as one of the important role holders in preparing the workforce is demanded to be able to keep up with the changing and developing market demands. Vocational education is a part of national education system that has very strategic roles for forming skillful employees. However, in reality it shows that not all vocational education is capable of producing quality graduates as evidenced by the lack of knowledge and skills possessed. The purpose in this research is for analyzing the influences of skill, knowledge, attitude, and morality toward achievement. This research is causal research type by quantitative approach. The population in this research is 278 people at government agencies as user of graduated student from the college under supervision of Center for Human Resources Development on Civil Aviation (CHRDCA). The sample technique uses total sampling. Data collection uses questionnaires. The data analysis technique used is multiple linear regression analysis. As the results of this research there are significant and positive influences of skill, knowledge, attitude, and morality on job achievement.

Keywords: Skill, Knowledge, Attitude, Morality, Achievement

1. INTRODUCTION

Vocational education is a part of national education system that has very strategic roles for forming skillful employees. From many reviews, the chances taken to have high and continual economic growths from some country will be bigger if they are supported by Human Resources who have: 1) basic knowledge and ability in self-adjustment toward developmental demands and dynamics that are going on; 2) the higher educational levels; and 3) ability skills that have backgrounds of sciences and technologies. In other sides, businessmen hope that new employees will have more knowledges, more skills, and they are considerably motivated intrinsically [1]. But, the available conditions still show less skills owned by most of new employees although the employees are vocational educational graduates.

Based on reality, it becomes the responsibilities of educational world, especially Vocational Education and Training for resulting competent graduates. According to the National Statistics Agency (2019), the number of labor force in February 2019 was 136.18 million, up 2.24

million compared to February 2018. In line with the increase in the labor force, the Labor Force Participation Rate (TPAK) also increased by 0, 12 percent point [2].

According to Laws Number 12 In 2012 about High Education Clause 16 verse 1, education and training in Technical Executive Unit of Air Transportation Human Resources Development Center is vocational education and training based on competencies, it means the graduates resulted are competent, skillful, and having professional performances proper with the job fields owned, they can support sub-sectors of Air Transportation safely. Vocational education is high education of diploma program that prepares students to work by certain applied skills to applied bachelor program.

As additional information, there are 8 colleges under supervision CHRDCA, and they are located around Indonesia.

2. METHOD

2.1. Research Design

This research is correlational design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores [3].

2.2. Population and Samples

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate [4]. The population in this research is 278 people at government agencies as user of graduated student from the college under supervision of CHRDC. This research uses total sampling method, i.e. sample determination technique if all population members are used as samples. So, the samples used in this research is 278 people at government agencies as user of graduated student from the college under supervision of CHRDC.

2.3. Variable Operational Definition

2.3.1. Skill (X_1)

Skill is capability or ability to conduct some job achieved only in practices. The skill in this research is measured through indicators that refer to Yuniarsih and Suwatno (2008) are consist of: (a) Capability Dimension; (b) Personality Dimension; (c) Training Dimension [5].

2.3.2. Knowledge (X_2)

Knowledge is some information owned by someone especially in specific field. The knowledge in this research is measured through several indicators that refer to Yuniarsih and Suwatno (2008) are consist of: (a) Educational Dimension; (b) Experience Dimension; (c) Interest Dimension [5].

2.3.3. Attitude (X_3)

Attitude is a syndrome or a collection of symptoms in response to a stimulus or object so that the attitude involves thoughts, feelings, attention and other psychological symptoms. The attitude in this research is measured through several indicators are consist of: (a) receiving; (b) responding; (c) valuing; (d) responsible.

2.3.4. Morality (X_4)

Morality is moral character or all principles and values related to good and bad ones. The morality in this research is measured through several indicators that refer to Lennick and Kiel (2005) are consist of: (a) Integrity; (b) Responsibility; (c) Affection; (d) Forgiving [6].

2.3.5. Achievement (Y)

Achievement is the result that has been achieved from an effort that has been done and created. The achievement in this research is measured through several indicators are as follow: Internal Factor consist of (a) Intelligence; (b) Motivation; (c) Personality; and External Factor consist of (a) Home Environment; (b) School Environment.

2.4. Data Type and Source

Data collection plays a very crucial role in the statistical analysis. In research, there are different methods used to gather information, all of which fall into two categories, i.e. primary and secondary data [7]. The data sources used are primary data. Primary data according to Sekaran & Bougie (2016) is a way in which data collected from original sources on the variable of interest for the specific purpose of the study [4].

2.5. Data Collection Method

The data collection method in this research uses survey direct method, for instance distributing questionnaires or facing respondents directly that meet requirements.

2.6. Data Analysis Technique

According to Cooper & Schindler (2014), multiple regressions are a statistics techniques used to analyze the relationship between a single dependent variable and few independent variables [8]. Thus the objective of using multiple regressions is to predict the dependent variable from one or more independent variables. However, if the research only involves one dependent variable and one independent variable, the statistics technique is referred as simple regression. Multiple linear regression analysis is linear relation between two or more independent variables (skill, knowledge, attitude, and morality) and dependent variable (achievement). The multiple linear regression similarity is as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n \quad (1)$$

Notes:

Y = Dependent variable [the values predicted]

a = Constant [the value of Y if X_1 and X_2 is = 0]

b = Regression coefficient [increase or decrease values]

X = Independent variables

2.6.1. Correlation Coefficient [R] and Determination Coefficient [R^2]

Correlation coefficient [R] is used to know the level of the closeness between independent variables and dependent variable. From the results of correlation coefficient, it can be known if the relation between independent variables (Y) and dependent variable is close or not. The coefficient of determination is used to measure the ability of the model to explain the variation in the dependent variable. Determination coefficient value is between zero and one. The small value of R² means that independent variable abilities in explaining dependent variable variations are very limited. The value that is close to one means that independent variables give almost all informations needed to predict dependent variable variations.

2.6.2. Hypothesis Test

2.6.2.1. T-test

The purpose of using significance test is to know whether there is significant relationship between the dependent variable and the independent variables [8]. Writer will compare t value gotten from the calculation with t value from the table. If t value calculation is higher than significance level of 0.05, then it can be said that independent variable has significant relationship to dependent variable.

2.6.2.1. F-test

F-test is used to show if all independent variables entered into the model have influences simultaneously toward dependent variable. If significance value is < 0.05, it means that independent variables influence significantly simultaneously toward dependent variable. If significance value is > 0.05, it means that independent variables do not influence significantly simultaneously toward dependent variable.

3. RESULT AND DISCUSSION

3.1. Data Analysis

3.1.1. Multiple Linear Regression Analysis

Based on the data processing calculation resulted by SPSS program, so it is achieved multiple linear regression similarities in Table 1.

Before running simulation there are parameters that must be set to default as show on Table 1.

Based on the calculation results, it is achieved significant multiple linear regression similarity as follows:

$$Y = 0.803 + 0.239 X_1 + 0.153 X_2 + 0.182 X_3 + 0.190 X_4 + \dots e \quad (2)$$

Table 1. Multiple Linear Regression Analysis Results

Variable	B	Std.Error	T Calculation	T sig.
Constant	0.803	0.171		
Skill	0.239	0.050	4.790	0.000
Knowledge	0.153	0.053	2.880	0.004
Attitude	0.182	0.055	3.300	0.001
Morality	0.190	0.056	3.368	0.001
R = 0.719		R Square = 0.517		
F Calculation = 72.965		F Sig. = 0.000		

Constant 0.803 that shows the total variable of achievement influenced by variables of skill, knowledge, attitude, and morality, or independent variables is = 0, so the value of achievement is as 0.803, by assumption that other variables are constant. Variable of skill has the value as 0.239. It means if variable of skill increases as one unit, it will add achievement as 0.239 unit. The value is above zero, it means that it has positive value so the higher the skill, so the higher the achievement.

Variable of knowledge has the value as 0.153, it means if variable of knowledge increases as one unit, so it will add achievement as 0.153 unit. Besides that, the higher the knowledge, so the higher the Achievement. Variable of attitude has the value as 0.182, it means if variable of attitude increases as one unit, it will add achievement as 0.182 unit. Besides that, the higher the attitude, so the higher the Achievement. Variable of morality has the value as 0.190, it means if variable of morality increases as one unit, it will add achievement as 0.190 unit. Besides that, the higher the morality, so the higher the Achievement.

3.1.2. Multiple Correlation Coefficient (R) and Multiple Determination (R²)

Correlation coefficient value [R] shows how close is the relation between independent variables (variables of Skill (X₁), Knowledge (X₂), Attitude (X₃), and Morality (X₄)) and dependent variable as Achievement (Y), the total correlational coefficient value is 0,719. The value shows that the variable relation of Skill (X₁), Knowledge (X₂), Attitude (X₃), and Morality (X₄) toward variable of Achievement (Y) is very strong because the correlational value of 0.719 is close to number one.

Determination coefficient value or R² is used to measure how far is ability of model in explaining dependent variable variation, i.e. variable of achievement. The results from SPSS calculation show that the value of R² is = 0.517, it means that 51.7% of achievement can be explained by variables of Skill (X₁), Knowledge (X₂), Attitude (X₃), and Morality (X₄).

Whereas the rests as 48.3% are influenced by other variables outside the model researched.

3.1.3. F-Test [Simultaneous Test]

Based on Table 3, the total significance value is 0.0000, it means $< 0,05$. This case shows that H_0 is rejected and H_1 is accepted. So, the independent variables that consist of Skill (X1), Knowledge (X2), Attitude (X3), and Morality (X4) influence significantly simultaneously toward Achievement (Y).

3.1.4. Hypothesis Testing

For testing hypothesis, it is used t-test that shows influences partially from each independent variable toward dependent variable.

1. T-test [partial] in variable of Skill (X1)

Based on the research data processing results, it is achieved the value of sig as $0,000 < 0,05$, so H_0 is rejected, so the conclusion is variable of Skill (X1) has significant and positive influences toward Achievement.

2. T-test [partial] in variable of Knowledge (X2)

Based on the research data processing results, it is achieved the value of sig as $0,004 < 0,05$, so H_0 is rejected, so the conclusion is variable of Knowledge (X2) has significant and positive influences toward Achievement.

3. T-test [partial] in variable of Attitude (X3)

Based on the research data processing results, it is achieved the value of sig as $0,001 < 0,05$, so H_0 is rejected, so the conclusion is variable of Attitude (X3) has significant and positive influences toward Achievement.

4. T-test [partial] in variable of Attitude Morality (X4)

Based on the research data processing results, it is achieved the value of sig as $0,004 < 0,05$, so H_0 is rejected, so the conclusion is variable of Morality (X4) has significant and positive influences toward Achievement.

3.2. Effect of Skill on Job Achievement Data Analysis

Based on the research results, it is obtained that the Skill (X1) variable has significant and positive influences on job Achievement. This can be seen from the value of sig as $0,000 < 0,05$, so H_0 is rejected with the significance level of 5%, which means that better skills will contribute greatly in improving the job achievement. The findings of this study indicate that skills have an important role in improving job achievement. But in reality, there are high numbers of unskill workers (workers who do not have competencies in their fields). So for that issue, the college

under supervision of CHRDCA should be more focused on improving the skills of its graduates.

3.3. Effect of Knowledge on Achievement

Based on the research results obtained, the Knowledge (X2) variable has significant and positive influences toward Achievement. This can be seen from the value of sig as $0.004 < 0.05$, so H_0 is rejected in the significance level of 5%, which means that the higher knowledge will provide a major contribution in improving the job achievement.

The findings show that knowledge plays an important role in improving job achievement. But in existing condition, the number of skill workers and expert workers is known to be less than unskill workers. If it is related to the results of this study, it is very important that the colleges under supervision of CHRDCA should increase the knowledge of their students.

3.4. Effects of Attitude on Achievement

Based on the research results obtained, the Attitude (X3) variable has significant and positive influences toward Achievement. This can be seen from the value of sig as $0.001 < 0.05$, so H_0 is rejected in the significance level of 5%, which means that the better attitude of students will encourage an increase in job achievement.

The findings show that attitude can significantly improve job achievement. But up to now, vocational education has not met expectations of improving the quality of student graduates. When linked to the results of this study, it is very important for the college under supervision of CHRDCA should improve the attitude of their students that consist of responsibility, honesty, discipline, good communication, and importance of teamwork.

3.5. Effect of Morality on Achievement

Based on the research results obtained, the Morality (X4) variable has significant and positive influences toward Achievement. This can be seen from the value of sig as $0.004 < 0.05$, so H_0 is rejected in the significance level of 5%, which means the better the morale of students will also improve the job achievement.

The result of study show that morality has a contribution in increasing of job achievement. As we know, vocational education has not met expectations of improving the morality of graduate students. So it is very important for the college under supervision of CHRDCA to have more concern to the morality of each student.

4. CONCLUSION

Based on the analysis results and the research discussions about the influences of skill, knowledge, attitude, and morality on job achievement, so it can be taken the conclusions, they are:

1. There are significant and positive influences of skill on job achievement
2. There are significant and positive influences of knowledge on job achievement
3. There are significant and positive influences of attitude on job achievement
4. There are significant and positive influences of morality on job achievement
5. The highest influence is SKILL compare to another variable

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