

The Influence of Perception About Working World Information Based on Student Work Readiness at SMK Negeri 1 Sumedang

(Study Case: in SMK Negeri 1 Sumedang)

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Abstract—The unemployment rate for vocational high school graduates is very high. Initial observations show that not all of the Vocational high school graduates have the readiness and skills to enter the working world. It is also shown that Vocational high school students still have difficulty in determining the choice to pursue a career in the future. This study aims to determine the influence of students' perceptions of working world information on student work-readiness. A correlational quantitative approach was conducted in this study, utilizing questionnaires and documentation as data collection tools. The population in this study were x grade students of 1st public vocational high school of Sumedang in the 2019/2020 academic year. Involving 63 representative students from all study programs at 1st Public Vocational High School of Sumedang (SMKN 1 Sumedang), the sampling technique used was convenience sampling. The data analysis used in this study was a simple linear regression analysis. The result shows both students' perception of working world information and students' work-readiness is in the excellent category. The Perception of the working-world has a high impact on work-readiness among the students. Thus, vocational high school students should enrich themselves with various information about the working-world from trusted sources in order to conceive better work-readiness after graduation.

Keywords—*perception, working world information, student work readiness*

I. INTRODUCTION

Increasing the quality of SMK in producing skilled personnel is considered important, because not all SMK graduates have the competence and world of work servers in accordance with their field of expertise. The gap that occurs between the quality of SMK graduates with the competency needs of skilled workers in the world of work is increasing every day, one of the factors that influence this is the readiness of the SMK students themselves. Information on the world of work that can affect students' work readiness through students' own perceptions, where students see, hear, and feel a picture of

the world of work will increase work readiness. Students need a lot of information about the world of work to make it easier for them to see the conditions and requirements to apply for the jobs they want. Lack of information on the world of work will have an impact on the condition of students who are empty of how the conditions and requirements in all jobs are. In learning, students of SMKN 1 Sumedang are given material both theory and practice that are applicable since the beginning of the teaching and learning process. So that it is expected that students can have competencies in accordance with their field of expertise. In fact, graduates of SMKN 1 Sumedang have not yet perfected their students to enter the world of work even though students of SMKN 1 Sumedang have been equipped with competences, knowledge and real experience of the world of work. This is evidenced by the data of graduates in 2019 which it is known that students who work as much as 37.5%, continue to college as much as 14%, entrepreneurship 17.3% have not worked as much as 8.2% and the other 23% are not detected. According to these data, it can be believed that SMKN 1 Sumedang has not been able to market all of its graduates to work. The solution between information on the world of work provided by schools that is already very good with work readiness that is classified as low.

II. RESEARCH METHODS

This research uses correlational research, which is to determine the extent to which a factor is related to other factors based on the correlation coefficient. The approach used is a quantitative approach, where this approach is a process of finding new knowledge using data in the form of numbers as a tool to find the information you want to know in measuring the effect of perceptions about information on the world of work on student work readiness.

The research population consisted of 530 people, namely all students of class XII for the 2019/2020 school year who were spread into 10 departments. The sample taken was 10%

of the number of students for each department, so the total sample was 63 people. Variable X perceptions of information on the world of work uses 5 indicators, namely: (1) information material must be clear, accurate and precise, (2) information material must be relevant for a certain level of education, (3) information material must be presented attractively, (4) information material must be free from subjective factors, (5) information material must have benefits for secondary education level students. Whereas for the Y variable student work readiness uses 8 indicators, namely: (1) Having logical and objective considerations, (2) Having the ability and willingness to cooperate with others, (3) Able to control yourself / emotions, (4) Have an attitude critical, (5) Having the courage to accept individual responsibilities, (6) Having the ability to adapt to the environment / technological developments, (7) Having the ambition to advance and (8) trying to keep up with developments and areas of expertise. After obtaining responses from related respondents, the data will be tested using the correlation coefficient test, regression coefficient test and determination coefficient test.

III. RESULTS AND DISCUSSION

This study was intended to measure the variable perceptions of information on the world of work on students' job readiness. Variable X is the perception of information about the world of work which consists of 5 indicators, including information must be clear, accurate, and precise, then information must be relevant, information must be presented attractively, information must be free from subjective factors, and information must be useful with 15 questions. (fifteen) questions. The results of the answers of 63 respondents are as follows:

TABLE I. X VARIABLE INDICATORS

Indicator	Average	Percentage	Category
Information must be clear, accurate, and precise	3.32	83.06%	Very Good
Information must be relevant	2.88	71.92%	Good
Information must be presented attractively	3.22	80.42%	Very Good
Information should be free of subjectivity	3.17	79.37%	Very Good
information is helpful to be	3.48	86.90%	Very Good
Total	3.21	80.34%	Very Good

From the results of these answers show that the average achievement of the perception variable about information on the world of work is 3.21 with a percentage of 80.34% belonging to the "very good" category. Each indicator that explains perceptions about information on the world of work has a different average value which will be described as follows:

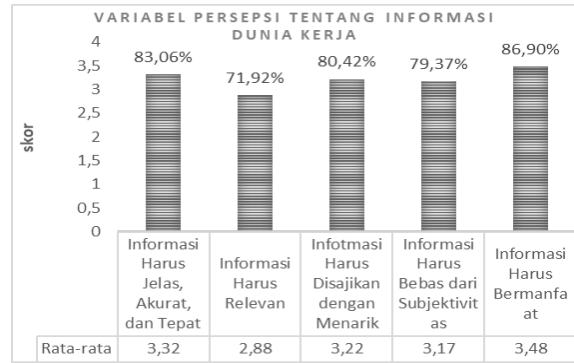


Fig. 1. X Variable indicators.

The average value of the responses of 63 respondents from each study program to the perception variable about information on the world of work, more details can be seen through the following diagram:

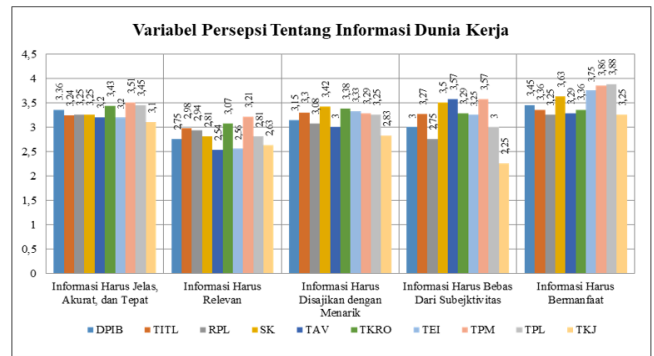


Fig. 2. X Variable on SMKN 1 Sumedang Department

Diagram above explains the difference in the level of achievement of the scores for each study program of SMKN 1 Sumedang on each indicator in the perception variable about information on the world of work.

The highest average achievement in the perception variable regarding information on the world of work was obtained by the TPM study program, followed by the TKRO study program, SK, TPL, TITL, TEI, DPIB, TAV, RPL, and finally the TKJ study program. This shows the high perception of information on the world of work experienced by the TPM study program as the biggest contributor to the perception variable about information on the world of work. The highest range of values is obtained by the fourth indicator with a range of 1.32 and the lowest range is obtained by the first indicator with a range of 0.41.

Variable Y is student work readiness consisting of 8 (eight) indicators, including logical and objective readiness, critical attitude, emotional control, adapting to the environment, being responsible, having ambition to advance, following areas of expertise, and being able to work together with others 21 (twenty-one) questions. The results of the responses of 63 respondents are as follows:

TABLE II. Y VARIABLE INDICATORS

Indicators	Average	Percentage	Category
Logical and Objective Readiness	3.21	80.16%	Very High
Critical Attitude	3.26	81.43%	Very High
Emotional Control	3.29	82.34%	Very High
Adaptable to the Environment	3.39	84.72%	Very High
Responsible	3.40	85.08%	Very High
Have the Ambition to Advance	3.48	87.04%	Very High
Follow the field of expertise	3.09	77.28%	Very High
Able to Work Together	3.60	89.88%	Very High
Total	3.34	83.49%	Very High The

Results of these answers indicate that the average achievement of the student work readiness variable is 3.34 with a percentage of 83.49% which is included in the category. "very high". Each indicator that explains student work readiness has a different average value which will be described as follows:

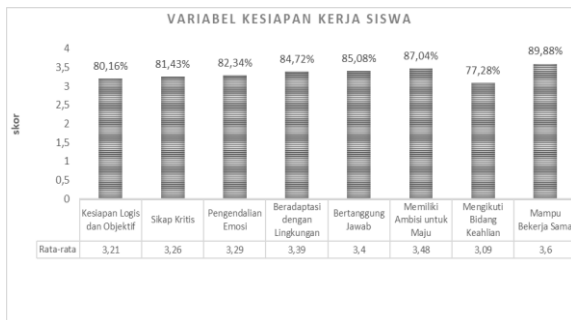


Fig. 3. Y variable indicators.

Average responses of 63 respondents from each study program of SMKN 1 Sumedang regarding student work readiness variables, more details can be seen in the following diagram:

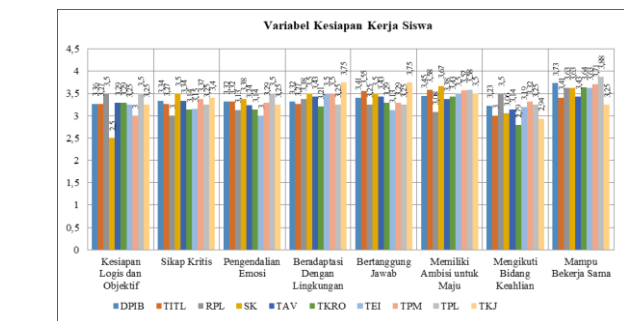


Fig. 4. Y indicator on SMKN 1 Sumedang department.

Correlational coefficient analysis used in this test uses the formula *Pearson product moment*. The purpose of this test is to find out whether there is a correlation between two variables with the same type of data and a normal distribution. So this

analysis aims to determine the correlation between perceptual variables about the world of work information (X) to the student work readiness variable (Y). The results of the simple correlation coefficient test will be explained in the following table:

TABLE III. CORELATION COEFFICIENT

Variable	Value of Pearson Correlation	Interval Coefficient	Information
Perception of information about the world of work on student work readiness	0.617	0.600–0.799	Strong relationship

Based on the table above shows the correlation coefficient value of 0.617 which is in the interval coefficient of $0.600 < r_{xy} < 0.799$. This concludes that the relationship between perceptual variables about information on the world of work on students' job readiness is classified as a scale **strong relationship**.

Next will be explained about the simple linear regression test through the following table:

TABLE IV. REGRESSION COEFFICIENT.

Variable	Regression Coefficient (b)	t _{count}	Significance	Information
Perception about information about the world of work on student work readiness	0.773	6.123	0.000	Positive

influence Constant (a) = 32.684 The

Table above shows for perception Regarding information on the world of work on students' job readiness, it is obtained a constant (a) with a value of 32.684, and a regression coefficient (b) with a value of 0.773. So that the regression equation is as follows:

$$\hat{Y} = a + b X$$

$$\hat{Y} = 32,684 + 0,773 X$$

The regression coefficient X is equal to 0.773, which states that every addition of 1 (one) value of perceptions about information on the world of work, then the value of work readiness increases by 0.773 or an increase of r. The regression coefficient is positive, so it can be concluded that the direction of the influence of variable X on variable Y **has a positive effect**.

Calculation of the t-test to compare the acquisition of $t_{arithmetic}$ with t_{table} with the calculated results of data processing as follows:

TABLE V. HYPOTESESIS TEST

Variable	t	t _{table}	Description
Perceptions of job market information on job readiness of students	6.123	1.67022	Hypothesis received

The above table explained that the results of t_{count} is 6.123 while for t_{table} with $n = 63$, the value of $df = n-2$ with a degree of confidence of 5% is 1.67022. It is concluded that $t_{arithmetic} > t_{table}$ so that the hypothesis is accepted, therefore Perception of World of Work Information (X) affects Student Work Readiness (Y).

The results of the calculation of the coefficient of determination will be explained in the following table:

TABLE VI. DETERMINATION TEST

Variable	R ²
Perceptions of information about the world of work on student work readiness	0.381

$KD = 0.381 \times 100\%$
 $KD = 38.1\%$

Table above shows the coefficient of determination of 0.381 which means that the contribution the independent variable (perception of information on the world of work) to the dependent variable (student work readiness) amounted to 38.1%. For more details, it will be presented in the following diagram:

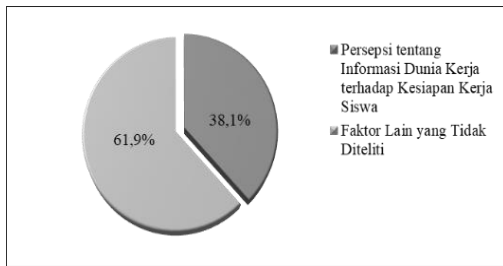


Fig. 5. Determination test.

Based on the diagram above, the coefficient of determination has a percentage of 38.1%. Based on the provisions of $36\% \leq r^2 \leq 64\%$, which means that the level of influence of variable X on variable Y is **high**. While the percentage of 61.9% is the influence of other factors that were not examined. The percentage of 38.1 is the effective contribution and 61.9 is the relative contribution. The amount of determination coefficient is in the interval 0 to 1, which

means that the more the coefficient of determination approaches 1, the stronger the influence of the independent variable on the dependent variable.

The conclusion obtained by the perception of information about the world of work that is good will form high student work readiness. Students who enrich themselves with information on the world of work will have a work-ready mentality that forms high job readiness. Examining perceptions of information on the world of work is not enough to determine the extent of student work readiness. Research is needed on other factors that are considered to affect student work readiness such as industrial work practices, motivation to enter the world of work, interests, talents, intelligence abilities, and so on.

IV. CONCLUSION

Perceptions of information about the world of work are in the very good category. The achievement of perceptions about information on the world of work for each study program is classified as evenly distributed with very good results. Student work readiness is in the very high category. The readiness of work possessed by students for each study program is evenly classified in the very high category. The effect of perceptions of information on the world of work on work readiness of students of Vocational High School 1 Sumedang, the results showed that perceptions of information on the world of work had a high effect on work readiness of students at State Vocational High School 1 Sumedang.

The recommendations from the results of research and discussion of the influence of perceptions about information on the world of work on work readiness of students at State Vocational High School 1 Sumedang, including the following:

- Students are expected to continue to seek and increase information about the world of work. Information does not only come from schools, it can be from print media, internet, social media, from alumni or family, professional seminars, and so on. Perceptions of good information about the world of work are proven to affect job readiness in the category of strong influence.
- For schools, it is hoped that there will be follow-up to students regarding perceptions of information on the world of work that students have, especially for TKJ, TAV, and RPL study programs because the three study programs occupy the lowest position in the perception of information on the world of work. So that all students have access to information on the world of work that is evenly distributed from various sources effectively and efficiently. Expand to build partners with companies in order to increase company links for each department at SMKN 1 Sumedang.
- For further research, research on perceptions of information on the world of work on work readiness is limited to communication access. Further researchers are also advised to increase the number of samples and

conduct interviews with students or open questionnaires to determine the qualitative responses of students. In addition, researching perceptions about information on the world of work is not enough to know the extent of the influence on work readiness, therefore it is recommended to also examine other factors that affect work readiness such as industrial work practices, motivation to enter the world of work, student intelligence, student competence, interests, talents, and others.

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