



Work Attitudes of Education Personnel with A Background In Vocational and Non-Vocational Education

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Abstract. Educational personnel have an important role for tertiary institutions. Education personnel function to guarantee the continuity of the education delivery system in an institution. The performance of educational staff will greatly affect the performance of tertiary institutions, one of the factors that affect the performance of educational staff is the work attitude of the educational staff. So that the recruitment of educational staff must be carried out by paying attention to the determinants of success in work. One of the factors to be considered in recruiting educational staff is work attitude. Therefore, it is considered important to conduct research on the comparison of the work attitudes of educational staff who have vocational and non-vocational education backgrounds at Surabaya State University. The purpose of this study was to carry out a comparative analysis of the work attitudes of educational staff with a vocational and non-vocational education background at Surabaya State University. This research is quantitative descriptive research. The population of this research is all educational staff (Tendik) at Universitas Negeri Surabaya (Unesa). The sampling technique used is non-probability sampling, namely using saturated sampling. The variable in this study is the work attitude of educational staff with vocational and non-vocational backgrounds. The results of this study are as follows. 1) The work attitude of teaching staff with a vocational background gets an average score of 3.85 with a percentage of 64% including the sufficient category, (2) The work attitude of teaching staff with a non-vocational background gets an average score of 4.48 with a percentage of 75% including in the good category (3) Overall the work attitude of education staff with a non-vocational background shows a higher score compared to the work attitude of education staff with a vocational background.

Keywords: Work attitude, Educational Staff, Vocational And Non-Vocational Education Background.

1 Introduction

Educational personnel play an important role in the management of tertiary institutions. Educational personnel are employees, namely those who meet the requirements specified in the applicable laws and regulations, are appointed by authorized officials and

entrusted with other state duties determined based on applicable laws and regulations. The responsibilities of educators, include running schools, developing lessons, coordinating extracurriculars, making sure everything runs smoothly, keeping students safe, and making the classroom look and feel nice. Staff in educational institutions are responsible for ensuring the smooth operation of the institution's educational management system, ensuring that teachers and students have the resources they need to carry out their pedagogical duties, making sure everyone feels safe and comfortable in the classroom, and keeping the whole thing under control.

Staff at educational institutions are responsible for a wide range of tasks, including management, design, facilitation of activities, safety, and the creation of a pleasant and welcoming space for learning. Staff in educational institutions are there to ensure the smooth running of the institution as a whole, ensure that teachers and students have the resources they need to carry out their duties, ensure that everyone involved in the educational process feels safe and secure, and maintain order within the classroom.

Universitas Negeri Surabaya (Unesa) is one of the state universities (PTN) in Surabaya, East Java. Unesa has nine faculties, namely the Faculty of Education, Faculty of Languages and Arts, Faculty of Mathematics & Natural Sciences, Faculty of Social Sciences and Law, Faculty of Engineering, Faculty of Sports Science, Faculty of Economics and Business, Graduate School, and Faculty of Vocational Studies. Unesa has experienced quite significant development and has changed from PTN BLU (Public Service Agency) to PTNBH (State University Legal Entity), according to PP number 37 of 2022. So Unesa requires professional Human Resources (HR), both lecturers and staff education.

Based on their educational background, the education staff at Unesa consists of two, namely those with academic education backgrounds and those with vocational or vocational education backgrounds. Academic education is more directed at theory than practice, while vocational or vocational education is more about skill practice than theory mastery. Vocational education is an approach to learning that is developed in cooperation with the business and industrial community through agreements with professional associations and productive-based institutions to help students acquire the knowledge, understanding, behavior, attitudes, work habits, and appreciation necessary to succeed in the jobs that are in high demand. To produce graduates who are competent and in accordance with the demands of the world of work that continue to grow in society, the vocational education learning system applies an environment that is in accordance with the actual world of work that has to be implemented. Academic education and vocational education are broadly different, so there is a need for a separate analysis of the performance of education staff with a vocational education background. Education staff with a vocational education background need to get attention so they can develop and produce maximum performance.

Educational personnel have an important role for tertiary institutions. Education personnel function to guarantee the continuity of the education delivery system in an institution. The performance of educational staff will greatly affect the performance of tertiary institutions, so that the recruitment of educational staff must be carried out by taking into account the determinants of success in work. One of the factors to be considered in recruiting educational staff is work attitude.

Work attitude is the concept that high performance results from working hard, feeling, and behaving in order to accomplish objectives, and may be judged by the reaction or statement that is either positive or negative toward completing work or sacrificing services, body, and mind to generate products or services. Employees' work attitudes reflect their good or negative views of many elements of the workplace [4]. Employees who rate everything positively likely to leave work feeling fulfilled and fulfilled by their work, whereas employees who rate everything negatively tend to feel less fulfilled and even bored.

A person's work attitude is shaped by his past successes and failures as well as his expectations for the future. According to [5], a person's work attitude consists of their current sentiments, beliefs, and ideas about how to act in their job and within their company. Because of the fluid nature of people's perspectives and experiences in the workplace, attitudes are more nuanced than values but aren't always long-lasting. A job transfer or the acceptance or rejection of a promotion are two examples of events that might alter a person's condition at work. This may cause a shift in his approach to the office.

An individual's work attitude reflects his or her overall impressions about the workplace. Three attitudes—work satisfaction, job involvement, and organizational commitment—have been the focus of the vast majority of studies on organizational behavior. The building blocks of an attitude may be found inside its confines. Attitude, as described by [6], consists of three interrelated components: (1) a cognitive component, which represents the owner's beliefs; this component includes stereotyped beliefs that individuals hold about something that can be equated with handling (opinion), especially when it comes to issues or controversial issues; (2) affective components, which are feelings related to emotional aspects; and (3) a behavioral component, which represents how the owner of the attitude acts. This subjective quality is often the most ingrained part of one's attitude, making it the most impervious to external influences. The third part, the conative part, is an element of the propensity to act in a specific manner in accordance with one's attitude, which is synonymous with one's emotional part. Here we find dispositions, or propensities to respond in certain ways.

Based on the description above, work attitude is a person's attitude towards work, both positive and negative. Work attitude will determine how a person will work. Work attitude can be measured by work speed, work accuracy, work systematics, procedural compliance, and work resilience.

One of the problem identifications from this study was that there were differences in work attitudes between education staff with a vocational education background and education staff with a non-vocational education background. Therefore, it is considered important to conduct research on a comparison of the work attitudes of teaching staff who have vocational and general education backgrounds at Universitas Negeri Surabaya.

The purpose of this research is as follows. (1) to find out the work attitudes of education staff who have a vocational education background at Surabaya State University, (2) to find out the work attitudes of education staff who have non-vocational backgrounds at Surabaya State University, (3) to compare the work attitudes of education

staff who has a background in vocational and non-vocational education at Universitas Negeri Surabaya.

2 Method

This research is a type of quantitative descriptive research. Quantitative research aims to explain, summarize various conditions, various situations, or various variables that arise in society. The data analyzed is data on the work attitude of the Unesa educational staff. The research phase of is collecting data, compiling and clarifying it, analyzing and interpreting the data. The research location is at Surabaya State University. Collecting data using the observation method. Data analysis used quantitative descriptive analysis techniques. The variable of this research is the work attitude of teaching staff with vocational and non-vocational education backgrounds.

Population is a generalized area consisting of objects or subjects with specified qualities and characteristics to be studied and conclusions drawn. As for the population in this study were all educational staff at Surabaya State University. The sample is part of the population that has the same characteristics as that population. The sample of this study were 41 educational staff with vocational backgrounds and 46 educational staff with non-vocational backgrounds, so that there were a total of 87 samples. The place for this research was at Surabaya State University. The time chosen for conducting this research was in the even semester of the 2022/2023 academic year.

To obtain accurate data that can be trusted to be true and relevant to the problem under study, data collection is carried out using several methods. The data collection is done by questionnaires, interviews and documentation. Analysis of the research data using descriptive analysis. Interpretation of the analysis scores can be seen in Table 1.

Table 1. Score Interpretation.

Score	Percentage	Description
5	85% s/d 100%	Very good
4	70% s/d 84%	Good
3	51% s/d 69%	Enough
2	31% s/d 50%	Less
1	0% s/d 30%	Very less

3 Result and Discussion

3.1 Work Attitudes of Education Personnel with Vocational Education Background

Descriptive analysis was carried out by calculating the mean score of respondents' answers on each research variable. The average score of these answers is then categorized into five categories. Work attitude is divided into five indicators, namely

work speed, work accuracy, work systematics, procedural compliance, and work resilience. The results of the descriptive analysis of the work attitudes of teaching staff with a vocational background can be seen in Figure 1.

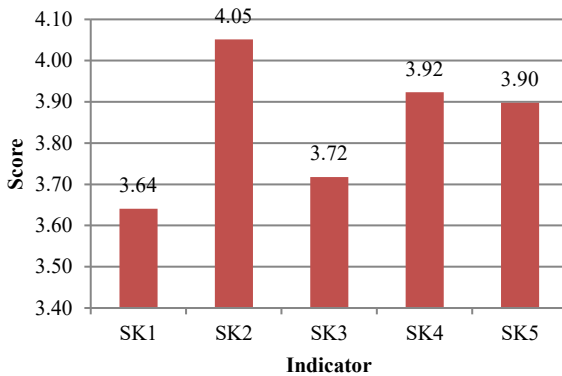


Fig 1. The average score of the work attitude (SK) of educational staff with a vocational background.

Based on the results of the analysis, it was found that the work attitude of educational staff with a vocational background got the highest score with a score of 4.05, namely SK2 which is the accuracy of work. While those who get the lowest score with a score of 3.64, namely SK1, which is the speed of work. The average score obtained was 3.85 with a percentage of 64% including the sufficient category.

The work attitude of educational staff with a vocational background shows high work accuracy, then process compliance, and work resilience. The attitude of work that is still lacking is on work systematics and work speed. educational staff with a vocational background, although their working speed is low, their accuracy and work endurance are high [5-7].

3.2 Work Attitudes of Education Personnel from Non-Vocational Backgrounds

This analysis was carried out by calculating the mean score of respondents' answers on each research variable. The average score of these answers is then categorized into five categories. Work attitude is divided into five indicators, namely work speed, work accuracy, work systematics, procedural compliance, and work resilience. The results of the descriptive analysis of the work attitudes of teaching staff with non-vocational backgrounds can be seen in Figure 2.

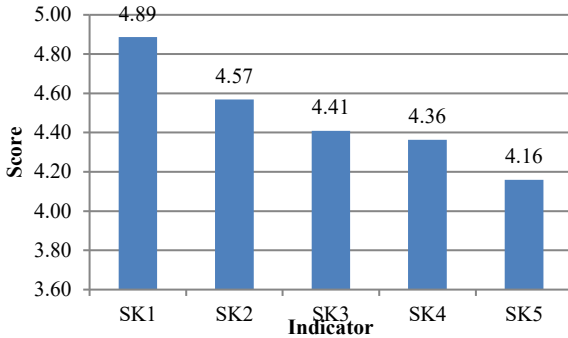


Fig 2. The average score of the work attitude of educational staff from non-vocational backgrounds.

Based on the results of the analysis, it was found that the work attitude of teaching staff with a non-vocational background got the highest score with a score of 4.89, namely SK1 which is the speed of work. While those who get the lowest score with a score of 4.16 are SK5, which is work resilience. The average score obtained was 4.48 with a percentage of 75% including the good category.

The work attitude of educational staff with a non-vocational background shows high work speed, then work accuracy, and work systematics. The work attitude that is still lacking is on work resilience and process compliance. education staff with a non-vocational background, even though their work speed is high, their job security is still lacking [8-10].

3.3 Comparison of Work Attitudes of Education Personnel with Vocational and Non-Vocational Backgrounds

Comparison of the work attitudes of educational staff with vocational and non-vocational backgrounds can be seen in Figure 3.

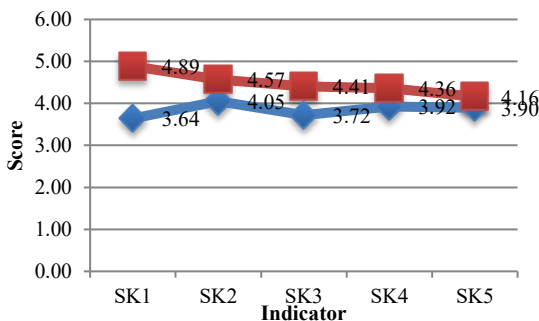


Fig 3. Comparison of work attitudes of educational staff with vocational and non-vocational backgrounds.

The results of the analysis show that the overall average score of the work attitude of teaching staff with a non-vocational background shows a higher score compared to the work attitude of teaching staff with a vocational background. These results indicate that educational staff with a vocational background need to be improved, especially in terms of work speed and work systematics [11-13].

4 Conclusions

Based on the results and analysis, it can be concluded as follows. (1) The work attitude of education staff with a vocational background gets an average score of 3.85 with a percentage of 64% which is in the sufficient category, (2) The work attitude of education staff with a non-vocational background gets an average score of 4.48 with a percentage of 75% which is in the good category (3) Overall, the work attitude of educational staff with a non-vocational background shows a higher score compared to the work attitude of educational staff with a vocational background.

These results have implications that educational staff with a vocational background need to get attention, including the placement and assignments given in order to get better work results. The work attitude that is already high is on work accuracy, but work speed and work systematics need to be improved.

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