

# The Relationship of Cognitive Social Ability to Readiness Prospective Teacher Directs Vocational Students to The World of Work

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**Abstract** This study aims to examine the social cognitive abilities of the readiness of prospective teachers to direct students to the world of work revealed in the correlational study between these two variables, social cognitive abilities are the main variables in this study because prior research was able to lift andragogy. This study uses a quantitative approach with a type of correlational research, because this study seeks to uncover the correlational level between variables, in this case the cognitive social ability to the readiness of prospective teachers leads students into the world of work. The choice of study to study the relationship of two or more variables, namely the extent to which variations in one variable are related to variations in other variables, in this case the variation of social cognitive variables on the readiness of prospective teachers to deliver students to the world of work. The results of this study are summarized as follows: (1) The condition of teacher candidates' readiness to deliver students to the world of work is considered ready, this is evidenced by the value of the readiness questionnaire for prospective teachers who have standard deviations of 6.52; (2) There is a significant relationship between cognitive social and teacher candidate readiness to deliver students to the workforce as evidenced by the value of multiple correlation coefficients for social cognitive variables of 0.500 (moderate) and teacher teacher readiness variables 0.692 (strong). By comparing the values ( $p$  count  $<$   $p$  standard) of the two multiple correlation coefficient values, it can be interpreted that the value of the correlation between variables is significant or related.

## I. INTRODUCTION

The ideal projection for graduates of education study programs is to become teachers. The requirements of a teacher in Indonesia must have the main competencies, namely pedagogic competence, personal competence, professional competence, and social competence. This is holistically and integratively reflected in the performance of teachers as learning agents. Based on Permenristek DIKTI No 44 of 2015, so that the results or output of Higher Education based on Prodi meet the National Standards of Higher Education, the relevant Study Program must formulate Learning Outcomes (CP) . In the Indonesian

National Qualification Framework (KKNI), CP is defined as the ability gained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. CP is a penera (measuring instrument) of what is obtained by someone in completing the learning process both structured and not. The formulation of CP is organized into 4 elements, namely attitudes and values, work ability, mastery of knowledge, and authority and responsibility.

CP, which was prepared by the Study Program, hopes that it can be implemented in learning. Content standards for the undergraduate level as well as the S1 PTE Study Program at the LPTK are "Mastering the theoretical concepts of certain fields of knowledge and skills in general and theoretical concepts in specific sections in the field of knowledge and skills in depth"[1]. This makes it a challenge for Universities (PT) who have to hurry to immediately fix the curriculum in each of their Producers. Especially for LPTK requires analysis of curriculum structure so that the implementation of the curriculum as mandated by Permenristek DIKTI No. 44 of 2015 concerning National Standards of PT. The specific skills above, if in Australia are Outcome skills (in Indonesia "Learning Outcomes = CP") generic or general skills become one with qualifications in the development process and the application is specific to the education and training sector. These generic skills must be mastered at all levels. Outcomes of generic skills can be transferred and not the specific abilities of a discipline that can be achieved by graduates through learning, work, or in the context of everyday life. The generic skills outcomes in the Australian Qualifications Framework (AQF) consist of four broad categories, namely: (1) basic skills skills, such as reading and numeracy according to the level and type of qualifications, (2) social skills such as collaboration and communication skills, (3 ) thinking skills such as learning how to learn (learning to learn), decision making skills and problem solving abilities; and (4) per-sonal skills such as independence and integrity. Outcome in accordance with the work qualifications must be a reference for education managers, especially vocational education and teaching

staff so that their competence is recognized by the workforce.

## II. LITERATURE REVIEW

### Social Cognitive

Students understand learning through good observations directly, partially and separately. Learning comprehension through a series of social learning processes (Social Learning), which consists of observations, assessment which ultimately actual learning is based on the assessment of social cognitive aspects. Albert Bandura in 1961 developed a theory of social cognitive learning by giving additional principles of observation and experimental learning to find out why the aggressiveness and activity of pesetas did was obtained from direct learning. From that stage, then human behavior which in this case is called work readiness is influenced by the affective, cognitive and biological events that background the social conception, behavior and environment[2]

Cognitive social is defined as all behavioral things, both from within the individual, the external environment that supports to play an important role in understanding learning which ultimately affects the learning outcomes of students which are summarized in creative abilities, social skills and ability to develop[3]. more can be seen in Figure 1.

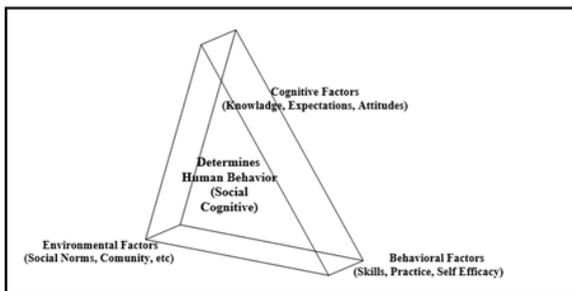


Figure 1 : Social Cognitive Pyramid  
(Source:[1])

### Candidate Readiness Teachers take students to the workforce

Readiness is very important to start a job, because by having readiness, whatever work is done can be overcome and done smoothly and the results will be much better. Readiness is defined as "the availability of someone to do something" [4]. Readiness also means that "readiness is a prerequisite for learning for someone to be able to interact in a certain way"[5]. Readiness is very important to start a job, because by having readiness, any work can be overcome and done smoothly so as to get a good result. This readiness is one of the important factors in the world of work, remembering in the world of work. Readiness is considered as capital to carry out industrial work through a series of work experiences. Readiness referred to in this study is the readiness of the teacher candidates to bring students to the workforce through a series of motivations, images and direction to students gathered by prospective

teachers in the hope of smoothing the pace of students to the world of work.

The readiness of prospective teachers in learning activities is a basic need that must be met by students to achieve goals. one's readiness in conducting activities is not only translated ready in the physical sense, but also interpreted in a psychological and material sense ". Physical readiness for example a healthy and fit body condition. Psychic readiness, for example, there is a desire to learn, can concentrate, and there is intrinsic motivation. Material readiness, for example, there is material learned or done in the form of reading books, lesson notes, modules and job sheets for practical learning. Students' readiness in learning is the condition of students who have been prepared to do a learning activity, especially in the internship process. Student self-readiness will give birth to the struggle to achieve what is aspired.[6]

## III. METHOD

In accordance with the purpose of the research that has been formulated, this study uses a quantitative approach with a correlational research design. This is consistent with what was put forward by [7] "Correlation studies study the relationship of two or more variables, namely the extent to which variations in one variable relate to variations in other variables". The picture of the relationship of each research variable in detail can be seen in Figure 2.

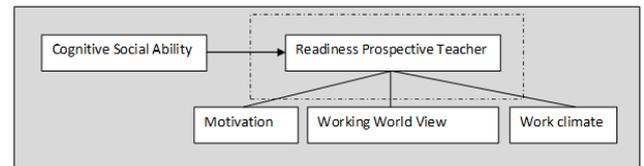


Figure 2 : The relationship between variables and sub-variables that influence  
(Source: [8])

This study also passed several stages of systematically arranged research in which there was instrument testing and data analysis followed by discussion, detailed research stages can be seen in Figure 3.

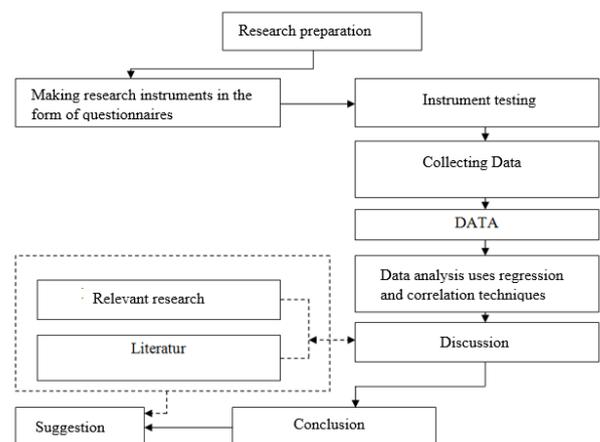


Figure 3 : Research Flow

The population in this study were all students majoring in electrical engineering who have competence in the field of education expertise, namely Information Engineering Education (PTI) and Electrical Engineering Education (PTE). Whereas for the sample are 2015 PTI and PTE students, this sample selection class of 2015 with the assumption that the 2015 class has completed more than 120 credits (currently taking thesis) as prospective teachers who are immediately distributed throughout Indonesia to become ICT teachers. Population distribution data are presented in Table 1.

Table 1 : Population Distribution

No.	Study Program	Classes	Number of students
1	PTI 2015	A	38
2	-	B	42
3	-	C	40
4	-	D	43

#### IV. RESULTS AND DISCUSSION

The results of this correlation study to determine the social cognitive relationship to the readiness of the teacher to bring students to the workforce, the teacher readiness readiness questionnaire is presented in Table 2. In the table the distribution of readiness questionnaires contains about 574 answers, the frequency that chooses 5 points is 301, while point 4 is 169 frequencies, point 3 is 80 frequencies, point 2 is 11 frequencies and finally point 1 is 13 frequencies.

Table 2 : Distribution of Questionnaire Results of teacher readiness

Value Range	Frequency	Percentage%
5	301	53%
4	169	29%
3	80	14%
2	11	2%
1	13	2%
<b>TOTAL</b>	<b>574</b>	<b>100%</b>

From the data of the questionnaire distribution, it is known that most of the answers to questionnaire variables of social cognitive ability are strongly related to and influence the readiness of teacher candidates to deliver students to the world of work with a frequency of 301 or by 53%, this proves that social cognitive plays a role in the readiness of prospective educators currently. Data readiness to become teacher candidates is data obtained by students after carrying out teaching practice activities in schools. A complete description of readiness data to become teacher candidates can be seen in Table 3.

Table 3 : Data on Teachers' Readiness Values

Class	Amt	Min	Max	Avg	Std
A	38	75	98	86,5	6,526
B	42	76	90	83	4,432
C	40	74	89	81,5	4,012
D	43	70	92	81	4,001

From Table 3 it can be seen that the average score obtained by Group A (86.5) is the highest of the average scores obtained by Group B (83), Group C (81.5) and Group D (81). In accordance with the model of the hypothesis that has been formulated, the first hypothesis to the fourth hypothesis is tested by multiple correlation analysis and multiple regression, test the significance of the relationship by comparing the standard probability and probability values ( $p = 0.05$ ). The results of calculations using SPSS 18 help in the Regression - Linear menu, the results of multiple correlation calculations as in Table 4.

From Table 3 shows that the value of multiple correlation coefficients for social cognitive variables is 0.500 (moderate) and teacher candidate readiness variable is 0.692 (strong). By comparing the values ( $p$  count  $<$   $p$  standard) on the two multiple correlation coefficient values, it can be interpreted that the value of the correlation between variables is significant. A summary of the results of multiple correlation analyzes and their simple interpretations is shown in Table 3.

Table 3 : Correlation Analysis Results

Variabel Name	Coefisein Correlation	Probabilitas		Interpretasi
		$P_{hitung}$	$P_{standar}$	
Social Cognitive(X)	0,500	0,000	0,05	(+) & Signification
Readiness Teacher (Y)	0,692	0,000	0,05	(+) & Signification

#### V. CONCLUSIONS

Based on the results of the research and discussion that has been described, it can be concluded as follows: (1) The condition of teacher candidates' readiness to deliver students to the workplace is considered ready, this is evidenced by the readiness questionnaire of prospective teachers who have standard deviations of 6.52; (2) There is a significant relationship between social cognitive and teacher candidate readiness to bring students to the workforce the value of multiple correlation coefficients for social cognitive variables is 0.500 (moderate) and teacher teacher readiness variables are 0.692 (strong). By comparing the values ( $p$  count  $<$   $p$  standard) on the two multiple correlation coefficient values, it can be interpreted that the value of the correlation between variables is significant. It also provides facts that motivation, working world view, and work climax are one of the supporters in the readiness of prospective teachers through a series of activities experienced by prospective teachers when carrying out classroom learning.

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