

Readiness of Vocational School Students to Facing Global Competition

Dedi Sutrisna

Universitas Galuh Ciamis
Ciamis, Indonesia
sutrisnadedi468@gmail.com

Mokhamad Syaom Barliana

Universitas Pendidikan Indonesia
Bandung, Indonesia
aombarli@upi.edu

Abstract—The main challenge in the globalization era is competitiveness human resource in all sectors. An effective way to be able to compete by building the quality of human resources through improving the quality of education. Vocational School has a mission to prepare mid-level workforce that is innovative, creative, productive and ready to face global competition. BPS said, the level of open unemployment (TPT) in 2017 at 5.5% of the total working population, and SMK graduates ranked is the highest unemployment at 11.41% of the total TPT. In the point of view, SMK graduates less off competitiveness in the business/industry. The research aims to determine the readiness of vocational students, the efforts made by vocational schools and develop hypothetical models of vocational learning the global competition. The readiness refers to work, continuing education and entrepreneurship. This evaluation research of Goal Free Evaluation Models uses the Explanatory Survey Method. Research instruments are questionnaires, interviews, observations and documentation that will validated by experts and tested validity and reliability. The research will be conducted on vocational students in class XII Building Expertise Competency in Ciamis District with a sample of 172 students.

Keywords—readiness; vocational school students; global competition

I. INTRODUCTION

The 21st century is known as the globalization era, giving rise to various challenges, and opportunities. The challenge is an increasingly extensive phenomenon, which produces political boundaries, the economy between nations becomes vague, and relationship nations become very transparent [1].

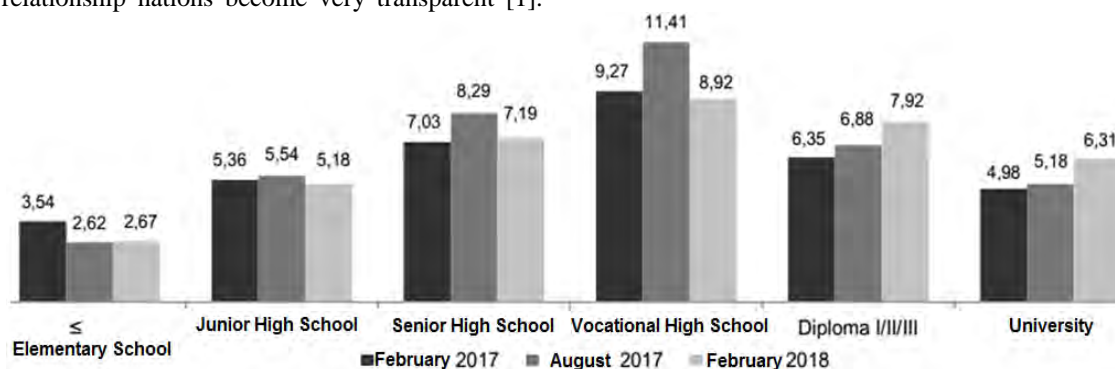
Globalization also has very broad and diverse implications, ideological, political, economic, socio-cultural, and political defense as citizen. Opportunities are easier to production good and service in Indonesia entering foreign markets. Likewise the Indonesian workers, it will be able to work easily in a foreign country without significant immigration regulations. Even though, it cause threat to the various goods and services, domestic and foreign labor also make quality competitiveness. It can be reduce employment range in Indonesia.

This problem have a direct and indirect impact to Vocational High Schools (SMK) as one of the middle-level workers, so that it is required the needs of the world trade and industrial which grows through the globalization.

The pursuit applied at government Regulation stating that vocational secondary education functions to graduates product that are readiness work and continue to high level of education and entrepreneurship [2].

But in reality shows that vocational schools are currently considered to be less than optimal in preparing graduates, fact are still many vocational school graduates unable to compete and be absorbed by the workforce [3].

This fact is also confirmed by data from the Central Bureau of Statistics [4] which states that the level of open unemployment (TPT) in Indonesia in 2017 is 5.5% of the total working population, and SMK graduates occupy the highest rank of unemployment at 11.41% of the total TPT, as can be seen in the following figure.



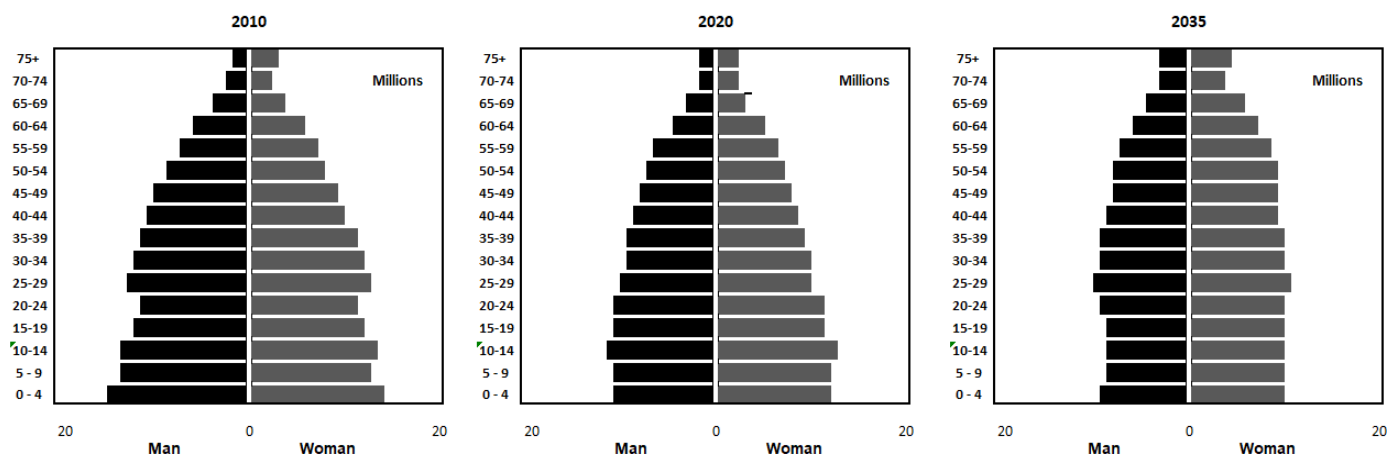
Source: BPS: Indonesian Employment Conditions, February 2018.

Fig. 1. TPT based on education level (%).

The picture above shows the high unemployment rate of vocational school graduates which indicates that vocational school graduates lack the competitiveness in the industrialization. This can be seen from the monitoring of TPT in the February 2017, August 2017 and February 2018 periods, thus unemployment rates for vocational high school graduates always occupy the highest ranks of other formal education graduates. What wrong with the management of vocational schools, or is it not relevant to the curriculum of vocational

schools in the 4.0 industrial revolution era, so that graduates are less of compete?

BPS also stated that soon Indonesia will enter important years toward of the demographic bonus, ton 2020 until 2035, as can be seen in Figure 2. Referred to as a "bonus" because 70 percent of Indonesia's population at that time was in productive age. Having more productive age population means that you have the opportunity to get higher job opportunities and productivity, and will have an impact on economic growth.



Source: Bappenas BPS Indonesian population projections 2010-2035.

Fig. 2. Indonesian population pyramid (Projection 2010-2035).

With the demographic bonus described above, Indonesia has the potential to become a major player in the effort to implement the 4.0 industrial revolution, especially in the Asian region. The industrial revolution 4.0 was marked by the more dominant science and technology that changed various areas of life. This is a trend of automation or the use of machines, and information technology to produce and deliver goods / services, especially to manufacturing companies, so that it can result in the emergence of disruptive technology that is so fast. In the industrial revolution 4.0 the use of machines is more integrated with information technology and the internet. The practice in the industrial world tends to prioritize the speed in making goods / services in terms of both quantity and quality. Automation replaces mechanization. which diverts the use of human power into ro Million ogy. This revolution emphasizes the digital economy, big data, robotic, and artificial intelligence patterns that have begun to be applied to companies in developed countries. The use of the system guarantees an optimal industry and can provide benefits for industry players, but requires abundant and professional natural resources and human resources to support the sustainability of the industry. In 2016, Indonesia has implemented an automation-based industry in a number of manufacturing companies, so that sooner or later there will be a reduction in labor. As implemented by Jasa Marga in managing toll gates that have used electronic payments, thus reducing their employees in large numbers. In this Conditions increasingly aggravate labor competition at every level, including vocational school graduates.

Correspondingly from the results of the preliminary study that the author did to one of the State Vocational Schools in Ciamis Regency [5], the data obtained in the following table.

TABLE I. DATA OF GRADUATES AND BMW POSITION AT SCHOOL "X"

No	Gra- duation	After graduation			
		Work (B)	Continue (M)	Entre preneur (W)	Etc
1	2014	33%	6%	4%	56%
2	2015	35%	4%	3%	58%
3	2016	41%	7%	2%	49%
4	2017	42%	9%	1%	48%
Average		38%	6,6%	2,5%	52,9%

Source: School Administration, August 2018.

The table above shows that there are many graduates of vocational schools in the last four years (for all skill competencies opened at the school), it turns out that many students absorbed by new companies / institutions reached an average of 38%, who continued to the new tertiary education level reached average averagely 6.6% and many new entrepreneurs have reached an average of 2.5% of the total number of graduates, while many students have not yet been clear (unemployed) or the information is not clear on an average of half of the number of graduates each year.

From the data, if it is related to the function and purpose of Vocational High School, it seems that it has not shown an encouraging result. In fact, the success of the school is questionable, why do graduates who obtain jobs only reach less

than 50% of the graduates, why is the percentage of those who continue their education and have low entrepreneurship? where is the condition of readiness of vocational school graduates, are they better prepared to work, more prepared to continue their education to a higher level or are more ready for entrepreneurship?.

Adversity and various questions like the above show the need for serious and in-depth handling of what, why, and how vocational schools prepare their graduates. This must be explored in depth until the root causes of the problem are found and no longer occur in the future, so that if the causes have been revealed, it is hoped that alternative solutions and efforts to improve them will be sought.

As a first step in uncovering the root of the problem as outlined above, it should be suspected because the preparation of SMK graduates is not optimal when they are still studying. There is in implementation many factors can influence it. These factors can include the competence of school principals as school managers and policy makers, learning media, learning resources, infrastructure, cooperation with other parties, especially the DU / DI in the implementation of industrial work practices, the curriculum as a reference in the learning process, and teachers as the most decisive component related to the teaching and learning process, as well as the learning model that it uses.

From the description above, according to efforts to uncover many hopes, opportunities and challenges of vocational students in facing global competition, aimed at vocational students to ready to work, continue to higher education or entrepreneurship, empirical studies are needed specifically aim for that.

The purpose of this study are : (a) Know the readiness of vocational students to work, continue education and entrepreneurship in the face of global competition; (b) Knowing the efforts made by Vocational Schools in preparing their graduates, so that they are ready to work, continue their education and become the entrepreneurship in the face of global competition; (c) Knowing the hypothetical model of learning conducted by vocational schools in preparing graduates to be ready to work, continuing education and entrepreneurship in the face of global competition.

II. THEORY

Conditions that indicate the level of readiness include: (a) physical, mental, emotional aspects; (b) needs of motives and goals, and (c) skills, knowledge, or other understanding that has been learned [6]. Physical readiness means the availability of sufficient energy, good health, and being able to respond or carry out certain activities, while mental readiness is more directed towards having sufficient willingness, interest and motivation to do an activity.

Thus readiness can be defined as the overall condition of a person / group of people, both physically, mentally, socially, emotionally, knowledge, and skills, to respond to or carry out certain activities. Understanding of readiness is more directed to an urgent matter, to start a response, activity, work or a

specific task, so that with its readiness, the person / group of people can do the work as honorable.

A. Work Readiness

Work readiness is a relatively new concept but has been published in several literature as a selection criterion to predict the potential of graduates [7].

Workers who already have work readiness are called good and productive workers. A good and productive worker is a worker who has fulfilled the requirements, such as having the necessary physical characteristics and abilities, possessing intelligence and knowledge that is capable of doing work by fulfilling satisfying standard achievements, and still paying attention to the security, quantity and quality of work results. The intended standard achievement is in the form of the level of work that must be achieved, so that it fulfills the requirements, without hard effort while working, because it already knows, understands the procedure, and has the expected ability.

A person's readiness to do a job, can be seen based on his ability and knowledge. The capabilities referred to include mental abilities and physical abilities, while knowledge serves more as cognitive guidance and insight for prospective workers.

Work readiness is more focused on personal traits, as well as the work and security needed to make a job, even they make mechanism to defend the work, so as not lose it [8]. Work readiness also includes those created by someone who have good ability, attitude that is needed for them. From this, it appears that work readiness is more important to personal factors, even though there are many factors outside or the environment that supports to increase and decrease a person's readiness to work.

Employee characteristics or prospective employees who have work readiness, including having work motivation, seriousness in work, sufficient skills, and disciplined [9]. Having work motivation, is having a spirit of encouragement or work motivation that can affect decreased or increased work performance. Seriousness in work, can be interpreted as seriousness in completing the work charged to him, so that it finish in the expected target. Adequate skills, means deft in doing something or mastering ways to complete a job or problem, including how to decide and choose alternatives to take. Having discipline is an attitude and an act to always be orderly the rule, such as entering work on time, and returning home on time and always obeying the rules.

The level of someone's job readiness is actually determined by themselves. Students graduating from vocational schools who prospective workers have naturally experienced the learning process, both theoretically and practically. The procedure to describe a person's readiness to work is indicated by the level of work readiness. The level of work readiness is influenced by many components, including: intelligence, interest, motivation, cooperation, discipline, responsibility, flexibility, skills, communication, self-view health & safety [7,8,10,12].

Intelligence includes ability to solve problems, verbal intelligence, practical intelligence; interests in participating activities, engaging in activities, being interested or enthusiastic in participating in activities, listening and writing important things; motivation includes the need for achievement, self-actualization, expand relationships, mastering a job; cooperation includes positive interdependence, individual responsibility, communication between members, mutual respect; discipline includes obedience and obedience to regulations, commitment and loyalty to the organization, time discipline, discipline; responsibility includes do individual tasks well, accepting the risks of actions taken, not blaming others for their mistakes, acknowledging and apologizing for mistakes made, doing what was once said without being told / asked; Flexibility includes the ability to be more active with work demands, do different tasks, accept various changes in the work environment, follow applicable rules; skills include soft skills and hard skills. Soft skills include personal / intrapersonal skills which consist of self-confidence, honesty, emotional control, ambition to move forward and try; interpersonal skills which consist of elements of empathy, leadership, interpersonal relationships, relationships in the community; Professionals consisting of elements of time management, problem solving skills, responsibility, have a critical attitude; Hard skills include technical skills, science & technology; Communication includes the ability to be supportive, with others, trust others, receive feedback and criticism from others, follow work instructions; Self-view includes the ability to understand yourself, respect yourself, control or control yourself, evaluate yourself, the ability to believe in abilities that are owned; and Health & safety includes the ability to follow workplace regulations, practice health and safety behaviors, carry out duties according to existing procedures, maintain personal hygiene and neatness, and control stress and work fatigue.

B. Readiness to Continue Education

Learning is a process which carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment [6]. The principles of learning readiness include: (a) all aspects of development interact (mutual influence); (b) physical and spiritual maturity is necessary to benefit from the learning experience; (c) experiences have a positive influence on learning readiness; (d) basic readiness for learning activities is formed in a certain period during the formation and developing period.

The learning process is need of self-preparation. Learning is a way for a person to know a subject that he cannot know / do. A person can only learn about something if he already has "Readiness" to learn something. In reality each individual has different characteristics, so that each individual has a different development background. This results in a different pattern of readiness formation within each individual. Because the readiness is different, in surprised if your produce have different results.

The principles for the development of learning readiness include: (a) All aspects of growth interact and together form learning readiness; (b) A person's experience influences

individual physiological growth; (c) Experience has a cumulative effect on the development of individual personality functions, both physical and spiritual; and (d) If the readiness learning activities is formed by person, of course certain times in a person's life its a formative period for his personal development [11]. Innovation theory mentions factors that support learning readiness, namely: (a) Technology; (b) Innovation; (c) Individuals; and (d) Self-development.

The other factors are: (a) physical readiness; (b) Psychic readiness; and (c) Material Readiness [13]. People who learn are inseparable from their physical condition, because physical conditions affect learning achievement, so if the pain is decreased, and if its not sick it will avoid forbid such as drowsiness, lethargy, or other physical disorders. In addition to the physical condition, the psychological condition must also be considered, in order to concentrate properly. Material readiness means the materials that must be learned or done, including reading books, notes, and so on.

Form readiness factor, namely: (a) Equipment and physiological growth; this involves the growth of personal completeness such as the body in general, sense tools, and intellectual capacity; (b) Motivation, which concerns the needs, interests and goals of individuals to maintain and develop themselves [11].

In more detail [6] presents aspects of readiness, namely: (a) maturity (maturation), (b) intelligence, (c) suitability of teaching materials with teaching methods (subject and teaching method accordingly); (d) emotional attitude and self-adjustment (emotional attitude and self-adjustment); environment or culture.

Maturity is a process that causes behavior change as a result of growth and development. The process of maturity in learning readiness without deliberate efforts to accelerate this process. This maturity also runs if there is an attempt to challenge. Maturity is caused by changes in "genes" that determine the development of physiological structures in the nervous system, brain and senses so that it allows mature individuals to carry out reactions to any environmental stimulus.

Development of intelligence according to Piaget [6]: Motor sensory stage (from birth-2 years), pre-operational level (2-7 years), level of concrete operations (7-11 years); and the formal operation stage (more than 11 years), with regard to the level of development of vocational students. Vocational students are at this level, have been able to see the problem by using broader insights from the previous level of development. An event is no longer seen as a single event (as in children who are still at the level of concrete operations), but has been seen as an event that has to do with a number of similar events that might occur. Thus, the stage of formal thinking is essentially abstract thinking.

In its most abstract form, formal thinking is often expressed as the ability to perform second order operations, namely operations that do not refer to objects, but can capture the relationship of the information provided (first-order operations) and use it to determine the next relationship. With this ability, the most prominent features of formal thinking abilities such as

those of vocational students are the ability to solve the problems they face, in the form of problems in life, as well as problems in the learning process.

From the description above, the scope of readiness to continue education includes aspects of emotional readiness-attitude, cognitive readiness and behavioral readiness. Emotional readiness includes: emotionally prepared to assume responsibility for their own learning; enthusiasm for learning, willing to adapt to sometimes ambiguous and open nature of learning experiences, comfortable with self-direction and autonomy in learning, respecting the intrinsic value of learning; Cognitive Readiness includes having cognitive thinking and critical skills needed to succeed as learners; realize their own strengths and limitations, easily make connections between learning classes and real-world applications, be aware of their personal values and be willing to express them in the learning process, able to integrate concepts and tools of various academic disciplines; and Readiness behavior includes being willing to function in partnership with their study partners and facilitators, mastering the demands of time to achieve learning goals.

C. Readiness for Entrepreneurship

Some things that affect the readiness to do entrepreneurship include: increasing self-confidence, always trying to focus on the target, learning how to recognize and overcome risks, training yourself to work hard, always trying to innovate, and understanding all aspects in order to increase the sense of responsibility [14].

Increase self-confidence. One of the causes of failure including failure in entrepreneurship is a lack of confidence. Self-confidence will increase if we know and understand something that we will do and run.

Trying to always focus on the target, in relation to this, when someone first jumps into the business world, the first target focus is the realization of the business, then the second target focus is able to carry out its activities. Furthermore, the third target focus is to be able to survive (survive) and then focus on the next target of a business that can survive can develop and provide benefits to the environment.

Learning how to recognize and overcome this knowledge risk needs to be learned by business actors in order to prepare to enter the business world, namely to be able to avoid the risks that will occur at any time.

Train yourself to work hard. Working hard requires physical readiness of knowledge, skills and attitudes combined into harmonious forces that empower all available resources. All resources must be used effectively and efficiently in the right way.

Always trying to innovate the ever-changing wants and needs of consumers expect businesses to make useful innovations to meet the needs and desires of every consumer.

Understanding all aspects to increase the sense of responsibility. An entrepreneur must be able to be responsible for the business he has built in order to keep his business

activities still able to survive amid the dynamics of his environmental life.

Besides that, they must have readiness, including: (a) mental readiness, description of the reaction / response of a person in responding to a situation / work; (b) Readiness of knowledge, cognitive elements that characterize the level of reasoning possessed by a person, namely the level of one's thinking ability which is generally more determined by the level of education; and (c) Readiness of resources, many obtained through training, discipline, and experience working with the senses, heart, and limbs.

Regarding the readiness of knowledge and skills before entering the business world someone needs to equip themselves with knowledge about the business fields that will be run. Knowing and understanding the ins and outs of a business is the same as mastering competence. Skill readiness is the ability to plan, execute and control the abilities possessed in business practices.

Resource readiness. Resources are the main capital needed in every business activity, resources include: (a) human resources; (b) Financial resources; (c) Physical resources; (d) Information resources; (e) Time resources.

The personal characteristics of entrepreneurship are most often expressed, namely: (a) the need to achieve something; (b) the need for control, creative intuitive orientation; (c) looking into the future; (d) the tendency to take risks; (e) have mental freedom; (f) have a leadership spirit; and (g) social rebellion [15].

Entrepreneurial readiness is also influenced by internal and external factors. These factors are property rights, abilities / competencies (competency / abilities), and incentives (incentives). While the external factor is the environment, [16].

From the description above, it can be generalized that entrepreneurship readiness can be measured through aspects of entrepreneurial mental attitude, business skills, self-confidence, innovation, knowing and overcoming risks, training yourself to work hard, leader's spirit, and orientation to tasks and results [14,15,17].

The mental attitude of entrepreneurship includes strong will, strong belief in personal power, understanding goals and needs; business skills include technical skills, management skills, entrepreneurship skills, and personal maturity skills; confidence includes internal factors with elements of personal ability, self-esteem, life experience, external factors with elements of social interaction, security, education / training, always trying to innovate, including knowing the relative benefits, suitability, complexity, probabilities, and ease of observation; recognize and overcome risks include identifying potential risks that have been seen and that will be seen, thinking of alternatives in order to obtain the least risk, choosing and implementing the least risk alternatives; Train yourself to work hard including doing assignments in the targeted time, using all the ability to achieve goals, trying to find alternative solutions when encountering obstacles; Leader spirit can be trusted and able to trust others, be able to work together with others, be responsible in making decisions; and task orientation and results include knowing the desired target,

can set target priorities, try to achieve the target, have alternative ways to achieve the target.

D. Globalisation Era

The era is a period or period of time, a number of years in the period between several important events, and the term globalization comes from the word globe (a spherical map of the world). From the word globe, a global term was born (meaning covering the whole world). From the global word, the term globalization was born, meaning a global process. Globalization is a process of forming an order, rules and system that applies to nations throughout the world. Globalization does not recognize the existence of territorial boundaries; do not even know local, regional rules, state policies that can reduce the space for entry of values, ideas, thoughts or ideas that are considered to be the will of the world community must be eliminated. Globalization applies in all areas of life.

Globalization occurs through various channels, including: educational and scientific institutions; religion institution; international industries and trade institutions; foreign tourism; international communication and telecommunications channels; international institutions that regulate international and other regulations [1].

The advancement of science and technology coupled with the increasingly rapid globalization of the world bring its own impact to the world of education. Education providers including vocational schools are caught in a sense of uncertainty with the current education system. This is due to the level of advances achieved by science and technology, especially information technology, beyond the readiness of educational institutions in designing curriculum, methods and facilities in order to produce the best graduates to enter an era marked by the level of competition and changes that are so active and fast.

The widespread effects of globalization on various aspects of life have drained a lot of attention over the past three decades. As a country, especially developing countries, they accelerate openness in recent year's concerns about globalization and its effects on economic growth, poverty, inequality, environment and cultural dominance are increasing [18].

The impacts of globalization include:

Globalization in the fields of law, defense and security. The positive impact: the strengthening of the rule of law, democratization, and the demand for the implementation of human rights, the strengthening of legal regulations and the making of laws and regulations that are in favor of the interests of the people, the strengthening of the demands of more professional law enforcement, transparent and accountable; the strengthening of civilian supremacy by placing the army and police on the guard of professional security, sovereignty and state order. The negative impact: the role of the community in maintaining security, sovereignty and state order is diminishing because it has become the responsibility of the army and police; rapid world change, able to influence the mindset of society globally. Communities often submit claims to the

government and if they are not fulfilled, the community tends to act anarchist so that it can disrupt national stability, national security and even national unity

Globalization of the socio-cultural field. Positive impact: improve learning about social cultural values, ways of life, good mindset, and science and technology from other advanced nations; increase a high work ethic, like to work hard, discipline, have the spirit of independence, rational, sportsmanship, etc. The negative impact: the easier the western values enter Indonesia through the internet, television media, and print media that many people imitate; the waning appreciation of the values of local culture which gave birth to an outer cultural style; people feel facilitated with advanced technology makes them feel they no longer need other people in their activities. Sometimes they forget that they are social beings; the fading spirit of mutual cooperation, solidarity, caring and social solidarity so that in certain circumstances / emergencies, for example illness, accidents, or calamities are only handled by a handful of people.

Globalization of the economic sector in the trade sector. Positive impact: Liberalization of trade in goods, services, and other commodities provides opportunities for Indonesia to compete in seizing the foreign trade market, especially agricultural products, marine products, textiles and mining materials; in the field of services we have the opportunity to attract foreign tourists to enjoy the diverse natural beauty and traditional culture. The negative impact: foreign trade inflows cause a national trade deficit; the rampant smuggling of goods into Indonesia; the entry of tourists to Indonesia undermines the nation's noble values; less competitive local products with outside products that flood the market in the community.

Globalization of the economic sector of the production sector. Positive impact: the tendency of foreign companies to move their production operations to developing countries with consideration of geographical benefits (abundance of raw materials, large areas, and labor that is still cheap) although still very limited and vulnerable to changes in socio-political conditions domestic or global changes; Indonesia has the opportunity to be chosen as a new place for the company. The negative impact: Domestic companies are more interested in partnering with companies from outside. As a result, domestic industry conditions are difficult to develop; environmental damage and industrial waste pollution; if a foreign company moves its business abroad it will result in layoffs of domestic workers [19].

In facing this reality, we face two choices between "allowing ourselves to be dragged into the process of globalization" or "we take advantage of the process of globalization to improve personal competence and professionalism"

The real problem faced by the Indonesian people is how to shape the nation's character (Nation Character Building). How is the nation's cultural values that have been deeply rooted in the face of such a threatening vortex of globalization. From this point of view, globalization is nothing but capitalism in its most recent form. Strong and rich countries practically will control the world economy and small countries are increasingly powerless because they are unable to compete, because

globalization tends to have a big influence on the world economy, and even affects other fields such as culture and religion.

III. METHOD

This study uses the Goal Free Evaluation model, with the Explanatory Survey method. The design in this study begins with initial observations on the population to be studied, compiling plans and research instruments, capturing research data with questionnaires and interviews, conducting surveys and field observations of the subject and object of the study, followed by a review of supporting theories regarding the findings of the study along with discussion, then a pattern is developed that describes the hypothetical model of learning conducted by vocational schools in preparing graduates to face global competition, so that they can arrive at conclusions and recommendations.

The data collected is obtained based on natural settings which are direct or indirect data sources. The meaning of the data is only done after obtaining the depth of the supporting facts. Through this research, it is expected to find and describe the data thoroughly and completely about the readiness of vocational students to work, the readiness of vocational students to continue their education to a higher level, and the readiness of vocational students to entrepreneurship in facing global competition.

In addition, considering this study also aims to build a hypothetical model that reveals the efforts of vocational schools in preparing graduates to face global competition, it is necessary to be careful in understanding the patterns of differences in strategies that arise in each school, so that theoretical orientation is used to understand the nature of angles. In his view, the connection with life, and to reveal the vision of the world of vocational school, including the framework in facing global competition.

This research will be applied to students of class XII vocational high school in Ciamis Regency, with a sample of 172 students. Data collection techniques are carried out in combination, directly or indirectly. Data collection is done by interviewing, observing, questionnaire, library and documentation studies. Data analysis is qualitative and quantitative, according to the data obtained.

IV. CONCLUSION

Submitting this full paper, collecting and analyzing the data is still doing, even so Approval the results of the discussion and conclusions obtained are still premature. However, based on the literature, the temporary data obtained on field, the Teachers experience in learning and data of staff administration school, Shows that the students who work, continued the education and become entrepreneurship of research conducted, the average number for each generation reach 60%. Students

who work after graduated is most rank, those who continue their education, and students who are become entrepreneurship and who are self-employee. Those are divided into two, namely students who work, continue their education, and students who are become entrepreneurship are in accordance with the skill in Vocational Schools and students who work, improve education, and students who become entrepreneurs even not in accordance with the skill in SMK. Efforts made by the school in preparation, starting from the formulation and strategy of socialization, implementation, and implementation of the SMK strategy. The last research question cannot be generalized at this time, because the discussion of data is still doing and data analysis is not optimal yet.

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