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RELATIONSHIP OF STUDENTS' PERCEPTIONS ON VOCATIONAL EDUCATION AND CAREER INFORMATION ON LEARNING OUTCOMES STUDENTS OF SMKN 2 PADANG

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ABSTRACT

From the results of the initial study at SMKN 2 Padang, it turns out that the learning outcomes of students at SMKN 2 Padang are still low. Student learning outcomes are determined by many factors, including students' perceptions of vocational education (internal) and career information (external). This study aims to reveal the relationship between students' perceptions of vocational education and career information on student learning outcomes of SMKN 2 Padang. There are three hypotheses proposed in this study, namely; the relationship between student perceptions of vocational education to student learning outcomes of SMKN 2 Padang, the relationship of career information to student learning outcomes of SMKN 2 Padang, and the relationship between student perceptions of vocational education and information together on student learning outcomes of SMKN 2 Padang. For this study, the population used was 440 people with a sample of 82 students of class XII SMKN 2 Padang who were taken by using a stratified proportional random sampling technique. The instrument used is in the form of a questionnaire with a Linkert scale model which has been tested for validity and reliability in advance. The results of this study reveal that; 1) there is a strong relationship between students' perceptions of vocational education on student learning outcomes of SMKN 2 Padang of 0.598 or 59.8%, 2) there is a strong relationship between career information and student learning outcomes of SMKN 2 Padang of 0.467 or 46.7% and 3) there is a strong relationship between students' perceptions of vocational education and career information together on student learning outcomes of SMKN 2 Padang which is significant at 0.599 or 59.9%. Based on the findings of this study, it can be concluded that students' perceptions of vocational education and career information are two important factors that have a strong relationship with student learning outcomes of SMKN 2 Padang. Therefore, it is suggested to the parties concerned to pay attention to these two factors so that the learning outcomes of students at SMKN 2 Padang can increase.

Keywords: Perception, Career Information, Learning Outcomes, Teacher, SMKN 2 Padang

INTRODUCTION

Currently, the development of the world of education is entering a period marked by incessant innovation in the field of technology. This causes the education system to be required to make adjustments to the demands of the world of work. Meanwhile, education is a process of humanizing humans in the sense of exploring all the potentials possessed by humans so that they become abilities that can be utilized in everyday life, either directly or indirectly in the community.

As a developing country, the success rate of Indonesia's national development is highly dependent on Indonesia's human resources itself, therefore it is necessary to optimize and maximize the development of all human resources owned. This is pursued through the path

or field of education, both formal education and non-formal education that exist today. One of them is formal education which aims to prepare graduates to be able to work in the business and industrial world, namely vocational education.

The development of vocational education in Indonesia has encountered many obstacles and problems, although many efforts have been made by the government, the unemployment of vocational education graduates is still not resolved, the absorption of vocational education graduates in the business and industrial world is still low. This is of course a highlight for people who think that vocational education has not been able to produce productive human beings and has not been able to meet the expectations of the business world and the industrial world (Slameto, 2013).

One of the problems that are still faced by vocational education is the low learning outcomes of vocational students. Vocational education student learning outcomes are learning outcomes that show students' abilities by the selected competencies. This ability is usually measured based on the value that can be achieved after going through the assessment process by educators in the education unit. The low learning outcomes of vocational students will certainly have an impact on the low quality of graduates produced by vocational education. This will have an impact on the low absorption of vocational education graduates in the business and industrial world because the business world and the industrial world still apply the value requirements of vocational education graduates to be accepted for work (Wakhinuddin, 2020).

According to DIKMENJUR (2000), the low learning outcomes of vocational education students are partly due to the low perception of students about vocational education. Vocational education is not the main choice when students want to continue their studies after completing secondary education. Not all students understand the purpose of their study in vocational schools. The low understanding of vocational education certainly influences student learning outcomes. Students who already have a good perception of vocational education will always participate in all activities or programs during their education in vocational schools, and vice versa.

In addition to learning outcomes, vocational school students are often faced with various questions and difficulties after they take part in learning at vocational schools, including; 1) whether there is a relationship between the learning activities followed now with future careers; 2) how to prepare yourself to get a good career; 3) what careers can be held with the current vocational education; and 4) what kind of skills one must have to get a certain career.

These difficulties can be avoided when students have a sufficient amount of information about matters related to the career world. Career information according to Winkel & Hastuti (2010) includes "all data regarding the types of work that exist in the community (field of occupation). Concerning the gradation of positions within the scope of an occupation, concerning the prerequisites for the stage and type of education, concerning the job classification system, and prospects about the real needs of society for certain types and types of work.

METHODS

The type of research used in this study is quantitative research using a cross-sectional approach, namely by collecting data at one time to find the relationship between students' perceptions of vocational education and career information on student learning outcomes at SMKN 2 Padang (Sugiyono, 2007). The population in this study were students of SMK

Negeri 2 Padang class XII in the 2020/2021 academic year, amounting to 441 people. While the sample used is as many as 82 students. In this study the sample was obtained using a simple random sampling technique or a simple random sample, the sample size was calculated using the Slovin formula (Sudjana, 2009).

RESULT

Students' Perceptions of Vocational Education (X1)

Based on the instruments given to respondents about students' perceptions of vocational education, it can be seen the description of the data in Table 1 below:

Table 1. Description of the Average (Mean) and Student Perceptions of Vocational Education Based on Indicators

Indicator	Min	∑	Mean	Sd
View and Understanding	23	2613	31,9	5,75
Conformity between Needs and Ideals	20	2555	31,2	6,33
Understanding of Jobs and Job Vacancies	21	2866	35	7,25
Assessment of Vocational High School in the Community	20	2545	31	6,11

Table 1 shows that of all indicators, students have a higher understanding of work and job vacancies than other indicators with a mean of 35, while the lowest indicator is the assessment of SMK graduates in the community with a mean of 31. Other indicators have a score of 31.9 for views and understanding about vocational education, and 31.2 for the mean congruence between needs and aspirations.

Table 2. Frequency distribution of scores about student perceptions of vocational education

Interval	Kategori	F	%
162-147	Very good	21	25,6
131-146	Good	26	31,8
115-130	Enough	9	11
99-114	Enough Good	19	23,1
88-98	Not Good	7	8,5
	∑	82	100

Career Information

The data description for the career information variable is

Table 3. Description of average (Mean) career information (X_1) based on indicators

Indicator	Max	Min	∑	Mean	Sd
Educational information that supports career informasi	35	15	2241	27,33	5,7
There are various careers in society	40	19	2558	31,2	6,1
Career ins and outs	50	23	3235	39,45	7,5

Table 3 above shows that most students have career information with indicators of career intricacies with a mean of 39.45, while the lowest indicator is education information that supports careers of 27.33. Descriptive analysis of the percentage of the scores obtained is used to determine the description of respondents' answers or respondents' perceptions of the variables studied.

Table 4. Frequency distribution of scores about career information

Interval	Kategori	F	%
124-111	Very good	25	30,5
98-110	Good	31	38
85-97	Enough	8	9,6
72-84	Enough Good	14	17
62-71	Not Good	4	4,9
	∑	82	82

The descriptive results of the career information variable showed that 25 students (30.5%) were in the very good category, 31 students (38%) were in the good category, 8 students (9.6%) were in the sufficient category and there were 14 students. (17%) students are in the bad category, then 4 people (4.9%) students are in the bad category. Where the overall description of career information is in a good category with a percentage (38%), so it can be concluded that students understand well the career information they get.

Learning outcomes

Table 5. Learning outcomes

Skor	Rating	Value
5	Very good	44
4	Good	11
3	Enough	23
2	Enough Good	4
1	Not Good	0
	Total	82
	∑	341
	Mean	4

Based on Table 5 above shows that the average value of students is good, in addition to student learning outcomes as many as 44 (52%) people are very good, 11 (13.4%) are good and there are 23 (28%) people are quite good and there are 4 (4.9%) students' learning outcomes are not good. Based on the results above, it can be concluded that student learning outcomes are good with a mean of 4 and it can be seen that most students have very good learning outcomes with a percentage (53.7%).

Normality test

The results of data processing for the normality test can be seen in Table 6 as follows:

Table 6. Normality test results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		**82**
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.80016211
Most Extreme Differences	Absolute	.068
	Positive	.056
	Negative	-.068
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From Table 6. it is known that the Asym.Sig (2-tailed) value for the unstandardized residual is 0.200, it can be concluded that the Asym.Sig (2-tailed) value in this study is greater than the significant level used in the study, namely (= 0 ,05). Thus it can be concluded that all research variables are normally distributed, thus correlation analysis can be carried out because the data are normally distributed.

Multicollinearity Test

The results of the multicollinearity test can be seen in Table 7 below.

Table 7. Multicollinearity test results

Variabel	Collinearity Statistics		Information
	Tolerance	*VIF*	
Vocational Education	0,339	2,95	Not Multicollinearity
Career Information	0,339	2,95	

Based on the results of the processed data for the multicollinearity test as shown in Table 7 above, it is known that the tolerance value of Collinearity Statistics is close to 1 (one) and the VIF (Variance Inflation Factor) value for all independent variables is below 10 (ten). This indicates that there is no significant relationship between the independent variables. Therefore, it can be concluded that the data from this study there are no cases of multicollinearity so that data processing with multiple linear regression can be continued, because there are no cases of multicollinearity between independent variables.

Linearity test

Table 8. Test the linearity of the relationship between students' perceptions of vocational education and learning outcomes

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Vocational Education	Between Groups	(Combined)	61.439	47	1.307	2.279	.007
		Linearity	28.987	1	28.987	50.541	.000
		Deviation from Linearity	32.452	46	.705	1.230	.267
	Within Groups		19.500	34	.574		
	Total		80.939	81			

In this study, it was found that the large significance was 0.05 (α = 5%) or (0.267 > 0.05) and the calculated F value < F table was 1.230 < 3.11, which means that this data has a linear relationship and significance, it can be concluded that students' perceptions of vocational education have a linear relationship with student learning outcomes at SMKN 2 Padang.

Table 9. Test the linearity of the relationship between career information and learning outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Career Information	Between Groups	(Combined)	48.506	39	1.244	1.611	.066
		Linearity	17.653	1	17.653	22.860	.000
		Deviation from Linearity	30.853	38	.812	1.051	.435
	Within Groups		32.433	42	.772		
	Total		80.939	81			

In this study, it was found that the large significance was 0.05 (α = 5%) or (0.435 > 0.05) and the calculated F value < F table was 1.051 < 3.11, which means that this data has a linear relationship and significance, it can be concluded that career information has a linear relationship with student learning outcomes of SMK 2 Padang.

Correlation hypothesis testing

Table 10 . Correlation test of students' perceptions of vocational education on learning outcomes

Correlations

		Vocational Education	Results
Vocational Education	Pearson Correlation	1	.598**
	Sig. (2-tailed)		.000
	N	82	82
Learning outcomes	Pearson Correlation	.598**	1
	Sig. (2-tailed)	.000	
	N	82	82

Based on the results of the analysis of the results of the correlation of student perceptions of vocational education to student learning outcomes with a correlation coefficient of p = 0.000 (p < 0.05) which indicates that Ha is accepted or there is a relationship between the results of the correlation of student perceptions of vocational education on student learning outcomes and grades. personal correlation was obtained that 0.598, according to V. Wiratna Sujarweni (2014: 127), to find out the interpretation of the strength of the relationship between two variables, the correlation test results included a strong relationship because it ranged from 0.41-0.70.

Table 11. Correlation test of career information relationship to learning outcomes

Learning outcomes	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	82	82
Career Information	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	82	82

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis of the results of the correlation of student perceptions of career information on student learning outcomes with a correlation coefficient of p = 0.000 (p <0.05) which indicates that Ha is accepted or there is a relationship between career information on student learning outcomes and the value of personal correlation, it is obtained that 0.467 , according to V. Wiratna Sujarweni (2014: 127), to find out the interpretation of the strength of the relationship between two variables, the results of the correlation test include a strong relationship because it ranges from 0.41-0.70.

Table 12. Multiple correlation model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.599[a]	.359	.343	.810	.359	22.147	2	79	.000

a. Predictors: (Constant), Career Information, Vocational Education
b. Dependent Variable: Learning Outcomes

From Table 12 above the results obtained are the value of F = 22,147 with a probability level of sig. 0.000. Therefore the probability (0.000) is much less than 0.05. Based on the table above, it can be seen that the correlation coefficient (R) of students' perceptions of vocational education (X1) and career information together on learning outcomes (Y) is 0.599. This shows that students' perceptions of vocational education and career information are simultaneously and significantly related to student learning outcomes at SMKN 2 Padang.

CONCLUSION

Based on the results of the study, it can be concluded that students' perceptions of vocational education are very important to be considered by students and schools because they have a strong relationship to learning outcomes by 35.9% while career information has a strong relationship to learning outcomes by 21.9%. Furthermore, the contribution of students' perceptions of vocational education and career information to learning outcomes together is 36%.

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