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**#38085 Review**

[SUMMARY](#) [REVIEW](#) [EDITING](#)

**Submission**

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**Title** The Influence of Discipline, Responsibility, Cooperation, and Problem Awareness on Employability Skills

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## THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH

### ABSTRACT

The purpose of this study was to analyze the influence of discipline, cooperation, responsibility, and awareness of the problem with employability skills individually and collectively. This study also aims to predict other factors that affect employability skills. The research method uses correlational quantitative. Regression analysis is used to predict other factors that affect employability skills. The respondents were 323 people who came from Vocational High School / SMK Muhammadiyah students in Yogyakarta Province. The results showed that; (1) there is a significant effect between discipline and employability skills with an r-value of 0.588, (2) there is a significant influence between responsibility and employability skills with an r-value of 0.568, (3) there is a significant effect between collaboration and employability skills with an r-value of 0.501, (4) there is a significant effect between awareness of the problem and employability skills, with an r-value of 0.450, (5) there is a significant effect together between discipline, responsibility, cooperation, and awareness of the problem with employability skills with an r-value of 0.691.

**Keywords:** cooperation, discipline, employability skills, problem awareness, responsibility

### INTRODUCTION

Data on unemployed vocational education graduates from 2017 to 2019 shows an increase (Figure 1). This data is quite concerning because the purpose of vocational education is to prepare graduates for work. Some of the reasons for the high

unemployment rate for Vocational High School/SMK graduates are: the learning process is not by the needs of the industry, the assessment model does not have recognition by the industry, student skills are still low, the relationship between school and industry is not right, teacher qualifications are still low, and school management is not good.

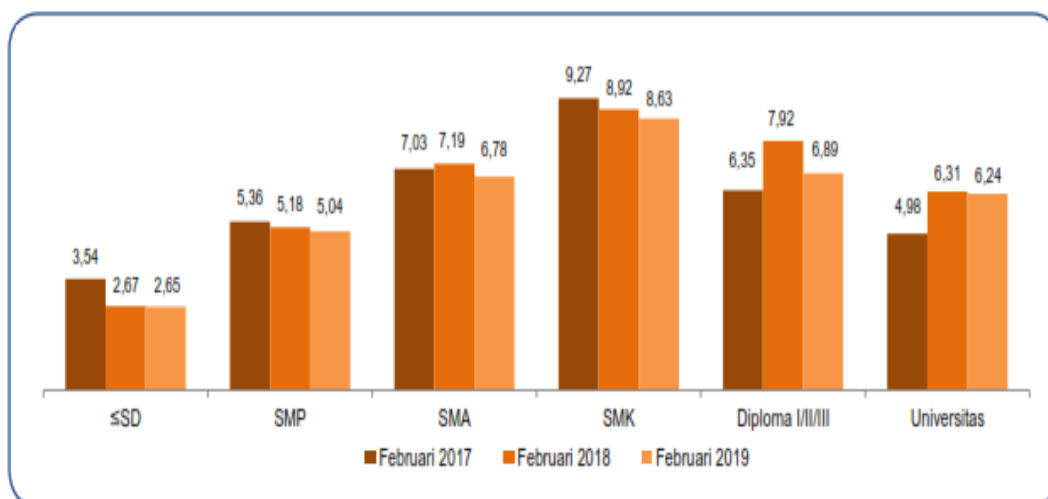


Figure 1. Employee & Unemployment Data from Vocational High School Graduates 2017-2019 (Source Indonesian Central Bureau of Statistics, 2019)

Vocational education aims to prepare graduates for work. Vocational high school

graduates who are ready to work are the success goals of vocational education in Indonesia.

Vocational high school graduates are not entirely absorbed in the world of work. There is a sizable comparison between vocational high school graduates who are working and unemployed graduates. Vocational high school graduates who are still at the unemployment stage can be identified. The identification results have several factors that cause graduates to be always at the unemployment stage, namely low school alumni, low skills and work mentality, and low job availability. Before students approach graduation, vocational high schools need to develop career maturity. Career maturity can be increased by providing career guidance. Students with low career maturity need special attention so that graduates who are still at the unemployment stage can prepare themselves to develop abilities [1].

A low indicator of student career maturity is shown by students who have not thought further after leaving school. Students do not know the type of work that is suitable for them. Students do not yet know information about a career or further study. Students determine careers following the career direction of their friends. This behavior can be concluded as behavior that lacks career maturity in terms of career awareness. To increase career awareness in school students, students can apply the theory of Ginzberg's career development using Modeling techniques. Ginsberg, with a Modeling technique, can increase career awareness [2].

Good career awareness is shown by work following the competence of vocational high school graduates. There are still gaps between the job and the competencies they have. Graduates who already have jobs and still have jobs tend to choose not according to their competencies or abilities. Students tend to choose a job/business that is much exertion, however meager wages. Students stay away from jobs/businesses with brain work and are well paid. The nature of students who tend to choose jobs/businesses that are not following their competence or ability impacts applying the skills that have been owned and honed for a long time, which is not optimal. Students are weak in understanding their competencies or abilities. The concept of self-understanding can be honed through independence. To prepare graduates who know the concept of self-understanding, schools can apply task group guidance [3]. The maximum applied assignment group guidance can increase

student independence. This increase has a good impact in shaping the character of independence in choosing a career [4].

The maximum character of student independence that is developed will have a good impact on the attitude of employability skills. The problem of unemployment for school-based vocational high school graduates can be overcome by implementing employability skills development. Development of employability skills can be done by implementing the scientific method [5]. If the school-based unemployment problem is a school obligation (internal), job availability (external) is beyond its control. Schools through industrial work practices provide experience for students to learn the work environment. Industrial work practices are deemed insufficient to motivate students to enter the world of work. Implementing industrial work practices that do not motivate students to enter the world of work needs to be improved. Improvements in the implementation of industrial practices can be viewed by management. Good industrial practice management takes into account the soft skills partially and simultaneously. Industrial practices appropriately managed and paying attention to students' soft skills can improve job readiness [6]. Assessment of the level of work readiness by industrial practice experience, the assessment process can use a work-based assessment. The work-based assessment combines the learning process and the assessment process that is carried out when students do industrial work practices using student work patterns in real work [7].

In addition to bringing students closer to the work environment through industrial practice, schools build career centers. Career center as a mediator between school and industry must be active in grouping students who want to get a job or study and facilitate the recruitment process. The career center strengthens students' awareness in choosing a career. A career center developed by the school provides students with awareness to develop employability skills [8]. Government support for vocational secondary school curriculum policies is very important. The government, which tends to change policies, hopes to support integration between vocational high schools and the world of work [9].

Employability skills form the essential attitudes of students as individuals need to be

considered. Several basic/innate attitudes can shape students' employability skills. The role of necessary attitude / innate discipline and responsibility constitutes the attitude of employability skills. Teachers play an essential role in exemplifying discipline and responsibility—teachers who think that students' character values can be developed only through learning and attitudes habituation. The teacher's role model of character values has not been maximal, resulting in the formation of student character that is not optimal because the teacher as an example is not enough to provide examples of application. To achieve success in instilling character values, especially discipline and responsibility, is through religious education teachers' active role as the leading supporter [10]. In addition to activating the role of religious education teachers in schools, the implementation of school discipline will run well if teachers, school officials, and students support disciplinary rules. School rules are rules that must be obeyed by every school member. There are still school residents who do not support the school rules that are implemented in its implementation. The successful application of school discipline can be improved by group guidance with individual counseling techniques is needed. The application of individualized counseling techniques can improve discipline.

Apart from discipline and responsibility, students' employability skills can be formed through developing a cooperative attitude. By developing a cooperative attitude, students are trained to solve a problem in groups to have strong interaction and tolerance between group members. The development of an attitude of cooperation has a positive impact, namely students have an awareness of the problem. To improve cooperation skills, vocational high school students can apply the Mood, Understand, Recall, Detect, Elaborate, and review (MURDER) cooperative learning model. The MURDER learning model emphasizes students' thinking abilities and their skills in expressing understanding using their language [11].

Several studies related to employability skills affect discipline, responsibility, cooperation, and problem awareness. This scientific work aims to analyze the industry's necessary/innate characters' effect on employability skills.

## **METHOD**

This study uses quantitative methods to analyze the effect of discipline, cooperation, responsibility, and awareness of employability skills, the respondent from the Muhammadiyah Vocational High School in the Special Region of Yogyakarta. The sample consisted of 323 students composed of SMK Muhammadiyah in Yogyakarta City, Bantul Regency, Sleman Regency, and Gunung Kidul Regency. The data validation used factor analysis with computations, which showed that all instruments were valid and reliable. The prerequisite test consists of linearity, multicollinearity, autocorrelation, heteroscedasticity, and normality.

## **RESULTS AND DISCUSSION**

### **Regression Analysis Pre-Requirement Test Linearity Test**

The results of the linear test between the discipline and employability skills were  $0.878 > 0.05$ . The significance value of deviation from linearity can be concluded as a linear relationship between the discipline and employability skills. Sig value. deviation from linearity between cooperation and employability skills of  $0.123 > 0.05$ , it can be concluded that there is a linear relationship between cooperation and employability skills. Sig value. deviation from linearity between responsibility and employability skills of  $0.075 > 0.05$ , it can be concluded that there is a linear relationship between responsibility and employability skills. Sig value. deviation from linearity between awareness of the problem and employability skills of  $0.291 > 0.05$ , it can be concluded that there is a linear relationship between awareness of the problem and employability skills.

### **Multicollinearity Test**

Based on the results of the multicollinearity test using the tolerance and VIF methods, it is known that the tolerance value is  $> 0.10$  and the VIF value is  $< 10.00$ . The tolerance value and VIF value can be concluded that the regression model influences discipline, cooperation, responsibility, and the problem awareness of employability skills and does not have multicollinearity symptoms. The results of the multicollinearity test using the tolerance and VIF methods presented in Table 1.

Table 1. The Results of the Multicollinearity Test Using the Tolerance and VIF Methods  
*Coefficients<sup>a</sup>*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	<i>Collinearity Statistics</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			<i>Tolerance</i>	<i>VIF</i>
1 ( <i>Constant</i> )	5.397	1.406		3.840	0.000		
Discipline	0.291	0.050	0.302	5.832	0.000	0.614	1.629
Cooperation	0.244	0.048	0.264	5.086	0.000	0.612	1.634
Responsibility	0.181	0.046	0.192	3.967	0.000	0.702	1.425
Problem awareness	0.130	0.053	0.119	2.461	0.014	0.708	1.413

a. *Dependent Variable: Employability skills*

### Autocorrelation Test

Based on the results of the the dl value 1.79775, the du value 1.83559, the 4-dl score 2.20225, the 4-du score 2.16441. The autocorrelation test using Durbin Watson is that

there is no autocorrelation because the du value is 1.83559 < d 1.932 < 4-du 2.16441. The results of the autocorrelation test using Durbin Watson presented in Table 2.

Table 2. The Results of the Autocorrelation Test Using Durbin Watson  
*Model Summary<sup>b</sup>*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	0.691 <sup>a</sup>	0.477	0.470	2.59154	1.932

a. *Predictors: (Constant), Problem awareness, Responsibility, Discipline, Cooperation*

b. *Dependent Variable: Employability skills*

### Heteroscedasticity Test

Based on the results of the heteroscedasticity test using Glejser, it is known that the Sig. > 0.05. Sig value. > 0.05, it can be concluded that there are no heteroscedasticity symptoms in the regression

model of the influence of discipline, cooperation, responsibility, and awareness of the problem of employability skills. The results of the heteroscedasticity test using Glejser presented in Table 3.

Table 3. The Results of the Heteroscedasticity Test Using Glejser  
*Coefficients<sup>a</sup>*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 ( <i>Constant</i> )	3.293	0.848		3.885	0.000
Discipline	-0.012	0.030	-0.028	-0.390	0.697
Cooperation	-0.041	0.029	-0.101	-1.413	0.159
Responsibility	0.013	0.028	0.030	0.456	0.649
Problem awareness	-0.009	0.032	-0.019	-0.289	0.772

a. *Dependent Variable: RES2*

### Normality test

Based on the normality test using the Kolmogorov Smirnov significance value equal to 0.200. Significance value equal to 0.200 > 0.05, it can be concluded that the residual value

is normally distributed. The residual values that are normally distributed are a measure that these variables can proceed to regression analysis. The results of normality test using the Kolmogorov Smirnov presented in Table 4.

Table 4. The Results of Normality Test Using the Kolmogorov Smirnov  
*One-Sample Kolmogorov-Smirnov Test*

<i>Unstandardized Residual</i>
--------------------------------

<i>N</i>		323
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	0.000000
	<i>Std. Deviation</i>	2.57539774
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.028
	<i>Positive</i>	0.028
	<i>Negative</i>	-0.021
<i>Test Statistic</i>		0.028
<i>Asymp. Sig. (2-tailed)</i>		0.200 <sup>c,d</sup>

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

### Hypothesis Testing

The first hypothesis testing (H1) is the effect of discipline on employability skills. The significance of the effect of discipline on employability skills is 0.000 <0.05. It can be concluded that (H1) is accepted, which indicates an effect of discipline on employability skills. The second hypothesis testing (H2) is the effect of cooperation on employability skills. The significance of the effect of responsibility on employability skills is 0.000 <0.05. It can be concluded that (H2) is accepted, indicating an effect of cooperation on employability skills. The third hypothesis

testing (H3) is the effect of responsibility on employability skills. The significance of the effect of responsibility on employability skills is 0.000 <0.05. It can be concluded that (H3) is accepted, which indicates the effect of responsibility on employability skills. The fourth hypothesis (H4) is the effect of the problem awareness on employability skills. The significance for the effect of awareness of the problem on employability skills is 0.014 <0.05. It can be concluded that (H4) is accepted, which indicates an effect of responsibility on employability skills. The Hypothesis testing presented in Table 5.

Table 5. The Hypothesis Testing

<i>Model</i>	<i>Coefficients<sup>a</sup></i>			<i>t</i>	<i>Sig.</i>
	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 ( <i>Constant</i> )	5.397	1.406		3.840	0.000
Discipline	0.291	0.50	0.032	5.832	0.000
Cooperation	0.244	0.48	0.264	5.086	0.000
Responsibility	0.181	0.46	0.192	3.967	0.000
Problem awareness	0.130	0.53	0.119	2.461	0.014

a. *Dependent Variable: Employability skills*

The fifth hypothesis (H5) is discipline, cooperation, responsibility, and problem awareness on the employability skills. The significant effect of discipline, cooperation, responsibility, and the problem awareness of employability skills together is 0.000 <0.05. It

can be concluded that (H5) is accepted, which indicates discipline, cooperation, responsibility, and problem awareness simultaneously on employability skills. The fifth hypothesis (H5) presented in Table 5.

Table 5. The Hypothesis Testing

*Anova<sup>a</sup>*

	<i>Model</i>	<i>Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1947.672	4	486.918	72.500	0.000 <sup>b</sup>
	<i>Residual</i>	2135.721	318	6.716		
	<i>Total</i>	4083.393	322			

a. *Dependent Variable: Employability skills*

b. *Predictors: (Constant), Problem awareness (X4), Responsibility (X3), Discipline (X1), Cooperation (X2)*

## DISCUSSION

Discussion of the results of the first hypothesis (H1), second hypothesis (H2), third hypothesis (H3), hypothesis (H4), and hypothesis (H5) are as follows:

### **The effect of discipline on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Discipline has a significant effect on employability skills. This hypothesis can provide information that the higher the student's perception of discipline, the higher the employability skills, and vice versa. Based on the research that has been done, it is known that superior disciplinary indicators are students tend to obey the rules applied by the school, and students tend to complete assignments on time. Research by Farihati, Bashori, and Tentama [12] found that students' discipline will make students accustomed to following, obeying applicable rules and routine habits will build a good personality. Prasasty research follows this research; namely, the discipline needs to be developed on real experiences in students' daily lives [13]. The relevance of this research in this research is to examine the effect of discipline on employability skills. Suppose the discipline of students of Muhammadiyah Vocational High School Yogyakarta Province already exists. It can be ascertained that these students have employability skills. They measure the effect of discipline on employability skills in this research student perception at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### **The effect of cooperation on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Cooperation has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of cooperation, the higher the employability skills. The higher the

employability skills. The lower the students' perception of cooperation, the lower the employability skills. Based on the research that has been done, it is known that the superior indicator of cooperation is that students tend to make decisions together in groups. In groups, students communicate well with friends in the group, and students always help friends who need help. Research by Margunani and Nila found that the nature of cooperation shows that students can maintain good relationships with colleagues and instructors. That is an essential provision in entering the world of work [14]. Besides, research by Alifah, Narsih, & Widiyanto found that the ability to establish and maintain good relationships can be realized by not patronizing each other so that no one is superior to one another.[15]. The relevance of this research in this research is to examine the effect of cooperation on employability skills. When cooperation Vocational High School students Muhammadiyah Yogyakarta province already exist students have employability skills. The measurement of the effect of cooperation on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### **The effect of responsibility on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Responsibility has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of responsibility, the higher the employability skills. The lower the students' perception of responsibility, the lower the employability skills. Based on the research that has been done, it is known that a superior indicator of responsibility is that students tend to try to solve difficulties independently. Besides, students tend to complete assignments to completion. Ismayani found that giving freedom and trust to students in the learning process will increase a sense of responsibility.

Increased responsibility of being the capital of students to be a creative individual and are ready to face life/world outside of the context of learning [16]. Besides, Hanim, Mamesah, and Anzelyna found that aspects of responsibility that become students' capital to face life/world outside the context of learning are willing to take risks, independence, bonding to tasks, and quality work results [17]. The relevance of this research in this research is to examine the effect of responsibility on employability skills. Suppose the responsibility of the Yogyakarta Province Muhammadiyah Vocational High School students already exists, it can be ascertained that these students have employability skills. Measuring the effect of responsibility on employability skills in this research is based on student perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The effect of problem awareness on employability skills in Muhammadiyah Vocational High Schools, Yogyakarta Province**

Awareness of the problem has a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of awareness of the student problem, the higher the employability skills. The lower the students' perceived awareness of the problem, the lower the employability skills. Based on the research that has been done is a known indicator of superior problem awareness, students tend to understand the impact of short-term and long-term actions/behaviors performed. Research by Wahyuni found that awareness of problems can be manifested by controlling daily behavior or actions to become aware of one's performance. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. Awareness is an effort to build a good relationship between people and adapt to the environment [18]. Also, research by Aripin that behaviors associated with career planning awareness, improved awareness behavioral in the students themselves useful in directing or be one of the considerations of planning a career in the future following their talents, interests, potential, strengths, weaknesses, and domains of other aspects within [19]. This research in this

research is to examine the effect of awareness of the problem on employability skills. Suppose is already a problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students. It can be ascertained that these students have employability skills. Measuring awareness of the problem on employability skills in this research is based on student perception students at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The influence of discipline, cooperation, responsibility, and awareness of problems on employability skills at Muhammadiyah Vocational High Schools in Yogyakarta Province**

Discipline, cooperation, responsibility, and awareness of problems have a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of discipline, cooperation, responsibility, and problem awareness, the higher the employability skills will be. The lower the perceptions of discipline, cooperation, responsibility, and problem awareness by students, the lower the employability skills will be. Research by Krisnamurti [20] and Baser [21] found that many factors or variables can affect job readiness, both within the students themselves and outside. The students themselves determine the level of work readiness that is owned by students. Other factors that exist outside of the student are supportive. Although only as a support, it must still be considered. Factors or variables that affect job readiness in this research are disciplines, cooperation, responsibility, and awareness of problems. These factors or variables are character values that come from within the students themselves. This research's relevance in this research is to examine the effect of discipline, cooperation, responsibility, and awareness of the problem on employability skills. If the discipline, cooperation, responsibility, and problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students already exist. It can be ascertained that these students have employability skills. Measuring the effect of discipline, cooperation, responsibility, and problem awareness on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province,



not based on grades.

## CONCLUSION

The findings of this study revealed: There is an influence between discipline and employability skills with an r-value of 0.588. There is an influence between responsibility and employability skills with an r-value of 0.568. There is an influence between cooperation and employability skills with an r-value of 0.501. There is an influence between the awareness of the problem with employability skills with an r-value of 0.450. There is a mutual influence between discipline, responsibility, cooperation,

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and awareness of the problem with employability skills with an r-value of 0.691.

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**THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH**

**ABSTRACT**

The purpose of this study was to analyze the influence of discipline, cooperation, responsibility, and awareness of the problem with employability skills individually and collectively. This study also aims to predict other factors that affect employability skills. The research method uses correlational quantitative. Regression analysis is used to predict other factors that affect employability skills. The respondents were 323 people who came from Vocational High School / SMK Muhammadiyah students in Yogyakarta Province. The results showed that: (1) there is a significant effect between discipline and employability skills with an r-value of 0.588, (2) there is a significant influence between responsibility and employability skills with an r-value of 0.568, (3) there is a significant effect between collaboration and employability skills with an r-value of 0.501, (4) there is a significant effect between awareness of the problem and employability skills, with an r-value of 0.450, (5) there is a significant effect together between discipline, responsibility, cooperation, and awareness of the problem with employability skills with an r-value of 0.691.

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**Keywords:** cooperation, discipline, employability skills, problem awareness, responsibility

**INTRODUCTION**

Data on unemployed vocational education graduates from 2017 to 2019 shows an increase (Figure 1). This data is quite concerning because the purpose of vocational education is to prepare graduates for work. Some of the reasons for the high

unemployment rate for Vocational High School/SMK graduates are: the learning process is not by the needs of the industry, the assessment model does not have recognition by the industry, student skills are still low, the relationship between school and industry is not right, teacher qualifications are still low, and school management is not good.

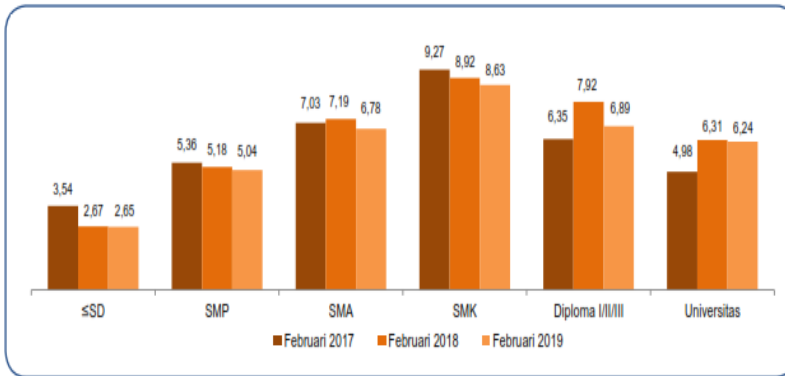


Figure 1. Employee & Unemployment Data from Vocational High School Graduates 2017-2019 (Source Indonesian Central Bureau of Statistics, 2019)

Vocational education aims to prepare graduates for work. Vocational high school

graduates who are ready to work are the success goals of vocational education in Indonesia.

Vocational high school graduates are not entirely absorbed in the world of work. There is a sizable comparison between vocational high school graduates who are working and unemployed graduates. Vocational high school graduates who are still at the unemployment stage can be identified. The identification results have several factors that cause graduates to be always at the unemployment stage, namely low school alumni, low skills and work mentality, and low job availability. Before students approach graduation, vocational high schools need to develop career maturity. Career maturity can be increased by providing career guidance. Students with low career maturity need special attention so that graduates who are still at the unemployment stage can prepare themselves to develop abilities [1].

A low indicator of student career maturity is shown by students who have not thought further after leaving school. Students do not know the type of work that is suitable for them. Students do not yet know information about a career or further study. Students determine careers following the career direction of their friends. This behavior can be concluded as behavior that lacks career maturity in terms of career awareness. To increase career awareness in school students, students can apply the theory of Ginzberg's career development using Modeling techniques. Ginzberg, with a Modeling technique, can increase career awareness [2].

Good career awareness is shown by work following the competence of vocational high school graduates. There are still gaps between the job and the competencies they have. Graduates who already have jobs and still have jobs tend to choose not according to their competencies or abilities. Students tend to choose a job/business that is much exertion, however meager wages. Students stay away from jobs/businesses with brain work and are well paid. The nature of students who tend to choose jobs/businesses that are not following their competence or ability impacts applying the skills that have been owned and honed for a long time, which is not optimal. Students are weak in understanding their competencies or abilities. The concept of self-understanding can be honed through independence. To prepare graduates who know the concept of self-understanding, schools can apply task group guidance [3]. The maximum applied assignment group guidance can increase

student independence. This increase has a good impact in shaping the character of independence in choosing a career [4].

The maximum character of student independence that is developed will have a good impact on the attitude of employability skills. The problem of unemployment for school-based vocational high school graduates can be overcome by implementing employability skills development. Development of employability skills can be done by implementing the scientific method [5]. If the school-based unemployment problem is a school obligation (internal), job availability (external) is beyond its control. Schools through industrial work practices provide experience for students to learn the work environment. Industrial work practices are deemed insufficient to motivate students to enter the world of work. Implementing industrial work practices that do not motivate students to enter the world of work needs to be improved. Improvements in the implementation of industrial practices can be viewed by management. Good industrial practice management takes into account the soft skills partially and simultaneously. Industrial practices appropriately managed and paying attention to students' soft skills can improve job readiness [6]. Assessment of the level of work readiness by industrial practice experience, the assessment process can use a work-based assessment. The work-based assessment combines the learning process and the assessment process that is carried out when students do industrial work practices using student work patterns in real work [7].

In addition to bringing students closer to the work environment through industrial practice, schools build career centers. Career center as a mediator between school and industry must be active in grouping students who want to get a job or study and facilitate the recruitment process. The career center strengthens students' awareness in choosing a career. A career center developed by the school provides students with awareness to develop employability skills [8]. Government support for vocational secondary school curriculum policies is very important. The government, which tends to change policies, hopes to support integration between vocational high schools and the world of work [9].

Employability skills form the essential attitudes of students as individuals need to be

considered. Several basic/innate attitudes can shape students' employability skills. The role of necessary attitude / innate discipline and responsibility constitutes the attitude of employability skills. Teachers play an essential role in exemplifying discipline and responsibility—teachers who think that students' character values can be developed only through learning and attitudes habituation. The teacher's role model of character values has not been maximal, resulting in the formation of student character that is not optimal because the teacher as an example is not enough to provide examples of application. To achieve success in instilling character values, especially discipline and responsibility, is through religious education teachers' active role as the leading supporter [10]. In addition to activating the role of religious education teachers in schools, the implementation of school discipline will run well if teachers, school officials, and students support disciplinary rules. School rules are rules that must be obeyed by every school member. There are still school residents who do not support the school rules that are implemented in its implementation. The successful application of school discipline can be improved by group guidance with individual counseling techniques is needed. The application of individualized counseling techniques can improve discipline.

Apart from discipline and responsibility, students' employability skills can be formed through developing a cooperative attitude. By developing a cooperative attitude, students are trained to solve a problem in groups to have strong interaction and tolerance between group members. The development of an attitude of cooperation has a positive impact, namely students have an awareness of the problem. To improve cooperation skills, vocational high school students can apply the Mood, Understand, Recall, Detect, Elaborate, and review (MURDER) cooperative learning model. The MURDER learning model emphasizes students' thinking abilities and their skills in expressing understanding using their language [11].

Several studies related to employability skills affect discipline, responsibility, cooperation, and problem awareness. This scientific work aims to analyze the industry's necessary/innate characters' effect on employability skills.

## METHOD

This study uses quantitative methods to analyze the effect of discipline, cooperation, responsibility, and awareness of employability skills, the respondent from the Muhammadiyah Vocational High School in the Special Region of Yogyakarta. The sample consisted of 323 students composed of SMK Muhammadiyah in Yogyakarta City, Bantul Regency, Sleman Regency, and Gunung Kidul Regency. The data validation used factor analysis with computations, which showed that all instruments were valid and reliable. The prerequisite test consists of linearity, multicollinearity, autocorrelation, heteroscedasticity, and normality.

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## RESULTS AND DISCUSSION

### Regression Analysis Pre-Requirement Test Linearity Test

The results of the linear test between the discipline and employability skills were  $0.878 > 0.05$ . The significance value of deviation from linearity can be concluded as a linear relationship between the discipline and employability skills. Sig value. deviation from linearity between cooperation and employability skills of  $0.123 > 0.05$ , it can be concluded that there is a linear relationship between cooperation and employability skills. Sig value. deviation from linearity between responsibility and employability skills of  $0.075 > 0.05$ , it can be concluded that there is a linear relationship between responsibility and employability skills. Sig value. deviation from linearity between awareness of the problem and employability skills of  $0.291 > 0.05$ , it can be concluded that there is a linear relationship between awareness of the problem and employability skills.

### Multicollinearity Test

Based on the results of the multicollinearity test using the tolerance and VIF methods, it is known that the tolerance value is  $> 0.10$  and the VIF value is  $< 10.00$ . The tolerance value and VIF value can be concluded that the regression model influences discipline, cooperation, responsibility, and the problem awareness of employability skills and does not have multicollinearity symptoms. The results of the multicollinearity test using the tolerance and VIF methods presented in Table 1.

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Various studies have shown that..... Unfortunately they do not,...The present study provides .... As such, it helps ..... The main objective of this paper is to find .... Even though many researchers were worked on ...., very few researchers were reported about ... This data are very useful in ..... A few researchers focused on ..... There have been limited studies concerned on ..... Therefore, this research intends to ..... The objectives of this research are .....

Table 1. The Results of the Multicollinearity Test Using the Tolerance and VIF Methods

Model	Coefficients <sup>a</sup>						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
	B	Std. Error	Beta					
1 (Constant)	5.397	1.406		3.840	0.000			
Discipline	0.291	0.050	0.302	5.832	0.000	0.614	1.629	
Cooperation	0.244	0.048	0.264	5.086	0.000	0.612	1.634	
Responsibility	0.181	0.046	0.192	3.967	0.000	0.702	1.425	
Problem awareness	0.130	0.053	0.119	2.461	0.014	0.708	1.413	

a. Dependent Variable: Employability skills

### Autocorrelation Test

Based on the results of the the dl value 1.79775, the du value 1.83559, the 4-dl score 2.20225, the 4-du score 2.16441. The autocorrelation test using Durbin Watson is that

there is no autocorrelation because the du value is 1.83559 <d 1.932 <4-du 2.16441. The results of the autocorrelation test using Durbin Watson presented in Table 2.

Table 2. The Results of the Autocorrelation Test Using Durbin Watson

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.691 <sup>a</sup>	0.477	0.470	2.59154	1.932

a. Predictors: (Constant), Problem awareness, Responsibility, Discipline, Cooperation

b. Dependent Variable: Employability skills

### Heteroscedasticity Test

Based on the results of the heteroscedasticity test using Glejser, it is known that the Sig. > 0.05. Sig value. > 0.05, it can be concluded that there are no heteroscedasticity symptoms in the regression

model of the influence of discipline, cooperation, responsibility, and awareness of the problem of employability skills. The results of the heteroscedasticity test using Glejser presented in Table 3.

Table 3. The Results of the Heteroscedasticity Test Using Glejser

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.293	0.848		3.885	0.000
Discipline	-0.012	0.030	-0.028	-0.390	0.697
Cooperation	-0.041	0.029	-0.101	-1.413	0.159
Responsibility	0.013	0.028	0.030	0.456	0.649
Problem awareness	-0.009	0.032	-0.019	-0.289	0.772

a. Dependent Variable: RES2

### Normality test

Based on the normality test using the Kolmogorov Smirnov significance value equal to 0.200. Significance value equal to 0.200 > 0.05, it can be concluded that the residual value

is normally distributed. The residual values that are normally distributed are a measure that these variables can proceed to regression analysis. The results of normality test using the Kolmogorov Smirnov presented in Table 4.

Table 4. The Results of Normality Test Using the Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual

<i>N</i>		323
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	0.0000000
	<i>Std. Deviation</i>	2.57539774
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.028
	<i>Positive</i>	0.028
	<i>Negative</i>	-0.021
<i>Test Statistic</i>		0.028
<i>Asymp. Sig. (2-tailed)</i>		0.200 <sup>c,d</sup>

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

### Hypothesis Testing

The first hypothesis testing (H1) is the effect of discipline on employability skills. The significance of the effect of discipline on employability skills is 0.000 < 0.05. It can be concluded that (H1) is accepted, which indicates an effect of discipline on employability skills. The second hypothesis testing (H2) is the effect of cooperation on employability skills. The significance of the effect of responsibility on employability skills is 0.000 < 0.05. It can be concluded that (H2) is accepted, indicating an effect of cooperation on employability skills. The third hypothesis

testing (H3) is the effect of responsibility on employability skills. The significance of the effect of responsibility on employability skills is 0.000 < 0.05. It can be concluded that (H3) is accepted, which indicates the effect of responsibility on employability skills. The fourth hypothesis (H4) is the effect of the problem awareness on employability skills. The significance for the effect of awareness of the problem on employability skills is 0.014 < 0.05. It can be concluded that (H4) is accepted, which indicates an effect of responsibility on employability skills. The Hypothesis testing presented in Table 5.

Table 5. The Hypothesis Testing

<i>Model</i>	<i>Coefficients<sup>a</sup></i>		<i>Standardized Coefficients Beta</i>	<i>t</i>	<i>Sig.</i>
	<i>Unstandardized Coefficients</i>				
	<i>B</i>	<i>Std. Error</i>			
1 ( <i>Constant</i> )	5.397	1.406		3.840	0.000
Discipline	0.291	0.50	0.032	5.832	0.000
Cooperation	0.244	0.48	0.264	5.086	0.000
Responsibility	0.181	0.46	0.192	3.967	0.000
Problem awareness	0.130	0.53	0.119	2.461	0.014

a. Dependent Variable: Employability skills

The fifth hypothesis (H5) is discipline, cooperation, responsibility, and problem awareness on the employability skills. The significant effect of discipline, cooperation, responsibility, and the problem awareness of employability skills together is 0.000 < 0.05. It

can be concluded that (H5) is accepted, which indicates discipline, cooperation, responsibility, and problem awareness simultaneously on employability skills. The fifth hypothesis (H5) presented in Table 5.

Table 5. The Hypothesis Testing

Anova<sup>a</sup>

	<i>Model</i>	<i>Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1947.672	4	486.918	72.500	0.000 <sup>b</sup>
	<i>Residual</i>	2135.721	318	6.716		
	<i>Total</i>	4083.393	322			

a. *Dependent Variable: Employability skills*

b. *Predictors: (Constant), Problem awareness (X4), Responsibility (X3), Discipline (X1), Cooperation (X2)*

## DISCUSSION

Discussion of the results of the first hypothesis (H1), second hypothesis (H2), third hypothesis (H3), hypothesis (H4), and hypothesis (H5) are as follows:

### **The effect of discipline on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Discipline has a significant effect on employability skills. This hypothesis can provide information that the higher the student's perception of discipline, the higher the employability skills, and vice versa. Based on the research that has been done, it is known that superior disciplinary indicators are students tend to obey the rules applied by the school, and students tend to complete assignments on time. Research by Farihati, Bashori, and Tentama [12] found that students' discipline will make students accustomed to following, obeying applicable rules and routine habits will build a good personality. Prasasty research follows this research; namely, the discipline needs to be developed on real experiences in students' daily lives [13]. The relevance of this research in this research is to examine the effect of discipline on employability skills. Suppose the discipline of students of Muhammadiyah Vocational High School Yogyakarta Province already exists. It can be ascertained that these students have employability skills. They measure the effect of discipline on employability skills in this research student perception at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### **The effect of cooperation on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Cooperation has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of cooperation, the higher the employability skills. The higher the

employability skills. The lower the students' perception of cooperation, the lower the employability skills. Based on the research that has been done, it is known that the superior indicator of cooperation is that students tend to make decisions together in groups. In groups, students communicate well with friends in the group, and students always help friends who need help. Research by Margunani and Nila found that the nature of cooperation shows that students can maintain good relationships with colleagues and instructors. That is an essential provision in entering the world of work [14]. Besides, research by Alifah, Narsih, & Widiyanto found that the ability to establish and maintain good relationships can be realized by not patronizing each other so that no one is superior to one another.[15]. The relevance of this research in this research is to examine the effect of cooperation on employability skills. When cooperation Vocational High School students Muhammadiyah Yogyakarta province already exist students have employability skills. The measurement of the effect of cooperation on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### **The effect of responsibility on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Responsibility has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of responsibility, the higher the employability skills. The lower the students' perception of responsibility, the lower the employability skills. Based on the research that has been done, it is known that a superior indicator of responsibility is that students tend to try to solve difficulties independently. Besides, students tend to complete assignments to completion. Ismayani found that giving freedom and trust to students in the learning process will increase a sense of responsibility.



Increased responsibility of being the capital of students to be a creative individual and are ready to face life/world outside of the context of learning [16]. Besides, Hanim, Mamesah, and Anzelyna found that aspects of responsibility that become students' capital to face life/world outside the context of learning are willing to take risks, independence, bonding to tasks, and quality work results [17]. The relevance of this research in this research is to examine the effect of responsibility on employability skills. Suppose the responsibility of the Yogyakarta Province Muhammadiyah Vocational High School students already exists, it can be ascertained that these students have employability skills. Measuring the effect of responsibility on employability skills in this research is based on student perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The effect of problem awareness on employability skills in Muhammadiyah Vocational High Schools, Yogyakarta Province**

Awareness of the problem has a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of awareness of the student problem, the higher the employability skills. The lower the students' perceived awareness of the problem, the lower the employability skills. Based on the research that has been done is a known indicator of superior problem awareness, students tend to understand the impact of short-term and long-term actions/behaviors performed. Research by Wahyuni found that awareness of problems can be manifested by controlling daily behavior or actions to become aware of one's performance. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. Awareness is an effort to build a good relationship between people and adapt to the environment [18]. Also, research by Aripin that behaviors associated with career planning awareness, improved awareness behavioral in the students themselves useful in directing or be one of the considerations of planning a career in the future following their talents, interests, potential, strengths, weaknesses, and domains of other aspects within [19]. This research in this

research is to examine the effect of awareness of the problem on employability skills. Suppose is already a problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students. It can be ascertained that these students have employability skills. Measuring awareness of the problem on employability skills in this research is based on student perception students at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The influence of discipline, cooperation, responsibility, and awareness of problems on employability skills at Muhammadiyah Vocational High Schools in Yogyakarta Province**

Discipline, cooperation, responsibility, and awareness of problems have a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of discipline, cooperation, responsibility, and problem awareness, the higher the employability skills will be. The lower the perceptions of discipline, cooperation, responsibility, and problem awareness by students, the lower the employability skills will be. Research by Krisnamurti [20] and Baser [21] found that many factors or variables can affect job readiness, both within the students themselves and outside. The students themselves determine the level of work readiness that is owned by students. Other factors that exist outside of the student are supportive. Although only as a support, it must still be considered. Factors or variables that affect job readiness in this research are disciplines, cooperation, responsibility, and awareness of problems. These factors or variables are character values that come from within the students themselves. This research's relevance in this research is to examine the effect of discipline, cooperation, responsibility, and awareness of the problem on employability skills. If the discipline, cooperation, responsibility, and problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students already exist. It can be ascertained that these students have employability skills. Measuring the effect of discipline, cooperation, responsibility, and problem awareness on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province,

not based on grades.

## CONCLUSION

The findings of this study revealed: There is an influence between discipline and employability skills with an r-value of 0.588. There is an influence between responsibility and employability skills with an r-value of 0.568. There is an influence between cooperation and employability skills with an r-value of 0.501. There is an influence between the awareness of the problem with employability skills with an r-value of 0.450. There is a mutual influence between discipline, responsibility, cooperation,

and awareness of the problem with employability skills with an r-value of 0.691.

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**Commented [L4]:** 80% of the references must be from reputable international journals published in less than 5 years.

## THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH

### ABSTRACT

The purpose of this study was to analyze the influence of discipline, cooperation, responsibility, and awareness of the problem with employability skills individually and collectively. This study also aims to predict other factors that affect employability skills. The research method uses correlational quantitative. Regression analysis is used to predict other factors that affect employability skills. The respondents were 323 people who came from Vocational High School ~~V~~-SMK Muhammadiyah students in Yogyakarta Province. The results showed that: (1) there is a significant effect between discipline and employability skills with an r-value of 0.588, (2) there is a significant influence between responsibility and employability skills with an r-value of 0.568, (3) there is a significant effect between collaboration and employability skills with an r-value of 0.501, (4) there is a significant effect between awareness of the problem and employability skills, with an r-value of 0.450, (5) there is a significant effect together between discipline, responsibility, cooperation, and awareness of the problem with employability skills with an r-value of 0.691.

**Keywords:** cooperation, discipline, employability skills, problem awareness, responsibility

### INTRODUCTION

Data on unemployed vocational education graduates from 2017 to 2019 shows an increase (Figure 1). This data is quite concerning because the purpose of vocational education is to prepare graduates for work. Some of the reasons for the high

unemployment rate for Vocational High School ~~SMK~~ graduates are: the learning process is not by the needs of the industry, the assessment model does not have recognition by the industry, student skills are still low, the relationship between school and industry is not right, teacher qualifications are still low, and school management is not good.

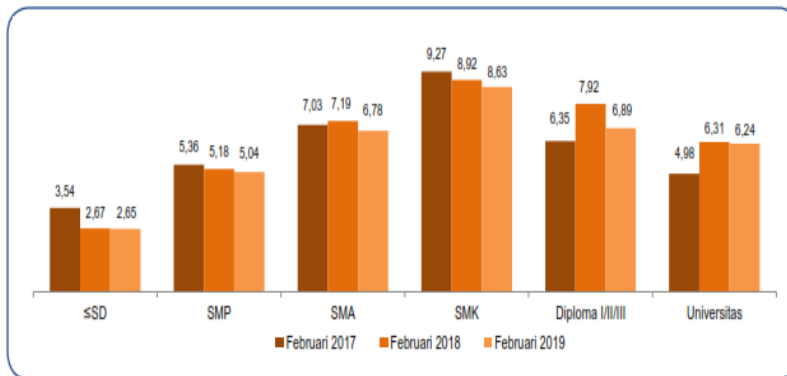


Figure 1. Employee & Unemployment Data from Vocational High School Graduates 2017-2019 (Source Indonesian Central Bureau of Statistics, 2019) [This figure can be edited in English](#)

Vocational education aims to prepare graduates for work. Vocational high school

Commented [1]:

graduates who are ready to work are the success goals of vocational education in Indonesia. Vocational high school graduates are not entirely absorbed in the world of work. There is a sizable comparison between vocational high school graduates who are working and unemployed graduates. Vocational high school graduates who are still at the unemployment stage can be identified. The identification results have several factors that cause graduates to be always at the unemployment stage, namely low school alumni, low skills and work mentality, and low job availability. Before students approach graduation, vocational high schools need to develop career maturity. Career maturity can be increased by providing career guidance. Students with low career maturity need special attention so that graduates who are still at the unemployment stage can prepare themselves to develop abilities [1].

A low indicator of student career maturity is shown by students who have not thought further after leaving school. Students do not know the type of work that is suitable for them. Students do not yet know information about a career or further study. Students determine careers following the career direction of their friends. This behavior can be concluded as behavior that lacks career maturity in terms of career awareness. To increase career awareness in school students, students can apply the theory of Ginzberg's career development using Modeling techniques. Ginsberg, with a Modeling technique, can increase career awareness [2].

Good career awareness is shown by work following the competence of vocational high school graduates. There are still gaps between the job and the competencies they have. Graduates who already have jobs and still have jobs tend to choose not according to their competencies or abilities. Students tend to choose a job/business that is much exertion, however meager wages. Students stay away from jobs/businesses with brain work and are well paid. The nature of students who tend to choose jobs/businesses that are not following their competence or ability impacts applying the skills that have been owned and honed for a long time, which is not optimal. Students are weak in understanding their competencies or abilities. The concept of self-understanding can be honed through independence. To prepare graduates who know the concept of self-understanding, schools can apply task group

guidance [3]. The maximum applied assignment group guidance can increase student independence. This increase has a good impact in shaping the character of independence in choosing a career [4].

The maximum character of student independence that is developed will have a good impact on the attitude of employability skills. The problem of unemployment for school-based vocational high school graduates can be overcome by implementing employability skills development. Development of employability skills can be done by implementing the scientific method [5]. If the school-based unemployment problem is a school obligation (internal), job availability (external) is beyond its control. Schools through industrial work practices provide experience for students to learn the work environment. Industrial work practices are deemed insufficient to motivate students to enter the world of work. Implementing industrial work practices that do not motivate students to enter the world of work needs to be improved. Improvements in the implementation of industrial practices can be viewed by management. Good industrial practice management takes into account the soft skills partially and simultaneously. Industrial practices appropriately managed and paying attention to students' soft skills can improve job readiness [6]. Assessment of the level of work readiness by industrial practice experience, the assessment process can use a work-based assessment. The work-based assessment combines the learning process and the assessment process that is carried out when students do industrial work practices using student work patterns in real work [7].

In addition to bringing students closer to the work environment through industrial practice, schools build career centers. Career center as a mediator between school and industry must be active in grouping students who want to get a job or study and facilitate the recruitment process. The career center strengthens students' awareness in choosing a career. A career center developed by the school provides students with awareness to develop employability skills [8]. Government support for vocational secondary school curriculum policies is very important. The government, which tends to change policies, hopes to support integration between vocational high schools and the world of work [9].

Employability skills form the essential attitudes of students as individuals need to be considered. Several basic/innate attitudes can shape students' employability skills. The role of necessary attitude / innate discipline and responsibility constitutes the attitude of employability skills. Teachers play an essential role in exemplifying discipline and responsibility—teachers who think that students' character values can be developed only through learning and attitudes habituation. The teacher's role model of character values has not been maximal, resulting in the formation of student character that is not optimal because the teacher as an example is not enough to provide examples of application. To achieve success in instilling character values, especially discipline and responsibility, is through religious education teachers' active role as the leading supporter [10]. In addition to activating the role of religious education teachers in schools, the implementation of school discipline will run well if teachers, school officials, and students support disciplinary rules. School rules are rules that must be obeyed by every school member. There are still school residents who do not support the school rules that are implemented in its implementation. The successful application of school discipline can be improved by group guidance with individual counseling techniques is needed. The application of individualized counseling techniques can improve discipline.

Apart from discipline and responsibility, students' employability skills can be formed through developing a cooperative attitude. By developing a cooperative attitude, students are trained to solve a problem in groups to have strong interaction and tolerance between group members. The development of an attitude of cooperation has a positive impact, namely students have an awareness of the problem. To improve cooperation skills, vocational high school students can apply the Mood, Understand, Recall, Detect, Elaborate, and review (MURDER) cooperative learning model. The MURDER learning model emphasizes students' thinking abilities and their skills in expressing understanding using their language [11].

Several studies related to employability skills affect discipline, responsibility, cooperation, and problem awareness. This scientific work aims to analyze the industry's necessary/innate characters' effect on

employability skills.

## **METHOD**

This study uses quantitative methods to analyze the effect of discipline, cooperation, responsibility, and awareness of employability skills, the respondent from the Muhammadiyah Vocational High School in the Special Region of Yogyakarta. The sample consisted of 323 students composed of SMK Muhammadiyah in Yogyakarta City, Bantul Regency, Sleman Regency, and Gunung Kidul Regency. The data validation used factor analysis with computations, which showed that all instruments were valid and reliable. The prerequisite test consists of linearity, multicollinearity, autocorrelation, heteroscedasticity, and normality. [The research method is still incomplete. The method should be explained in full starting from the method used, the explanation of the research method, the method of analysis, and the validation method](#)

## **RESULTS AND DISCUSSION**

### **Regression Analysis Pre-Requirement Test Linearity Test**

The results of the linear test between the discipline and employability skills were  $0.878 > 0.05$ . The significance value of deviation from linearity can be concluded as a linear relationship between the discipline and employability skills. Sig value. deviation from linearity between cooperation and employability skills of  $0.123 > 0.05$ , it can be concluded that there is a linear relationship between cooperation and employability skills. Sig value. deviation from linearity between responsibility and employability skills of  $0.075 > 0.05$ , it can be concluded that there is a linear relationship between responsibility and employability skills. Sig value. deviation from linearity between awareness of the problem and employability skills of  $0.291 > 0.05$ , it can be concluded that there is a linear relationship between awareness of the problem and employability skills.

### **Multicollinearity Test**

Based on the results of the multicollinearity test using the tolerance and VIF methods, it is known that the tolerance value is  $> 0.10$  and the VIF value is  $< 10.00$ . The tolerance value and VIF value can be concluded

that the regression model influences discipline, cooperation, responsibility, and the problem awareness of employability skills and does not have multicollinearity symptoms. The results of

the multicollinearity test using the tolerance and VIF methods presented in Table 1.

Table 1. The Results of the Multicollinearity Test Using the Tolerance and VIF Methods

Model	Unstandardized Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	1 (Constant)	5.397	1.406				3.840
Discipline	0.291	0.050	0.302	5.832	0.000	0.614	1.629
Cooperation	0.244	0.048	0.264	5.086	0.000	0.612	1.634
Responsibility	0.181	0.046	0.192	3.967	0.000	0.702	1.425
Problem awareness	0.130	0.053	0.119	2.461	0.014	0.708	1.413

a. Dependent Variable: Employability skills

### Autocorrelation Test

Based on the results of the the dl value 1.79775, the du value 1.83559, the 4-dl score 2.20225, the 4-du score 2.16441. The autocorrelation test using Durbin Watson is that

there is no autocorrelation because the du value is 1.83559 <d 1.932 <4-du 2.16441. The results of the autocorrelation test using Durbin Watson presented in Table 2.

Table 2. The Results of the Autocorrelation Test Using Durbin Watson

Model Summary <sup>b</sup>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	0.691 <sup>a</sup>	0.477	0.470	2.59154	1.932	

a. Predictors: (Constant), Problem awareness, Responsibility, Discipline, Cooperation

b. Dependent Variable: Employability skills

### Heteroscedasticity Test

Based on the results of the heteroscedasticity test using Glejser, it is known that the Sig. > 0.05. Sig value. > 0.05, it can be concluded that there are no heteroscedasticity symptoms in the regression

model of the influence of discipline, cooperation, responsibility, and awareness of the problem of employability skills. The results of the heteroscedasticity test using Glejser presented in Table 3.

Table 3. The Results of the Heteroscedasticity Test Using Glejser

Model	Unstandardized Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	3.293	0.848		
Discipline	-0.012	0.030	-0.028	-0.390	0.697
Cooperation	-0.041	0.029	-0.101	-1.413	0.159
Responsibility	0.013	0.028	0.030	0.456	0.649
Problem awareness	-0.009	0.032	-0.019	-0.289	0.772

a. Dependent Variable: RES2

### Normality test

Based on the normality test using the Kolmogorov Smirnov significance value equal to 0.200. Significance value equal to 0.200>

0.05, it can be concluded that the residual value is normally distributed. The residual values that are normally distributed are a measure that these variables can proceed to regression

analysis. The results of normality test using the Kolmogorov Smirnov presented in Table 4.

Table 4. The Results of Normality Test Using the Kolmogorov Smirnov

<i>One-Sample Kolmogorov-Smirnov Test</i>		<i>Unstandardized Residual</i>
<i>N</i>		323
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	0.0000000
	<i>Std. Deviation</i>	2.57539774
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.028
	<i>Positive</i>	0.028
	<i>Negative</i>	-0.021
<i>Test Statistic</i>		0.028
<i>Asymp. Sig. (2-tailed)</i>		0.200 <sup>c,d</sup>

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

### Hypothesis Testing

The first hypothesis testing (H1) is the effect of discipline on employability skills. The significance of the effect of discipline on employability skills is 0.000 <0.05. It can be concluded that (H1) is accepted, which indicates an effect of discipline on employability skills. The second hypothesis testing (H2) is the effect of cooperation on employability skills. The significance of the effect of responsibility on employability skills is 0.000 <0.05. It can be concluded that (H2) is accepted, indicating an effect of cooperation on employability skills. The third hypothesis

testing (H3) is the effect of responsibility on employability skills. The significance of the effect of responsibility on employability skills is 0.000 <0.05. It can be concluded that (H3) is accepted, which indicates the effect of responsibility on employability skills. The fourth hypothesis (H4) is the effect of the problem awareness on employability skills. The significance for the effect of awareness of the problem on employability skills is 0.014 <0.05. It can be concluded that (H4) is accepted, which indicates an effect of responsibility on employability skills. The Hypothesis testing presented in Table 5.

Table 5. The Hypothesis Testing

<i>Model</i>	<i>Coefficients<sup>a</sup></i>			<i>t</i>	<i>Sig.</i>
	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 ( <i>Constant</i> )	5.397	1.406		3.840	0.000
Discipline	0.291	0.50	0.032	5.832	0.000
Cooperation	0.244	0.48	0.264	5.086	0.000
Responsibility	0.181	0.46	0.192	3.967	0.000
Problem awareness	0.130	0.53	0.119	2.461	0.014

a. Dependent Variable: Employability skills

The fifth hypothesis (H5) is discipline, cooperation, responsibility, and problem awareness on the employability skills. The significant effect of discipline, cooperation, responsibility, and the problem awareness of employability skills together is 0.000 <0.05. It

can be concluded that (H5) is accepted, which indicates discipline, cooperation, responsibility, and problem awareness simultaneously on employability skills. The fifth hypothesis (H5) presented in Table 5.



Table 5. The Hypothesis Testing

		Anova <sup>a</sup>				
	<i>Model</i>	<i>Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1947.672	4	486.918	72.500	0.000 <sup>b</sup>
	<i>Residual</i>	2135.721	318	6.716		
	<i>Total</i>	4083.393	322			

a. *Dependent Variable: Employability skills*

b. *Predictors: (Constant), Problem awareness (X4), Responsibility (X3), Discipline (X1), Cooperation (X2)*

## DISCUSSION

Discussion of the results of the first hypothesis (H1), second hypothesis (H2), third hypothesis (H3), hypothesis (H4), and hypothesis (H5) are as follows:

### The effect of discipline on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province

Discipline has a significant effect on employability skills. This hypothesis can provide information that the higher the student's perception of discipline, the higher the employability skills, and vice versa. Based on the research that has been done, it is known that superior disciplinary indicators are students tend to obey the rules applied by the school, and students tend to complete assignments on time. Research by Farihati, Bashori, and Tentama [12] found that students' discipline will make students accustomed to following, obeying applicable rules and routine habits will build a good personality. Prasasty research follows this research; namely, the discipline needs to be developed on real experiences in students' daily lives [13]. The relevance of this research in this research is to examine the effect of discipline on employability skills. Suppose the discipline of students of Muhammadiyah Vocational High School Yogyakarta Province already exists. It can be ascertained that these students have employability skills. They measure the effect of discipline on employability skills in this research student perception at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### The effect of cooperation on employability skills in Muhammadiyah Vocational High

### School, Yogyakarta Province

Cooperation has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of cooperation, the higher the employability skills. The higher the employability skills. The lower the students' perception of cooperation, the lower the employability skills. Based on the research that has been done, it is known that the superior indicator of cooperation is that students tend to make decisions together in groups. In groups, students communicate well with friends in the group, and students always help friends who need help. Research by Margunani and Nila found that the nature of cooperation shows that students can maintain good relationships with colleagues and instructors. That is an essential provision in entering the world of work [14]. Besides, research by Alifah, Narsih, & Widiyanto found that the ability to establish and maintain good relationships can be realized by not patronizing each other so that no one is superior to one another.[15]. The relevance of this research in this research is to examine the effect of cooperation on employability skills. When cooperation Vocational High School students Muhammadiyah Yogyakarta province already exist students have employability skills. The measurement of the effect of cooperation on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### The effect of responsibility on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province

Responsibility has a significant effect on employability skills. This hypothesis can

provide information that the higher the perception of responsibility, the higher the employability skills. The lower the students' perception of responsibility, the lower the employability skills. Based on the research that has been done, it is known that a superior indicator of responsibility is that students tend to try to solve difficulties independently. Besides, students tend to complete assignments to completion. Ismayani found that giving freedom and trust to students in the learning process will increase a sense of responsibility. Increased responsibility of being the capital of students to be a creative individual and are ready to face life/world outside of the context of learning [16]. Besides, Hanim, Mamesah, and Anzelyna found that aspects of responsibility that become students' capital to face life/world outside the context of learning are willing to take risks, independence, bonding to tasks, and quality work results [17]. The relevance of this research in this research is to examine the effect of responsibility on employability skills. Suppose the responsibility of the Yogyakarta Province Muhammadiyah Vocational High School students already exists, it can be ascertained that these students have employability skills. Measuring the effect of responsibility on employability skills in this research is based on student perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The effect of problem awareness on employability skills in Muhammadiyah Vocational High Schools, Yogyakarta Province**

Awareness of the problem has a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of awareness of the student problem, the higher the employability skills. The lower the students' perceived awareness of the problem, the lower the employability skills. Based on the research that has been done is a known indicator of superior problem awareness, students tend to understand the impact of short-term and long-term actions/behaviors performed. Research by Wahyuni found that awareness of problems can be manifested by controlling daily behavior or actions to become aware of one's performance. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. This awareness is essential for

students to be themselves who have a tolerant attitude and help each other. Awareness is an effort to build a good relationship between people and adapt to the environment [18]. Also, research by Aripin that behaviors associated with career planning awareness, improved awareness behavioral in the students themselves useful in directing or be one of the considerations of planning a career in the future following their talents, interests, potential, strengths, weaknesses, and domains of other aspects within [19]. This research in this research is to examine the effect of awareness of the problem on employability skills. Suppose is already a problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students. It can be ascertained that these students have employability skills. Measuring awareness of the problem on employability skills in this research is based on student perception students at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

#### **The influence of discipline, cooperation, responsibility, and awareness of problems on employability skills at Muhammadiyah Vocational High Schools in Yogyakarta Province**

Discipline, cooperation, responsibility, and awareness of problems have a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of discipline, cooperation, responsibility, and problem awareness, the higher the employability skills will be. The lower the perceptions of discipline, cooperation, responsibility, and problem awareness by students, the lower the employability skills will be. Research by Krisnamurti [20] and Baser [21] found that many factors or variables can affect job readiness, both within the students themselves and outside. The students themselves determine the level of work readiness that is owned by students. Other factors that exist outside of the student are supportive. Although only as a support, it must still be considered. Factors or variables that affect job readiness in this research are disciplines, cooperation, responsibility, and awareness of problems. These factors or variables are character values that come from within the students themselves. This research's relevance in this research is to examine the effect of discipline, cooperation,

responsibility, and awareness of the problem on employability skills. If the discipline, cooperation, responsibility, and problem awareness of the Yogyakarta Province Muhammadiyah Vocational High School students already exist. It can be ascertained that these students have employability skills.

## CONCLUSION

The findings of this study revealed: There is an influence between discipline and employability skills with an r-value of 0.588. There is an influence between responsibility and employability skills with an r-value of 0.568. There is an influence between cooperation and employability skills with an r-value of 0.501. There is an influence between the awareness of the problem with employability skills with an r-value of 0.450. There is a mutual influence between discipline, responsibility, cooperation,

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Measuring the effect of discipline, cooperation, responsibility, and problem awareness on employability skills in this research is based on students' perceptions at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

and awareness of the problem with employability skills with an r-value of 0.691.

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## THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF VOCATIONAL HIGH SCHOOL MUHAMMADIYAH

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### ABSTRACT

The purpose of this study was to analyze the influence of discipline, cooperation, responsibility, and awareness of the problem with employability skills individually and collectively. This study also aims to predict other factors that affect employability skills. The research method uses correlational quantitative. Regression analysis is used to predict other factors that affect employability skills. The respondents were 323 people who came from Vocational High School Muhammadiyah students in Yogyakarta Province. The results showed that; (1) there is a significant effect between discipline and employability skills with an r-value of 0.588, (2) there is a significant influence between responsibility and employability skills with an r-value of 0.568, (3) there is a significant effect between collaboration and employability skills with an r-value of 0.501, (4) there is a significant effect between awareness of the problem and employability skills, with an r-value of 0.450, (5) there is a significant effect together between discipline, responsibility, cooperation, and awareness of the problem with employability skills with an r-value of 0.691.

**Keywords:** cooperation, discipline, employability skills, problem awareness, responsibility

### INTRODUCTION

Data on unemployed vocational education graduates from 2017 to 2019 shows an increase (Figure 1). This data is quite concerning because the purpose of vocational education is to prepare graduates for work. Some of the reasons for the high

unemployment rate for vocational high school graduates are: the learning process is not by the needs of the industry, the assessment model does not have recognition by the industry, student skills are still low, the relationship between school and industry is not right, teacher qualifications are still low, and school management is not good.

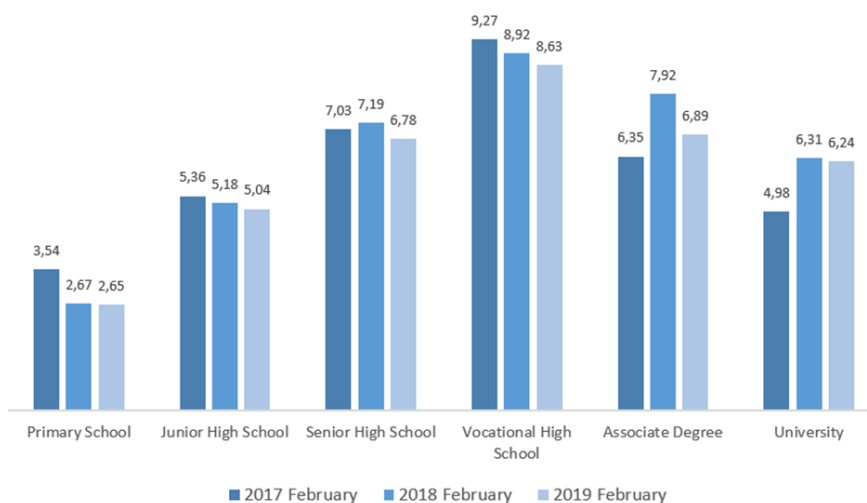


Figure 1. Employee & Unemployment Data from Vocational High School Graduates 2017-2019 (Source Indonesian Central Bureau of Statistics, 2019)

Vocational education aims to prepare graduates for work. Vocational high school graduates who are ready to work are the success goals of vocational education in Indonesia. Vocational high school graduates are not entirely absorbed in the world of work. There is a sizable comparison between vocational high school graduates who are working and unemployed graduates. Vocational high school graduates who are still at the unemployment stage can be identified. The identification results have several factors that cause graduates to be always at the unemployment stage, namely low school alumni, low skills and work mentality, and low job availability. Before students approach graduation, vocational high schools need to develop career maturity. Career maturity can be increased by providing career guidance. Students with low career maturity need special attention so that graduates who are still at the unemployment stage can prepare themselves to develop abilities [1].

A low indicator of student career maturity is shown by students who have not thought further after leaving school. Students do not know the type of work that is suitable for them. Students do not yet know information about a career or further study. Students determine careers following the career direction of their friends. This behavior can be concluded as behavior that lacks career maturity in terms of career awareness. To increase career awareness in school students, students can apply the theory of Ginzberg's career development using Modeling techniques. Ginsberg, with a Modeling technique, can increase career awareness [2].

Good career awareness is shown by work following the competence of vocational high school graduates. There are still gaps between the job and the competencies they have. Graduates who already have jobs and still have jobs tend to choose not according to their competencies or abilities. Students tend to choose a job/business that is much exertion, however meager wages. Students stay away from jobs/businesses with brain work and are well paid. The nature of students who tend to choose jobs/businesses that are not following their competence or ability impacts applying the skills that have been owned and honed for a long time, which is not optimal. Students are weak in understanding their competencies or abilities. The concept of self-understanding can be honed through independence. The

application of group guidance with effective problem-solving techniques to increase self-efficacy and assignment scores [3]. The maximum applied assignment group guidance can increase student independence. This increase has a good impact in shaping the character of independence in choosing a career [4].

The maximum character of student independence that is developed will have a good impact on the attitude of employability skills. The problem of unemployment for school-based vocational high school graduates can be overcome by implementing employability skills development. Development of employability skills can be done by implementing the scientific method [5]. If the school-based unemployment problem is a school obligation (internal), job availability (external) is beyond its control. Schools through industrial work practices provide experience for students to learn the work environment. Industrial work practices are deemed insufficient to motivate students to enter the world of work. Implementing industrial work practices that do not motivate students to enter the world of work needs to be improved. Improvements in the implementation of industrial practices can be viewed by management. Good industrial practice management takes into account the soft skills partially and simultaneously. Industrial practices appropriately managed and paying attention to students' soft skills can improve job readiness [6]. Assessment of the level of work readiness by industrial practice experience, the assessment process can use a work-based assessment. The work-based assessment combines the learning process and the assessment process that is carried out when students do industrial work practices using student work patterns in real work [7].

In addition to bringing students closer to the work environment through industrial practice, schools build career centers. Career center as a mediator between school and industry must be active in grouping students who want to get a job or study and facilitate the recruitment process. The career center strengthens students' awareness in choosing a career. A career center developed by the school provides students with awareness to develop employability skills [8]. Government support for vocational secondary school curriculum policies is very important. The government,

which tends to change policies, hopes to support integration between vocational high schools and the world of work [9].

Employability skills form the essential attitudes of students as individuals need to be considered. Several basic/innate attitudes can shape students' employability skills. The role of necessary attitude / innate discipline and responsibility constitutes the attitude of employability skills. Teachers play an essential role in exemplifying discipline and responsibility—teachers who think that students' character values can be developed only through learning and attitudes habituation. The teacher's role model of character values has not been maximal, resulting in the formation of student character that is not optimal because the teacher as an example is not enough to provide examples of application. To achieve success in instilling character values, especially discipline and responsibility, is through religious education teachers' active role as the leading supporter [10]. In addition to activating the role of religious education teachers in schools, the implementation of school discipline will run well if teachers, school officials, and students support disciplinary rules. School rules are rules that must be obeyed by every school member. There are still school residents who do not support the school rules that are implemented in its implementation. The successful application of school discipline can be improved by group guidance with individual counseling techniques is needed. The application of individualized counseling techniques can improve discipline.

Apart from discipline and responsibility, students' employability skills can be formed through developing a cooperative attitude. By developing a cooperative attitude, students are trained to solve a problem in groups to have strong interaction and tolerance between group members. The development of an attitude of cooperation has a positive impact, namely students have an awareness of the problem. To improve cooperation skills, vocational high school students can apply the Mood, Understand, Recall, Detect, Elaborate, and review (MURDER) cooperative learning model. The MURDER learning model emphasizes students' thinking abilities and their skills in expressing understanding using their language [11].

Several studies related to employability skills affect discipline, responsibility,

cooperation, and problem awareness. This scientific work aims to analyze the industry's necessary/innate characters' effect on employability skills.

## **METHOD**

This study uses quantitative methods to analyze the effect of discipline, cooperation, responsibility, and awareness of employability skills, the respondent from the Muhammadiyah vocational high school in the Special Region of Yogyakarta. The sample consisted of 323 students composed of vocational high school Muhammadiyah in Yogyakarta City, Bantul Regency, Sleman Regency, and Gunung Kidul Regency. This research is non-experimental educational research. The research method is descriptive. Descriptive research is conducted to make systematic, factual, and accurate descriptions of the facts and characteristics of the research subject. The validity uses factor analysis, based on the results of the validity test of the instrument it is concluded that all items of the instrument statement are valid. Reliability using Cronbach's Alpha, based on the results of the instrument reliability test it was concluded that all items of the instrument statement were reliable. The prerequisite test consists of linearity, multicollinearity, autocorrelation, heteroscedasticity, and normality.

## **RESULTS AND DISCUSSION**

### **Regression Analysis Pre-Requirement Test Linearity Test**

The results of the linear test between the discipline and employability skills were  $0.878 > 0.05$ . The significance value of deviation from linearity can be concluded as a linear relationship between the discipline and employability skills. Sig value. deviation from linearity between cooperation and employability skills of  $0.123 > 0.05$ , it can be concluded that there is a linear relationship between cooperation and employability skills. Sig value. deviation from linearity between responsibility and employability skills of  $0.075 > 0.05$ , it can be concluded that there is a linear relationship between responsibility and employability skills. Sig value. deviation from linearity between awareness of the problem and employability skills of  $0.291 > 0.05$ , it can be concluded that there is a linear relationship between awareness of the problem and

employability skills.

### Multicollinearity Test

Based on the results of the multicollinearity test using the tolerance and VIF methods, it is known that the tolerance value is  $> 0.10$  and the VIF value is  $< 10.00$ . The tolerance value and VIF value can be concluded

that the regression model influences discipline, cooperation, responsibility, and the problem awareness of employability skills and does not have multicollinearity symptoms. The results of the multicollinearity test using the tolerance and VIF methods presented in Table 1.

Table 1. The Results of the Multicollinearity Test Using the Tolerance and VIF Methods  
*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	5.397	1.406		3.840	0.000		
Discipline	0.291	0.050	0.302	5.832	0.000	0.614	1.629
Cooperation	0.244	0.048	0.264	5.086	0.000	0.612	1.634
Responsibility	0.181	0.046	0.192	3.967	0.000	0.702	1.425
Problem awareness	0.130	0.053	0.119	2.461	0.014	0.708	1.413

a. Dependent Variable: Employability skills

### Autocorrelation Test

Based on the results of the the dl value 1.79775, the du value 1.83559, the 4-dl score 2.20225, the 4-du score 2.16441. The autocorrelation test using Durbin Watson is that

there is no autocorrelation because the du value is  $1.83559 < d < 1.932 < 4-du < 2.16441$ . The results of the autocorrelation test using Durbin Watson presented in Table 2.

Table 2. The Results of the Autocorrelation Test Using Durbin Watson  
*Model Summary<sup>b</sup>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.691 <sup>a</sup>	0.477	0.470	2.59154	1.932

a. Predictors: (Constant), Problem awareness, Responsibility, Discipline, Cooperation

b. Dependent Variable: Employability skills

### Heteroscedasticity Test

Based on the results of the heteroscedasticity test using Glejser, it is known that the Sig.  $> 0.05$ . Sig value.  $> 0.05$ , it can be concluded that there are no heteroscedasticity symptoms in the regression

model of the influence of discipline, cooperation, responsibility, and awareness of the problem of employability skills. The results of the heteroscedasticity test using Glejser presented in Table 3.

Table 3. The Results of the Heteroscedasticity Test Using Glejser  
*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.293	0.848		3.885	0.000
Discipline	-0.012	0.030	-0.028	-0.390	0.697
Cooperation	-0.041	0.029	-0.101	-1.413	0.159
Responsibility	0.013	0.028	0.030	0.456	0.649
Problem awareness	-0.009	0.032	-0.019	-0.289	0.772

a. Dependent Variable: RES2

### Normality test

Based on the normality test using the

Kolmogorov Smirnov significance value equal to 0.200. Significance value equal to 0.200



0.05, it can be concluded that the residual value is normally distributed. The residual values that are normally distributed are a measure that

these variables can proceed to regression analysis. The results of normality test using the Kolmogorov Smirnov presented in Table 4.

Table 4. The Results of Normality Test Using the Kolmogorov Smirnov  
*One-Sample Kolmogorov-Smirnov Test*

		<i>Unstandardized Residual</i>
<i>N</i>		323
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	0.000000
	<i>Std. Deviation</i>	2.57539774
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.028
	<i>Positive</i>	0.028
	<i>Negative</i>	-0.021
<i>Test Statistic</i>		0.028
<i>Asymp. Sig. (2-tailed)</i>		0.200 <sup>c,d</sup>

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

### Hypothesis Testing

The first hypothesis testing (H1) is the effect of discipline on employability skills. The significance of the effect of discipline on employability skills is  $0.000 < 0.05$ . It can be concluded that (H1) is accepted, which indicates an effect of discipline on employability skills. The second hypothesis testing (H2) is the effect of cooperation on employability skills. The significance of the effect of responsibility on employability skills is  $0.000 < 0.05$ . It can be concluded that (H2) is accepted, indicating an effect of cooperation on employability skills. The third hypothesis

testing (H3) is the effect of responsibility on employability skills. The significance of the effect of responsibility on employability skills is  $0.000 < 0.05$ . It can be concluded that (H3) is accepted, which indicates the effect of responsibility on employability skills. The fourth hypothesis (H4) is the effect of the problem awareness on employability skills. The significance for the effect of awareness of the problem on employability skills is  $0.014 < 0.05$ . It can be concluded that (H4) is accepted, which indicates an effect of responsibility on employability skills. The Hypothesis testing presented in Table 5.

Table 5. The Hypothesis Testing

<i>Model</i>	<i>Coefficients<sup>a</sup></i>		<i>Standardized Coefficients Beta</i>	<i>t</i>	<i>Sig.</i>
	<i>Unstandardized Coefficients</i>				
	<i>B</i>	<i>Std. Error</i>			
1 ( <i>Constant</i> )	5.397	1.406		3.840	0.000
Discipline	0.291	0.50	0.032	5.832	0.000
Cooperation	0.244	0.48	0.264	5.086	0.000
Responsibility	0.181	0.46	0.192	3.967	0.000
Problem awareness	0.130	0.53	0.119	2.461	0.014

a. Dependent Variable: Employability skills

The fifth hypothesis (H5) is discipline, cooperation, responsibility, and problem awareness on the employability skills. The significant effect of discipline, cooperation, responsibility, and the problem awareness of employability skills together is  $0.000 < 0.05$ . It

can be concluded that (H5) is accepted, which indicates discipline, cooperation, responsibility, and problem awareness simultaneously on employability skills. The fifth hypothesis (H5) presented in Table 5.

Table 5. The Hypothesis Testing

		<i>Anova<sup>a</sup></i>				
	<i>Model</i>	<i>Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1947.672	4	486.918	72.500	0.000 <sup>b</sup>
	<i>Residual</i>	2135.721	318	6.716		
	<i>Total</i>	4083.393	322			

a. *Dependent Variable: Employability skills*

b. *Predictors: (Constant), Problem awareness (X4), Responsibility (X3), Discipline (X1), Cooperation (X2)*

## DISCUSSION

Discussion of the results of the first hypothesis (H1), second hypothesis (H2), third hypothesis (H3), hypothesis (H4), and hypothesis (H5) are as follows:

### **The effect of discipline on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Discipline has a significant effect on employability skills. This hypothesis can provide information that the higher the student's perception of discipline, the higher the employability skills, and vice versa. Based on the research that has been done, it is known that superior disciplinary indicators are students tend to obey the rules applied by the school, and students tend to complete assignments on time. Research by Farihati, Bashori, and Tentama [12] found that students' discipline will make students accustomed to following, obeying applicable rules and routine habits will build a good personality. Prasasty research follows this research; namely, the discipline needs to be developed on real experiences in students' daily lives [13]. The relevance of this research in this research is to examine the effect of discipline on employability skills. Suppose the discipline of students of Muhammadiyah vocational high school Yogyakarta Province already exists. It can be ascertained that these students have employability skills. They measure the effect of discipline on employability skills in this research student perception at the Muhammadiyah vocational high school, Yogyakarta Province, not based on grades.

### **The effect of cooperation on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Cooperation has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of cooperation, the higher the employability skills. The higher the employability skills. The lower the students' perception of cooperation, the lower the employability skills. Based on the research that has been done, it is known that the superior indicator of cooperation is that students tend to make decisions together in groups. In groups, students communicate well with friends in the group, and students always help friends who need help. Research by Margunani and Nila found that the nature of cooperation shows that students can maintain good relationships with colleagues and instructors. That is an essential provision in entering the world of work [14]. Besides, research by Alifah, Narsih, & Widiyanto found that the ability to establish and maintain good relationships can be realized by not patronizing each other so that no one is superior to one another.[15]. The relevance of this research in this research is to examine the effect of cooperation on employability skills. When cooperation vocational high school students Muhammadiyah Yogyakarta province already exist students have employability skills. The measurement of the effect of cooperation on employability skills in this research is based on students' perceptions at the Muhammadiyah vocational high school, Yogyakarta Province, not based on grades.

### **The effect of responsibility on employability skills in Muhammadiyah Vocational High School, Yogyakarta Province**

Responsibility has a significant effect on employability skills. This hypothesis can provide information that the higher the perception of responsibility, the higher the employability skills. The lower the students' perception of responsibility, the lower the employability skills. Based on the research that has been done, it is known that a superior indicator of responsibility is that students tend to try to solve difficulties independently. Besides, students tend to complete assignments to completion. Ismayani found that giving freedom and trust to students in the learning process will increase a sense of responsibility. Increased responsibility of being the capital of students to be a creative individual and are ready to face life/world outside of the context of learning [16]. Besides, Hanim, Mamesah, and Anzelyna found that aspects of responsibility that become students' capital to face life/world outside the context of learning are willing to take risks, independence, bonding to tasks, and quality work results [17]. The relevance of this research in this research is to examine the effect of responsibility on employability skills. Suppose the responsibility of the Yogyakarta Province Muhammadiyah vocational high school students already exists, it can be ascertained that these students have employability skills. Measuring the effect of responsibility on employability skills in this research is based on student perceptions at the Muhammadiyah vocational high school, Yogyakarta Province, not based on grades.

### **The effect of problem awareness on employability skills in Muhammadiyah Vocational High Schools, Yogyakarta Province**

Awareness of the problem has a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of awareness of the student problem, the higher the employability skills. The lower the students' perceived awareness of the problem, the lower the employability skills. Based on the research that has been done is a known indicator of superior problem awareness, students tend to understand the impact of short-term and long-term actions/behaviors performed. Research by Wahyuni found that awareness of problems can

be manifested by controlling daily behavior or actions to become aware of one's performance. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. This awareness is essential for students to be themselves who have a tolerant attitude and help each other. Awareness is an effort to build a good relationship between people and adapt to the environment [18]. Also, research by Aripin that behaviors associated with career planning awareness, improved awareness behavioral in the students themselves useful in directing or be one of the considerations of planning a career in the future following their talents, interests, potential, strengths, weaknesses, and domains of other aspects within [19]. This research in this research is to examine the effect of awareness of the problem on employability skills. Suppose is already a problem awareness of the Yogyakarta Province Muhammadiyah vocational high school students. It can be ascertained that these students have employability skills. Measuring awareness of the problem on employability skills in this research is based on student perception students at the Muhammadiyah Vocational High School, Yogyakarta Province, not based on grades.

### **The influence of discipline, cooperation, responsibility, and awareness of problems on employability skills at Muhammadiyah Vocational High Schools in Yogyakarta Province**

Discipline, cooperation, responsibility, and awareness of problems have a significant effect on employability skills. This hypothesis can provide information that the higher the perceptions of discipline, cooperation, responsibility, and problem awareness, the higher the employability skills will be. The lower the perceptions of discipline, cooperation, responsibility, and problem awareness by students, the lower the employability skills will be. Research by Krisnamurti [20] and Baser [21] found that many factors or variables can affect job readiness, both within the students themselves and outside. The students themselves determine the level of work readiness that is owned by students. Other factors that exist outside of the student are supportive. Although only as a support, it must still be considered. Factors or variables that affect job readiness in this research are disciplines, cooperation,

responsibility, and awareness of problems. These factors or variables are character values that come from within the students themselves. This research's relevance in this research is to examine the effect of discipline, cooperation, responsibility, and awareness of the problem on employability skills. If the discipline, cooperation, responsibility, and problem awareness of the Yogyakarta Province

## CONCLUSION

The findings of this study revealed: There is an influence between discipline and employability skills with an r-value of 0.588. There is an influence between responsibility and employability skills with an r-value of 0.568. There is an influence between cooperation and employability skills with an r-value of 0.501. There is an influence between the awareness of the problem with employability skills with an r-value of 0.450. There is a mutual influence between discipline, responsibility, cooperation,

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and awareness of the problem with employability skills with an r-value of 0.691.

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Done. Sure, I will do it. Sorry, I can't do it.

Balas Teruskan



[JPTK] Copyediting Review Request Eksternal Kotak Masuk x

**Editorial Team** <journal\_jptk@uny.ac.id> kepada saya ▾ Jum, 16 Apr 10.16 (13 hari yang lalu) ★ ↶ ⋮

🌐 Inggris ▾ > Indonesia ▾ Nonaktifkan untuk: Inggris x

Mrs. Pramudita Budiastuti:

Your submission "THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH" for Jurnal Pendidikan Teknologi dan Kejuruan has been through the first step of copyediting, and is available for you to review by following these steps.

1. Click on the Submission URL below.
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4. Review the text, including copyediting proposals and Author Queries.
5. Make any copyediting changes that would further improve the text.
6. When completed, upload the file in Step 2.
7. Click on METADATA to check indexing information for completeness and accuracy.
8. Send the COMPLETE email to the editor and copyeditor.

Submission URL:  
<https://journal.uny.ac.id/index.php/jptk/author/submissionEditing/38085>

**Editorial Team**

kepada saya

Sen, 26 Apr 07.58 (3 hari yang lalu)

Inggris > Indonesia **Terjemahkan pesan**

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Mrs. Pramudita Budiastuti:

We are going to publish the article in Volume 27 No 1 May 2021. We attached the final version of the paper. Please proofread the paper and if you have any corrections, please e-mail the corrections before 29 April 2021. Thank you.

Editorial Team  
Jurnal Pendidikan Teknologi dan Kejuruan  
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This is the last opportunity to make substantial copyediting changes to the submission. The proofreading stage, that follows the preparation of the galleys, is restricted to correcting typographical and layout errors.

If you are unable to undertake this work at this time or have any questions, please contact me. Thank you for your contribution to this journal.

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[JPTK] Editor Decision Eksternal Kotak Masuk x

23 dari 348

Editorial Team <journal\_jptk@uny.ac.id> kepada saya, Purnawan, Muhammad

Jum, 16 Apr 10.09 (13 hari yang lalu)

Inggris Indonesia Terjemahkan pesan Nonaktifkan untuk: Inggris x

Mrs. Pramudita Budiastuti:

Dear Author,  
We are pleased to inform you that Jurnal Pendidikan Teknologi dan Kejuruan (JPTK) would like to accept and publish your manuscript.

To proceed to publish your manuscript, we need you to pay an Article Publication Charge (APC) to cover publication costs. This journal charges the following APC:

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(Write in the email subject: APC).

We're excited to move forward with your submission.

Best Regards,

Editorial Team

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Pramudita Budiastuti

Jum, 16 Apr 13.35 (13 hari yang lalu)

**Pramudita Budiastuti** Jum, 16 Apr 13.35 (13 hari yang lalu) ☆  
Assalamualaikum, Berikut kami lampirkan bukti pembayaran untuk Article Publication Charge: 1.000.000 (IDR) dengan keterangan sebagai berikut: Nama pengirim: Bu

**Pramudita Budiastuti** <pramudita.budiastuti@pvte.uad.ac.id> Jum, 16 Apr 13.37 (13 hari yang lalu) ☆ ↶ ⋮  
kepada Budi, Purnawan, Muhammad, Editorial

Transaksi Berhasil

Nomor Rekening Tujuan	*****026
Nama Rekening Tujuan	Ibu SALLA MAKWATEL AMIRNA
Tanggal Transaksi	16-04-2021
Waktu Transaksi	13:30:40 WIB
Email Penerima	budi.purnawa@pvte.uad.ac.id

↶ Balas   ↶ Balas ke semua   ➜ Teruskan

[JPTK] Editor Decision Kotak Masuk x

 Editorial Team <journal\_jptk@uny.ac.id>  
kepada saya, Purnawan, Muhammad ▾

Sel, 23 Feb 11.57 ☆ ↶ ⋮

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Mrs. Pramudita Budiastuti:

We have reached a decision regarding your submission to Jurnal Pendidikan Teknologi dan Kejuruan, "THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH".

Our decision is: Revisions Required

Please submit the revised paper before 9 March 2021

Thank you.

Best Regards,  
Editorial Team  
Jurnal Pendidikan Teknologi dan Kejuruan  
2nd Floor, KPLT Building, Faculty of Engineering, Universitas Negeri  
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Reviewers:

- 1.. Please edit in English regarding SMK, SMA, SMP
- 2.The method is not complete
3. Figure 1 can be edited in English
4. The research method is still incomplete. The method should be explained in full starting from the method used, the explanation of the research method, the method of analysis, and the validation method

\*NOTE; Please download required revisions in detail in the submission system.

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-----Untuk mendukung "Gerakan UNY

Write

[JPTK] Submission Acknowledgement

Eksternal Kotak Masuk x



Prof. Moh. Khairudin <moh\_khairudin@uny.ac.id>  
kepada saya ▾

Kam, 21 Jan 14.57 ☆ ↶ ⋮

Inggris > Indonesia **Terjemahkan pesan**

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Mrs. Pramudita Budiastuti:

Thank you for submitting the manuscript, "THE INFLUENCE OF DISCIPLINE, RESPONSIBILITY, COOPERATION, AND PROBLEM AWARENESS ON THE EMPLOYABILITY SKILLS OF SMK MUHAMMADIYAH" to Jurnal Pendidikan Teknologi dan Kejuruan.

With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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Home > User > Author > Submissions > #38085 > **Review**

## #38085 Review

[SUMMARY](#) [REVIEW](#) [EDITING](#)

### Submission

**Authors** Budi Santosa, Pramudita Budiastuti, Purnawan Purnawan, Muhammad Sayuti

**Title** The Influence of Discipline, Responsibility, Cooperation, and Problem Awareness on Employability Skills

**Section** Articles

**Editor** Editorial Team

### Peer Review

#### Round 1

**Review Version** 38085-101992-2-RV.DOCX 2021-02-08

**Initiated** 2021-02-08

**Last modified** 2021-02-23

**Uploaded file** Reviewer B 38085-104813-1-RV.DOCX 2021-02-23  
 Reviewer A 38085-104492-1-RV.DOCX 2021-02-18

### Editor Decision

**Decision** Accept Submission 2021-03-12

**Notify Editor** Editor/Author Email Record 2021-04-16

**Editor Version** 38085-103699-1-ED.DOCX 2021-02-08

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