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Vocational Skills Education to Grow the Junior High School Students' Work Intention

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Abstract

The purpose of this study was to find out what vocational skills education was implemented in SMP Muhammadiyah Majenang, a private junior high school in Cilacap, Central Java, and to find out how to develop vocational skills education to foster the students' entrepreneurial intention. It is expected that this vocational skill can foster entrepreneurial intention to the students themselves early, to make them the young entrepreneurs. This research was a research and development with a qualitative approach. Research and development were modified from the ten steps of Borg and Gall, consisting of three stages, namely: preliminary study, model development, and model testing. Participants involved included the principal, representative of the curriculum deputy teachers, advisers, and students. The data collection techniques used questionnaires, observation, interviews, and document studies. The results of the study found the existence of extracurricular activities in the form of self-development game activities. Self-development game is indicated by the achievement in certain fields. The results of the development found that the existence of agricultural extracurricular activities in the form of chili cultivation could foster the students' entrepreneurial intentions. We found that the positive attitudes and abilities of entrepreneurship were possessed by students, including selling chili crops and chili seeds to the general public. The program for developing extracurricular activities also produces vocational skills in the form of students who independently plant seeds other than chili and inspire students to sell other seeds.

Keywords: entrepreneurial intentions, junior high school, vocational skills

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INTRODUCTION

Life skills education is a discourse endorsed by the ranks of the Ministry of Education and Culture. According to the Government Regulation of the Republic of Indonesia Number 19 of 2005 Article 13 paragraph (1) it is stated that the curriculum for Junior High School or other forms are equivalent, Senior High School or other equivalent forms, Vocational High School or other equivalent forms can include life skills education. Paragraph (2) Life skills education as referred to in paragraph (1) includes personal skills, social skills, academic skills, and vocational skills. Primary and secondary schools develop life skills education activities for their students (MOEC, 2005). One of them is through vocational skills education. This education is more directed at the preparation of students in overcoming life and life problems faced proactively and reactively.

Policies related to life skills education are in content standards and graduate competency standards. Development of life skills education refers to the standards set by the government. Anwar said this was based on the fact that education is not only pursuing mere knowledge but also the development of certain skills, attitudes and values reflected in the lives of students (Anwar, 2012). Life skills education programs provide broad insight into certain skills for students that can be applied in everyday life.

Vocational skills education is used to develop students' potential, so curriculum programs are needed that can actualize students' potential to solve the problems they

face. This is in line with the opinion that life skills education is not something new and therefore also not an original topic. What is truly new is that we begin to realize and think that the relevance between education and real life needs to be increased in intensity and effectiveness (Slamet, 2002). This means that the learning process that has been carried out at school actually has also fostered life skills but its achievement is still limited to a nurturing effect that is automatically formed along with the mastery of subject matter. Meanwhile, based on the concept of vocational skills education that aspects of vocational skills must be deliberately designed to be grown in student learning activities in order to have adequate and useful skills.

Planned and programmed vocational skills into school curriculum programs are the basis for the implementation of student activities at school. Student activities are not enough to just listen and take notes but also practice a variety of lessons both on extracurricular and extracurricular lessons. Students are encouraged to continue to learn and develop through a number of positive activities that have been determined by the school. The curriculum program is based on the needs and potential that can be implemented in Junior High School students in particular.

School data for the last three years following 2015/2016, 2016/2017 and 2017/2018 respectively are 48.44%, 48.27% and 50% of graduates from SMP Muhammadiyah Majenang do not continue their education. The main factor that is the reason is the high cost of education for high school, so parents are more likely to only send their children to primary education, namely junior high school. Another factor is that parents still lack attention to the importance of education for their children. Most parents tell their children to work after graduating from elementary and middle school because they immediately want to be able to make money that can be used to support their lives.

Problems that are often experienced by graduates of SMP Muhammadiyah Majenang include many graduates who, when entering the workforce, do not have good work readiness, and to help parents as farmers work in the fields feel ashamed. As for their work they have not been sold because besides young age, they also do not have sufficient skills to suit the needs of the workforce. Seeing this condition, the school took the initiative to create a vocational skills education program through the provision of skills that could help overcome the problems that junior high school students faced especially for junior high school students who did not continue their education.

Ekawati (2018) in her research stated that with the habituation of this market day entrepreneurial values such as independence, honesty, leadership, courage to take risks, action-oriented and creativity can be instilled in students since elementary school. Market day is an entrepreneur learning activity, where students are taught to market products to friends or to outsiders. Market day is also one example of the application of integrated education in entrepreneurship education that involves all students in the process of production, distribution, and consumption. Wijaya (2014) expressed the intention of entrepreneurship as a willingness to work hard and diligently to achieve the progress of his business, willingness to bear the various risks associated with the actions he tried, willing to take new paths and ways, willingness to live frugally, willingness to learn.

The program for developing vocational skills is expected to be able to provide real skills so that they can foster entrepreneurial intentions for junior high school graduates. The development of vocational skills through agricultural extracurricular activities in the form of chili cultivation is expected to be able to foster entrepreneurial intentions for junior high school students from an early age.

This study focuses more on vocational skills education in fostering entrepreneurial intentions for middle school students. Therefore, the author feels interested in (1) knowing what vocational skills education applied at SMP Muhammadiyah Majenang, (2) knowing how to develop vocational skills education through cultivation of chili plants can foster entrepreneurial intentions in students of SMP Muhammadiyah Majenang.

8 RESEARCH METHOD

Research and Development (R & D) methods are research methods used to produce certain products and test the effectiveness of these products. The research method used in the research is needs analysis and testing the effectiveness of school curriculum products. Research and development was modified from ten steps of research and development from Borg and Gall. Broadly speaking, it was developed by (Sukmadinata, 2016) into three stages consisting of preliminary studies, namely literature studies focused on studying concepts and theories about life skills education, vocational skills, self-development and entrepreneurial intentions. Literature study also examines the application of vocational skills in fostering the intensity of entrepreneurship for students. Apart from that the literature study also examines the results of previous studies relating to vocational skills and the intensity of entrepreneurship, field surveys conducted to collect data including education on vocational skills, intensity of entrepreneurship, factors that hinder program implementation.

Referring to the concept or theory concluded in the literature study and the data obtained from the field survey, an initial draft was prepared, namely the vocational skills education program to be developed. Furthermore, the draft vocational skills program was reviewed with the school curriculum development team to be refined and developed as needed. Only then did limited trials and wider trials. The last step of the activity is product testing and results socialization. This research and development uses several kinds of methods in collecting data, namely observation, interviews and document studies. The technical data analysis uses descriptive analysis.

RESULTS AND DISCUSSION

Preliminary Studies

Life skills learning based on the curriculum content applied so far tends to lead to academic-theoretical skills. Life skills education is needed for junior high school students so students have the ability and basic capital to survive in their environment. Vocational skills education is an alternative as an effort to prepare students to have sufficient attitudes and skills for their future activities through active and creative self-development and extracurricular activities.

Guided by the MOEC Regulation Number 62 of 2014 concerning extracurricular Activities in Basic Education and Secondary Education article 2 stated that extracurricular activities are held with the aim of optimally developing the potential, talents, interests, abilities, personality, cooperation and independence of students in order to support the achievement of educational goals national (MOEC, 2014). SMP Muhammadiyah Majenang has a curriculum that is designed in such a way that includes life skills learning through activities in the form of self-development and extracurricular activities.

Vocational skills education is carried out in the form of extracurricular activities and self-development. So that in its application it is expected to provide provision of skills systematically and sustainably which in turn can foster entrepreneurial intentions in students. Intention to conduct behavior (intention) is the tendency of someone to choose to do or not do something work. In terms of entrepreneurship, intentions or intentions are determined by the degree to which an individual has a positive attitude to entrepreneurial behavior, and to what extent if he chooses to conduct entrepreneurial behavior he gets support from other people who influence his life (Tjahjono & Wulandari, 2008). Intention plays a distinctive role in directing action, namely connecting between deep considerations that are believed and desired by someone with certain actions. Intention is the sincerity of one's intention to do an act or bring up a certain behavior (Wijaya, 2008).

Field Survey

In the field survey it was found that vocational skills education at SMP Muhammadiyah Majenang was carried out with self-development activities. Self-development activities are facilitated and or guided by counselors, teachers, or education personnel carried out in the form of extracurricular activities and counseling services. Self-development activities carried out through counseling service activities related to personal and social life problems, learning, and career development of students. While self-development carried out through extracurricular activities is carried out in two ways, namely through extracurricular and organizational activities. Self-development aims to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student in accordance with the conditions and abilities of the school.

Self-development activities pay attention to the principle of individual diversity. Psychologically, each student has diverse needs, talents and interests and characteristics. Therefore, forms of self-development activities provide a variety of choices. Extracurricular activities and organizations organized by SMP Muhammadiyah Majenang are: (1) field of sports, including pencak silat, sepak takraw, table tennis (See Figure 1); (2) field of arts, including drum band, painting, and theater (See Figure 2); (3) journalism/languages, poetry, Javanese poetry, and speech, (4) religious fields, including Quran recitation, tahfidz, and calligraphy (See Figure 3), (5) introduction to the national ideology and defense (See Figure 4), includes extra-curricular organization (Ikatan Pelajar Muhammadiyah) and scouting (Tim Penyusun Kurikulum, 2018).



Figure 1. Sports extracurricular activities



Figure 2. Arts extracurricular activities



Figure 3. Religious extracurricular activities



Figure 4. Introduction to the national ideology and defense

Also, it is known that the principal as the school responsible person develops a self-development program along with the representatives of the curriculum and representatives of the student field. The program is run in accordance with the time schedule that is in the curriculum and is assisted by instructors or self-development guidance teachers. Existing self-development includes counseling, extracurricular and organizational guidance. Students are given education and guidance aimed at achieving achievements through competition activities in the sub-districts, regencies, even provinces and nationalities followed by the school. For example, activities in sports such as pencak silat, sepak takraw, and table tennis in programs that are made more activities are directed at training for the preparation of competitions at regional sports weekend events (Regional Sports Competition), national student art competition festivals, regional championships starting from the level sub-district to national level, as presented in Figure 5 and Figure 6.



Figure 5. Sports achievements



Figure 6. Scout, poetry, and drum band achievements

Interviews with representatives of the Muhammadiyah Junior High School curriculum in Majenang explained that vocational skills education applied at the SMP Muhammadiyah Majenang during the direction and purpose of extracurricular guidance activities was only to achieve achievements in competitions, still oriented towards preparation of competition⁴. There are no extracurricular activities that lead to entrepreneurship activities. Based on the results of the field survey, it can be concluded that there are no five fields of extracurricular activities that have been implemented in Muhammadiyah Junior School that can foster entrepreneurial intentions for students, so it needs to be developed with other extracurricular activities that can foster entrepreneurial intentions for students.

Other extracurricular activities proposed to be developed are agricultural activities in the form of chili cultivation. The reason is because chili is one of the most populous agricultural commodities. Communities in daily life also consume chili for spices. Prices for chilies also fluctuate, sometimes expensive, sometimes cheap. Especially before the big days like Eid, the price of chili must have soared. How to get seeds is easy. It's not too difficult to teach students. Santoso in his research said that one of the plants that is often cultivated is chili (*Capsicum annum*). Chili is one of the important types of vegetables that are commercially cultivated in the tropics, including in Indonesia. Its use is mostly for household consumption such as basic ingredients for processed foods (Santoso, 2018).

The researcher was interested in providing skills for cultivating chili plants for junior high school students. But the availability of land for farming is very limited. This can be overcome by planting chilies in pots or polybags. The inspiration for chili planting in polybag media comes from Anita's research, namely in terms of land use, the yard is an effort to optimize land use because it can be carried out by various high-value agricultural activities. But the narrowness of the home page, if managed correctly will produce something of high value. By planting vegetables on your own yard, it is hoped that it will become one of the best savings solutions by not reducing the nutritional needs of family members (Anita, Zubir, & Amani, 2017). Chili planting can be done both in the school yard and in the student's yard with polybag media. How to plant chilies in pots or polybags is quite easy for students to do.

The hope is that by planting chilies, the products can be sold or just for their own supply. The products from the skill of planting chili trees can increase the income of students, if the skills of cultivating chili plants are developed, so that students can help parents in overcoming family economic problems. The skills program for chili cultivation starts from the selection of seeds, nurseries, transfers in polybags, maintenance or maintenance to harvesting and selling. If this stage can be done by students, it is expected that students' entrepreneurial intentions emerge and grow.



Figure 7. Chili planting with polybag media

So, a draft vocational skills program was formulated in the form of extracurricular agriculture in the form of planting chili trees. Furthermore, the draft vocational skills

program was reviewed by the school curriculum development team consisting of school principals, curriculum representatives, student representatives, junior supervisors, agricultural instructors/science teachers to be refined and developed as needed.

Product Test

The design of the agricultural ¹¹tracurricular program before being implemented in schools was carried out trials, namely limited trials and wider trials. A limited trial conducted with on job training was guided directly by agricultural extension officers in 30 students of class 8A of SMP Muhammadiyah Majenang. The result of on-job training is that students enthusiastically enjoy participating in agricultural extracurricular activities in the form of planting chili trees. It is shown that students are very attentive when given counseling, many students ask, and students try to practice planting direct chili trees in polybags. In the trial limited intention of student entrepreneurship began to emerge, with some ideas to be allowed to sell chili seeds and plant other seeds.

Wider testing of agricultural extracurricular programs is carried out ²²th on-job training. On job training in a wider trial was given to 30 grade 8B students ¹⁶ Muhammadiyah Junior High School Muhammadiyah, 30 grade 8B students at ¹⁶ Muhammadiyah Junior High School 1 Wanareja and 30 grade 8B students at Muhammadiyah Junior High School 2 Wanareja. The results of the on-job training of these three schools are not much different from on-job training in limited trials, students feel happy because they get new knowledge and skills that they can develop on their own both at school and at home. These findings are in accordance with the opinion of Clark and Winch in Budi which states that knowledge must be able to provide a better way for the learning process, to hide problems and solve problems. This principle shows that in learning there must be a process of adding knowledge and skills that can be used to solve life problems (Santosa & Sulisworo, 2018). This means that extracurricular activities in the cultivation of chili plants increase knowledge and skills, are beneficial for students to overcome their problems, and foster an attitude of student entrepreneurship.



Figure 8. Selling chili seeds

The skill of chili cultivation is the first step to develop entrepreneurial intentions for students in an effort to increase knowledge and skills for life skills provision. Thus the development of extracurricular activities in the form of agriculture in the form of planting chili trees is one of the school's efforts to train students to have an entrepreneurial spirit. The results of the development found that the existence of agricultural extracurricular activities in the form of chili trees planting, most students already have entrepreneurial intentions. The researcher found that the positive attitudes and abilities of entrepreneurship were possessed by students, including selling chili crops and chili seeds to the general public. The program for developing extracurricular activities also produces vocational skills in the form of students who independently plant seeds other than chili and inspire students to sell other seeds. The sincerity of students' intention to do this is

entrepreneurial behavior. So that extracurricular agriculture in the form of chili cultivation can be accepted as extracurricular at SMP Muhammadiyah Majenang.

CONCLUSION

The types of vocational skills education applied at SMP Muhammadiyah Majenang are: (1) Sports, including pencak silat, sepak takraw, table tennis, (2) Arts, including drum bands, painting, and theater, (3) Journalism/language fields, including poetry, Javanese poetry, and speech, (4) Religious fields, including Quranic recitation, tahfidz, and calligraphy, (5) Introduction to the national ideology and defense, including students body and scouting.

Second, the results of the study indicate that the vocational skills education applied at SMP Muhammadiyah Majenang is an extracurricular activity in the form of self-development game activities. This is indicated by the achievement of achievements in certain fields.

Finally, the results of the development show that vocational education skills developed are agricultural extracurricular activities in the form of chili cultivation. The results of agricultural extracurricular activities are that most students already have entrepreneurial intentions. This is indicated by the possession of a positive attitude towards entrepreneurial behavior such as selling chili seeds to the general public, students independently planting other plant seeds, inspiring students to sell other seeds, planting chilies in their homes. The sincerity of students' intention to do this is entrepreneurial behavior. Thus, the agricultural extracurricular activities in the form of chili tree planting can be accepted as extracurricular at SMP Muhammadiyah Majenang.

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