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VOCATIONAL EDUCATION TRANSFORMATION TOWARD MATURITY AND BUSINESS MOTIVATION

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ABSTRACT

Indonesia must be ready to face the Asia Pacific 2020 free market. One thing that the authors focus on in this paper is that creative, dynamic and ready to compete human resources, reform and transformation and development in the field of vocational education (vocational) is wrong one author's opinion in this paper. Vocational education (vocational) is one of the solutions to improving Indonesia's Human Resources, because vocational education creates people who are ready to work in the field of work that is available on the field nationally and internationally and has the ability to open new jobs. The embodiment of creative human resources is the responsibility of education, especially vocational education, especially in preparing students to become subjects whose role is to showcase their strong, creative, independent, and professional excellence in their respective fields. This is because education is a process of humanizing humanity in the sense of actualizing all of its potentials into abilities that can be utilized in their daily lives in the wider community. One aspect that must be improved in vocational education is the management of education including teaching staff, in addition to facilities and infrastructure. This is very important to do with the aim that students have a vocational maturity and foster mental development or entrepreneurship motivation. Vocational education not only instills concepts, but rather focuses on understanding and work processes, therefore, for the advancement of vocational education, the potential of teaching staff and the completeness of facilities and infrastructure must be the main factors that must be reformed.

Keywords: Vocational Education, Vocational Maturity and Entrepreneurial Motivation.

INTRODUCTION

Vocational education, also known as vocational education, is currently believed to be a solution in reducing unemployment. That is because, the concept of education relies more on skills or skills and aims to produce quality human resources, skilled, highly disciplined, and entrepreneurial. To produce such quality education, the goal of education is not merely to pursue results. But it must be emphasized to be a useful target of the results of education itself. One way is through education that equips students with

vocational skills. That way, not only armed with theoretical knowledge to compete in the labor market, but graduates will have vocational competencies that are useful to sustain life skills. Specialization expertise. Indonesia's education world must continue to improve, following the changing times that also take place so quickly. In the midst of various social, economic, and political problems that led to the failure of education, the implementation of the education process still led to innovation, because the final estuary as well as the goal of the successful

implementation of education was the absorption of students into the labor market after completing their studies. In order to answer the challenge of the world of work that requires skilled labor, graduates of vocational-based education programs undeniably have higher opportunities and wider opportunities to win these competencies.

In a number of developed countries in any part of the world, vocational education is a mainstay. That is, it becomes the foundation for the country in building a work system that can successfully enter global competition. With vocational and skill-based education, many countries have succeeded in developing their economies and employment is filled with knowledge-based vocational workers. In connection with this, there are at least three major problems affecting the world today, including Indonesia, namely (1) food problems, (2) employment opportunities, and (3) environmental problems. These three problems have not only been experienced by developing countries such as Indonesia, but have also been felt by many developed countries. Provision of employment opportunities for young people (young people or future generations) is currently one of the most complex problems and requires serious and serious solutions. The large growth rate of the labor force is not matched by the rate of increase in employment opportunities, resulting in increasing unemployment. This is in line with the rate of population growth which is difficult to control. To overcome this problem, one way that can be taken is to move youth to be independent through the mastery of science and technology that can only be obtained in the educational process, especially education that leads to skills and vocational skills (vocational education). Vocational education (vocational education) is the most appropriate answer to overcome the problem of improving the quality of human resources (HR). The development of

vocational education is actually synonymous with national development, because vocational education bridges between humans and the world of work. Where vocational education is not only able to create people who are ready to work in existing fields of work, but also able to create people who can create jobs themselves. According to (Sukanto 1998) the characteristics of vocational education (Vocational) are; (1) Orientation, because the nature of vocational education is education for the preparation of the workforce, the output or graduates must be ready to go into the workforce or create their own employment. (2) Existence, vocational education is not feasible if labor is not needed in the field. Real needs in the field are not sufficient just based on assumptions or assumptions, but must really be explained and analyzed field needs. many vocational education programs "fail" because the graduates are not used in society because their existence is not based on real needs in the field. (3) Focus, to prepare a productive citizen in the sense of optimally utilizing his potential by developing affective, cognitive, and psychomotor aspects in an integrated manner. (4) sensitivity, high commitment to work world oriented.

Such conditions require reform and transformation of education, in order to be able to identify the social disturbances of diverse populations, meet the demands of reliability, and be able to develop to adapt to the changing world so quickly. The point is there is a desired change in the professionalism of graduates who are able to develop insight and creativity as well as motivation to create new jobs. Human Capital Theory assumes that the higher the quality of education, the higher the productivity of the workforce, the higher the effect on community economic growth (Tilaar, 1999). This theory states that in the economy people who have higher education and skills will have greater incomes than those who have low education and skills. The point is

education and skills as an investment both for individuals and for society.

RESEARCH METHODS

Overall this study is a descriptive study that aims to describe the transformation of vocational education towards maturity and entrepreneurial motivation. Directly the results of the study are expected to provide input for efforts to change / reform the education process towards education based on skills / skills in accordance with current demands of the field or the world of work. This study is in the form of descriptive, this is in accordance with the opinion (Tika 2005) which states that the descriptive study is more directed at the disclosure of a problem or condition as it is and the disclosure of the facts that exist, although sometimes given an interpretation or analysis. In accordance with this, this study will describe both qualitatively and quantitatively data and information about the transformation of vocational education towards maturity and entrepreneurship motivation, especially regarding "The Relationship between Vocational Maturity and Entrepreneurial Motivation in students of SMK Negeri 1 Bukittinggi". This study also uses a literature study by gathering various sources (literature) related to the issues raised namely regarding the transformation of vocational education (vocational) towards maturity and entrepreneurship motivation. The literature used is in the form of source books that are relevant to the problem, newspapers (mass media), and internet browsing.

RESULTS AND DISCUSSION

A. Research Results

Table 1. Statistical Description of Research Data

Statistic	Entrepreneurial Motivation		Vocational Maturity	
	Empirik		Hipo tetik	Empirik
Hipotetik				
X max	176	134	164	125
X min	44	95	41	83
Mean	110	115,15	102,	107,8
SD	22	9,608	5	8
			20,5	11,30
				6

The results of the study of entrepreneurial motivation variables obtained empirical mean (ME) = 115.15 and hypothetical mean (MH) = 110, with a hypothetical standard deviation = 22 indicating entrepreneurial motivation in the research subjects is classified as moderate.

Table 2. Frequency and categorization of entrepreneurship motivation

Score	Criteria	Frequency	Percent age (%)
$86,326 \leq X < 97,856$	Very low	1	1,47%
$97,856 \leq X < 109,386$	Low	22	32,35%
$109,386 \leq X < 120,914$	Enough	27	39,70%
$120,914 \leq X < 132,444$	High	14	20,58%
$132,444 \leq X < 143,974$	Very high	4	5,88%
Total		68	100%

The results of this research are known empirical mean (ME) on vocational maturity variable = 107.88 and hypothetical mean (MH) = 102.5, with a hypothetical standard deviation = 20.5, this indicates the category is classified as moderate.

Table 3. Frequency and Categorization of Vocational Maturity

Score	Criteria	Frequ	Prose
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		ency (N)	ntage (%)
73,962 ≤ X < 87,529	Very low	7	10,29 %
87,529 ≤ X < 101,096	Low	8	11,76 %
101,096 ≤ X < 114,664	enough	31	45,58 %
114,664 ≤ X < 128,231	High	22	32,35 %
128,231 ≤ X < 141,798	Very High	0	0 %
Total		68	100%

Hypothesis Testing

Based on the calculation results of Pearson product moment analysis techniques obtained correlation coefficient (r_{xy}) value = 0.498, $p = 0.000$ ($p < 0.01$). These results indicate that there is a very significant positive correlation between vocational maturity and entrepreneurial motivation variables, thus it can be interpreted that vocational maturity variables can be used as predictors (independent variables) to predict or measure entrepreneurial motivation. The higher the vocational maturity, the higher the motivation for entrepreneurship in the research subjects. Conversely the lower the vocational maturity, the lower the motivation for entrepreneurship on the subject of research. The value of the determinant coefficient (R^2) of 0.248, indicates that vocational maturity contributed to entrepreneurial motivation by 24.8%, while the remaining 75.2% was contributed by other factors.

Additional Analysis

Based on the results of the analysis using the t-test it is known that the t value at vocational maturity is 2.127; $p = 0.044$ ($p < 0.05$). Similarly, the variable entrepreneurship motivation known t value of 2.661; $p = 0.012$ ($p < 0.05$). The average value of the vocational maturity variable obtained by male subjects = 109.71 and the average value obtained by female subjects =

102.41. While the average value of entrepreneurship motivation variables obtained by male subjects = 116.80 and the average value obtained by female subjects = 110.18.

B. Discussion

Vocational education (vocational) is now increasingly needed given the high unemployment rate every year in Indonesia. The number of graduates is increasing and not balanced with the number of jobs available, so that what is needed now is no longer labor but job makers. Entrepreneurs generally start a business with the spirit and big dreams, and continue to do so the longer the business grows without balancing itself with the provision of knowledge and skills in doing business adequately. According to Ciputra, the root cause of poverty in Indonesia is not solely due to access to education, because it is only partly, but because the country does not develop entrepreneurship and entrepreneurial spirit well in its people. We create many job search scholars, not job creators, this makes our society accustomed to eating salaries so that they are not independent and creative (Kompas.com. 2015: online). The number of entrepreneurs in this country is only 1.65% of the total population. Whereas in 2014, in Singapore the number of entrepreneurs was 7%, Malaysia had 5% and Thailand 4%. (Anak Agung Gede Ngurah Puspayoga, in Republika.co.id online). Our country has too many universities and too many graduates, but unfortunately this is not matched by the high employment. Finally, we only give birth to educated unemployment. In 2015 we have 5.34% unemployed who are college graduates, 7.5% Diploma graduates (DIII), 8.2% of high school graduates, and 7.14% of junior high school graduates. (Arif Kamaludin, in Katadata.co.id:online).

To address this, a transformation of education is needed that is more focused on aspects of vocational (vocational education)

as a whole, especially in higher education. Subjects that can develop talents, interests, skills and skills such as entrepreneurship education today need to be given to all students so that students have the ability/maturity and high motivation to entrepreneurship (creating their own jobs or developing their own businesses without having to depend on the field of work in the formal sector as it has been felt so far, so if possible every lesson, included elements of entrepreneurship in which are contained creativity, innovation, and are not afraid of risk, so that aspects of practice in the field are the top priority Primary and elementary school students as well as other levels of education, are asked to make workshops by making a variety of items that can be sold and the money collected can be saved. Remories of past education are now important in efforts to create a spirit and entrepreneurial motivation for students. As other countries that are now developed, their education can not be separated from focusing on entrepreneurship education and its practices, which in fact were once owned in the realm of our education (Kompas.com: Online). Rachbini said, many college graduates (PT) are not independent, so some are only as job seekers and increase the percentage of unemployed. The higher the education, the higher the unemployment percentage to the total workforce at that level of education. Mental quality and independence of most graduates from tertiary institutions are still lacking, so after graduating they only lay hands to look for work. This nation has an entrepreneurial ability that is relatively low in the world. So to overcome it all must be through education, because with education can change mentally. Because it is very necessary curriculum reform and transformation that teaches towards these changes (Kompas.com: online).

Nowadays there is a lot of unemployment, so that the value of education becomes so meaningful that it needs revitalization of entrepreneurship education with a new face that is in line with the current situation. Entrepreneurial practices can mimic ways of providing craftsmanship and local content that is tailored to the specific characteristics of the region, the results of which must be able to be sold in order to practice looking for job opportunities. At

schools and campuses various establishments such as food vendors, savings and loans, transportation ticket services, banking, foreign language courses and so on. The students take turns getting the task of practicing here with predetermined targets, so they are accustomed to working with the plans and targets that have been determined (Ciputra, in Kompas.com: online).

With vocational / entrepreneurship based education, the graduates do not need to be stuck working only in the formal sector, such as being a civil servant, working in a state-owned company, or other formal institutions that look flashy. Even working in the private sector based on entrepreneurship can create labor or can become managers, not merely as workers. The success of vocational education will reduce the problems of employment and poverty, which is a scourge for the nation and state of Indonesia. Success is largely determined by the participation of education stakeholders, such as the government, business people, the banking world and other wider communities. At this time the Indonesian people, especially the younger generation, especially students, many are not aware that this field of entrepreneurship is very promising. Building your own business more profitable, both for yourself and for the country. But in fact most of our society prefers to be an employee compared to opening their own jobs.

Therefore, to provide socialization and in-depth understanding related to the importance of vocational skills in life, the Ministry of National Education (Depdiknas) has prepared an entrepreneurship-based curriculum concept that had begun to be applied in the 2010-2011 school year ago. The substance of the vocational-based curriculum (vocational) according to the Minister of Education is basically the formation of entrepreneurial character among students including a sense of knowing, flexibility of thinking, creativity, and the ability to innovate. "The first thing to be formed is flexibility thinking because this will encourage creativity. People will not be creative if their minds are rigid," he said. He added, creativity and innovation power would not grow if the thought models formed by schools were rigid thinking models. The substance of the vocational-based curriculum will then become part of the subject matter at

every level of education, starting from elementary school (SD) to tertiary education. the form of entrepreneurial material will be adjusted to the level of education. "Vocational education can be entered into subjects, disseminated, or drawn into its own subjects. The government must also provide entrepreneurship education training for teachers and lecturers to support the implementation of this vocational-based curriculum at all levels of education.

CONCLUSION

Based on the results of data analysis, it can be concluded that:

1. There is a positive relationship between vocational maturity and entrepreneurial motivation. The higher the vocational maturity, the higher the motivation for entrepreneurship.
2. The effective role or contribution between the vocational maturity variables on entrepreneurial motivation is 24.8%.
3. Vocational maturity and entrepreneurship motivation in research subjects fall into the medium category.
4. The results of the additional analysis note that there are differences in vocational maturity and entrepreneurship motivation between men and women.

Based on these conclusions, the researchers suggest for several parties involved in this study. Principals and teachers at SMK N 2 Surakarta are expected to increase vocational maturity and entrepreneurial motivation of students who are still classified as medium by optimizing counseling guidance services through counseling teachers.

For students, it is expected to increase vocational maturity and entrepreneurial motivation that is still classified as being moderate by means of students more actively seeking and gathering information about

careers or jobs, having career aspirations, taking psychological tests so as to obtain information about themselves that is useful for identifying career choices, more active in increasing knowledge and skills related to entrepreneurship including technical competence, marketing competence, financial competence, human reliability competence.

For further research, it is expected to improve the quality of further research specifically related to vocational maturity and entrepreneurial motivation, is expected to perfect the results of this study by involving variables that have not been revealed, namely age, environment, personality traits, social support, understanding the business environment, employment, information sources, independence and can expand research subjects.

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