

# THE EFFECT OF VOCATIONAL GUIDANCE, JOB EXPECTATIONS, AND JOB APPRECIATION ON THE WORK READINESS OF STUDENTS OF VOCATIONAL SCHOOL OF FASHION IN YOGYAKARTA CITY

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**Abstract.** This study aims to look at (1) the effect of vocational guidance on job readiness, (2) the effect of job expectations on job readiness, (3) the effect of job appreciation on job readiness, and (4) the effect of vocational guidance, job expectations, and work appreciation together on the job readiness of vocational high school (SMK) students in fashion in Yogyakarta City. This research is a quantitative research with a correlational approach. The subjects of this study were 248 students in grade XII of the fashion skills program from five vocational schools that have a fashion department in Yogyakarta City. A sample of 153 students was determined by simple random sampling technique, using the Slovin formula. Data collection was carried out using questionnaires. The content of the instrument was validated by expert judgement (validator of five expert lecturers) and Aikens V, and then the validity of the construct was carried out by the Confirmatory Factor Analysis test. Reliability estimation uses inter-rater and Alpha Cronbach reliability. Data analysis used multiple linear regression test, t test, and F test. (1) There was a positive and significant influence between vocational guidance on job readiness by 41.6%. (2) There is a positive and significant influence between job expectations on job readiness by 53.5%. (3) There was a positive and significant effect between work appreciation and job readiness by 58.5%. (4) Vocational guidance, job expectations, and work appreciation together have a positive and significant influence on the job readiness of fashion vocational school students in Yogyakarta City with a score of 71.1%. The remaining 28.9% was influenced by other variables outside of this regression equation or variables that were not studied in this study.

**Keywords:** Appreciation, Vocational Guidance, Expectations, Work, Readiness, Vocational School, Fashion

## I. INTRODUCTION

The education system of a nation is very important. In addition to setting great goals to build the nation and state, making efforts to train the workforce, and also improving human resources are important to meet the needs of the world of work. As a vocational high school (SMK) organization, it seeks to prepare resources for education. people who are ready to enter the world of work according to their students' skill programs (Mustikawanto, 2019). Secondary Education, Vocational High School is secondary education that is centered on the development of students and their ability to do a job according to their skills. This is mentioned in Government Regulation Number 29 of 1990. In recent years, vocational high schools (SMK) have experienced significant growth, recorded 14,441 vocational high schools in Indonesia, 3,752 public and 10,689 private with a total of 5,054,155 students, including 2,891,561 males and 2,162,605.

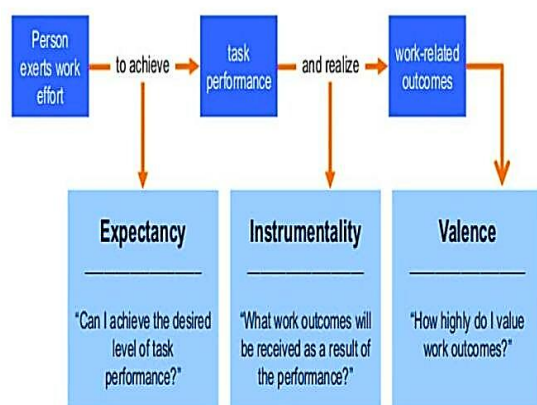
Based on the main data of SMK D.I Yogyakarta, it is clear that the growth of vocational high schools has increased significantly. The government's efforts to increase the

quantity of vocational high schools are expected to create more alumni or graduates who are ready to enter the world of work. However, it is important to note that this success will have a positive impact if it is balanced with the availability of adequate employment opportunities for graduates. According to data released by the Indonesian Statistics Agency in August 2022, the largest open unemployment rate (TPT) is dominated by Vocational High School graduates, with a figure of 9.42%, which is higher than high school graduates (SMA) which reached 8.57% (*Central Statistics Agency*, t.t.). Considering that the main goal of the government in organizing Vocational High Schools (SMK) is to reduce the unemployment rate by preparing and training students in certain areas of expertise. However, data obtained from the Central Statistics Agency shows that vocational school graduates are the largest group contributing to significant unemployment, this is due to the lack of preparation of vocational high school students to enter the workforce. Further efforts are needed in aligning the vocational curriculum with the needs of the world of work as well as the development of additional training programs or collaborations with industry to ensure that vocational school

graduates have skills that are appropriate and relevant to the labor market.

The gap between the world of work and vocational high schools that can cause differences in the work environment is another factor that affects the work readiness of fashion vocational school students in Yogyakarta. To deal with these differences, the key factor is job readiness, which includes knowledge, skills, and attitudes that are appropriate for the job. In addition to skills, there are other important factors that also need to be considered, work motivation, understanding of the world of work, vocational guidance, and even training on entrepreneurship to prepare vocational students with these aspects will help them be better prepared and successful when they enter the workforce, and these are challenges that need to be overcome in increasing the effectiveness of vocational school programs. In this case, each teacher has the ability to provide direction and guidance. (London, H.H, 1973) defines vocational guidance as follows: *"Vocational guidance is concerned with helping people choose: prepare for, enter upon, and become adjusted to their occupations. It is considered here is an essential ancillary service to vocational education"*. This definition means that vocational guidance is the provision of assistance to a person to prepare for the world of work in accordance with their skills and abilities and environment. The implementation of vocational guidance focuses more on services that lead to preparing students to enter the world of work. It is hoped that students can develop an attitude of independence in choosing a job that suits their abilities through the vocational guidance service process. The guidance provided to students is expected to help didk participants in determining the direction of interest that needs to be developed, by providing direction and information about the world of work (Setyawati, 2018). In addition to vocational guidance, job expectations and student work appreciation are also needed.

(Robbins & Judge, 2013) states that expectations are a person's interest in acting to fulfill expected goals and produce a response according to their desires. Job expectations or job expectations play an important role in addressing individual or student challenges in vocational school education. Expectations have an impact on how hard students work to overcome the obstacles they will face to realize their expectations and be ready to enter the workforce. The following is a theory of expectations.



Picture 1. Schema of Expectation Theory

(Source: <https://wikispaces.psu.edu>)

The three variables depicted in the figure above are referred to as expectation theory. There are three main assumptions in this theory, which can be explained as follows: (1) Each outcome has an attraction or value for several individuals. Valence is the term for this; (2) Each outcome is associated with the perception of the role of the intermediary in achieving the outcome. (3) Everyone believes that by acting or doing something in a certain way, they will get a certain thing. This is called instrumentality. The term for this is the expected outcome. Furthermore, work appreciation is needed to prepare students to enter the world of work.

The Latin word *apreciatio*, which means to pay attention or appreciation, is the origin of the word "appreciation". Gove defines appreciation in a broad sense as the recognition of the values of beauty through feelings or inner sensitivity. G. H. Hardy states that a person who appreciates something means that he enjoys it (Hardy, 2005, p.15). Work appreciation or work appreciation is required by every specialist to work according to his capacity and the job filled as described by Chester W. Harris in his book *Encyclopedia of Educational Research*, which states that:

The American Vocational Association has defined vocational education as education designed to develop skills, abilities, understanding, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis (Thompson, 1973). One of the important aspects in preparing students is work appreciation, which is understanding and appreciating the value of work and the work environment. Work appreciation can be seen as a motivator that can increase student job satisfaction by emphasizing the importance of recognition, responsibility, and achievement. Work appreciation can be enhanced by providing awards or recognition for students' achievements in the vocational field, which in turn will strengthen their motivation to do well.

## II. RESEARCH METHODS

This study uses a quantitative approach combined with descriptive research methods. The exploration of correlations between two or more phenomena or certain phenomena based on observation is an example of a descriptive method. A quantitative approach, on the other hand, is research that collects numerical data and analyzes it using mathematical techniques based on specific statistics to explain the phenomenon. After describing the data in the form of numbers, sentences are used to describe the data, resulting in statements that are easy to understand and accept by most people.

The subjects of this study are vocational high school students of the fashion skills program in Yogyakarta City with a population of 248 students in class XII in fashion. A sample of 153 students was determined by simple random sampling technique, using the Slovin formula. Data were collected

using questionnaires and analyzed using multiple linear regression tests, namely t-test, and F-test.

### III. RESULTS AND DISCUSSION

This research was conducted in five schools, namely, SMKN 4 Yogyakarta, SMKN 6 Yogyakarta, SMK BOPKRI 2 Yogyakarta, SMK PIRI 1 Yogyakarta, SMK Muhammadiyah 4 Yogyakarta. The number of respondents in this study was 153 students, distributed in 5 schools and the students selected were grade XII students with the consideration that students had participated in most of the learning series at vocational schools.

The analysis of the frequency distribution on independent variables (X) and dependent variables (Y) was calculated by categorization calculations. The levels of the category consist of five namely very high, high, medium, low and very low. Before determining the categorization, an analysis of the interval value is carried out.

#### 1. Descriptive Statistical Analysis

The results of descriptive statistical analysis on the four variables, both variables X and Y, showed that the average value in the four variables from the average between 48-74 and the standard deviation reached 4-6. Furthermore, the analysis of the four variables is as follows:

##### a. Vocational Guidance Variables (X1)

The variables showed that the results of the analysis of the categorization calculation of vocational guidance variables were obtained 38 or 24.8% of students gave a very high assessment of vocational guidance (X1), then in the high

category reached 112 or 73.2%, the medium category 3 or 2.0%, then the low and very low categories obtained the same score of 0 or 0%.

##### b. Expectations Variables

The results showed that the analysis of categorization calculations on the work expectation variable obtained results of 43 or 28.1% of students answering the very high category, 108 or 70.6% of students answering in the high category, 2 or 1.3% of students answering in the medium category, while in the low and very low categories obtained the same score, namely 0 or 0%.

##### c. Work Appreciation Variables

The results show an analysis of the categorization calculation on the work appreciation variable. Based on the output of the data analysis carried out, the results of 53 or 34% of students answered in the very high category, 97 or 63.4% of students answered in the high category, 3 or 2.0% of students answered in the medium category, and in the low and very low categories had a score of 0 or 0% which means that no students chose the category

##### d. Work Readiness Variables

The results showed that the analysis of categorization calculations on the dependent variable (Y) of work readiness proved that the average respondents' answer results were related to the most dominant job readiness, namely the frequency value of 92 or 60.1%, then the category level was very high at the frequency value of 59 or 38.6%. Then at the moderate level the frequency value is 2 or 1.3% while at the low interval value of 32.4 – 46.8 and very low has the same value of 0 or 0%.

#### 2. Multiple Regression Analysis

**Table 1.** Multiple Regression Test Results

Coefficients <sup>a</sup>			
Type	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	<b>8,131</b>	3,526	
Vocational guidance	<b>0,236</b>	0,083	0,169
Job Expectations	<b>0,386</b>	0,070	0,342
Work Appreciation	<b>0,446</b>	0,056	0,461

Based on the output, the results as in the table above can be obtained, the multiple regression equation can be obtained as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 8.131 + 0.236X_1 + 0.386X_2 + 0.446X_3 + e$$

#### 3. T test (Partial)

**Table 2.** Vocational Guidance Hypothesis Test

Variabel	B	Std. Error	Beta	R Square	t count	t table	Itself.	Conclusion
Vocational Guidance	0,236	0,083	0,169	<b>,416</b>	<b>2,833</b>	<b>1,976</b>	0,005	Signifikan

The first hypothesis was obtained from the results that the variables of vocational guidance have a positive and significant influence on the variables of student work readiness. Based on the results of the analysis of the t-test, it was obtained  $t_{hitung}$  in the vocational guidance variable of

2,833 and  $t_{tabel}$  of 1.976 and a significance value of  $0.005 < 0.05$ . Therefore, it can be concluded that there is a significant influence between vocational guidance on job readiness. The R2 determinant coefficient is 0.416 which can be concluded

that the variable of job readiness is influenced by the variable of vocational guidance by 41.6%.

**Table 3.** Job Expectancy Hypothesis Test

Variabel	B	Std. Error	Beta	R Square	t count	t table	Itself.	Conclusion
Job Expectations	0,386	0,070	0,342	,535	<b>5,483</b>	<b>1,976</b>	0,001	Signifikan

The second hypothesis was obtained as a result that job expectations have a significant and positive effect on job readiness. Based on the results of the t-test analysis, the tcount on the work expectancy variable was 5.483 and the table was 1.976 and the significance value was  $0.001 < 0.05$ . Therefore,

it can be concluded that there is a significant influence between job expectations on job readiness. Furthermore, the determinant coefficient of R2 was obtained which was 0.535 which means that the variable of work readiness was influenced by the variable of work expectation by 53.5%.

**Table 4.** Work Appreciation Hypothesis Test

Variabel	B	Std. Error	Beta	R Square	t count	t table	Itself.	Conclusion
Work Appreciation	0,446	0,056	0,461	,585	7,953	1,976	0,001	Signifikan

The third hypothesis obtained from data analysis is that job appreciation has a significant and positive influence on job readiness. Based on the results of the t-test analysis, the tcount on the work appreciation variable was 7.953 and the table was 1.976 and the significance value was  $0.001 < 0.05$ . Therefore, it can be concluded that there is a significant

influence between work appreciation and job readiness. The R2 determinant coefficient obtained was 0.585 which means that the work readiness variable was influenced by the work appreciation variable of 58.5%.

#### 4. F Test (Simultaneous)

**Table 5.** F Test (Simultaneous)

ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Itself.	
1 Regression	4670,537	3	1556,846	<b>122,302</b>	<,001b	
Residual	1896,691	149	12,729			
Total	6567,229	152				

The determination of F<sub>table</sub> with a value of 2.66 was obtained from the number of samples (n=153) and the number of variables X (k=3), then it can be stated as follows:

$$F_{table} = F(k; n-k)$$

$$F_{table} = F(3; 153-3)$$

$$F_{table} = F(3; (p. 150))$$

$$F_{table} = 2.66$$

The table shows the results of the simultaneous test analysis with the results of F calculation = 122.302 and F table = 2.66 which means  $122.302 > 2.66$ . Therefore, it can be concluded that simultaneously the variables of vocational

guidance, job expectations, and job appreciation have a positive effect on the work readiness of fashion vocational school students in Yogyakarta City.

#### 5. R2 (Coefficient of Determination)

The determination coefficient test is used to measure the ability of the model to explain variations of dependent variables. The value of R<sup>2</sup> is between 0-1. With the determination test analysis, it can measure the level of model ability in the work readiness variable. The determination coefficient of R<sup>2</sup> in this study can be seen in the table below.

**Table 6.** R2 (Coefficient of Determination)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,843a	<b>0,711</b>	0,705	3,568

Based on the results of the output of statistical applications, it is known that the value of R<sup>2</sup> or the coefficient of determination is 0.711. The magnitude of the R<sup>2</sup> determination coefficient is 0.711 or equal to 71.1%, therefore it can be concluded that the variables of vocational guidance, job expectations, and work appreciation of 71.1% affect the variables of job readiness of students of fashion vocational

schools in Yogyakarta City. The remaining 28.9% can be influenced by other variables that are not involved in this study.

#### 1. The effect of vocational guidance on job readiness

Based on an analysis conducted on vocational high school (SMK) students of the fashion skills program in five schools in Yogyakarta City, it was found that vocational guidance has a



positive and significant effect on job readiness. The data can be seen in the results of multiple linear regression and the results of the significance of vocational guidance on job readiness. The acquisition of the calculated  $t$  value is 2.833 and  $t$  table is 1.976 which means  $2.833 > 1.976$ . In addition, from the results of the significant test, results of  $0.005 < 0.05$  were obtained, meaning that the work readiness of students of fashion schools in Yogyakarta City was influenced by the vocational guidance program provided at school. Based on the results of the research, therefore, it can be concluded that vocational guidance plays an important role in preparing students to enter the world of work. These findings suggest that students who receive good vocational guidance tend to have higher levels of job readiness.

## 2. The effect of job expectations on job readiness

Based on the results of the output of the data analysis that has been carried out, the results are obtained that the calculated  $t$  value is 5.483 and the table  $t$  is 1.976 which means  $5.483 > 1.976$ . In addition, from the results of the significant test, a result of  $0.001 < 0.05$  was obtained, meaning that job expectations have an influence on the work readiness of vocational high school students of the fashion skills program in Yogyakarta City. The coefficient value obtained as a result of work expectations is 0.386 which means that if work expectations increase by one unit, students' work readiness will also increase by 0.386. This study found that job expectations have a positive and significant influence on the work readiness of students majoring in Fashion at Vocational Schools. Students who have high work expectations will tend to be able to enter the world of work better. High job expectations can provide a strong psychological boost for students to prepare for the workforce. Students who have high expectations for their future jobs are usually more eager to develop the necessary skills and knowledge. This is reflected in the results of research that show a positive and significant relationship between job expectations and students' job readiness.

## 3. The effect of work appreciation on students' job readiness

Based on the results of the analysis, the calculated  $t$  value is 7.953 and the table  $t$  is 1.976 which means  $7.953 > 1.976$ . In addition, from the results of the significant test, a result of  $0.001 < 0.05$  was obtained, meaning that work appreciation had a positive and significant effect on the work readiness of students of fashion schools in Yogyakarta City. The value of the work appreciation coefficient is 0.446 which means that if the work appreciation increases by one unit, the student's work readiness will increase by 0.446. Based on these results, students who have a high work appreciation will tend to show better work readiness. The findings that job appreciation has a significant influence on job readiness show that students who have an appreciation for work help them feel more prepared and confident to enter the workforce. This reflects the importance of creating a learning environment that supports and recognizes student achievement. Students who have a high appreciation for work will have a high desire to improve and master skills or competencies to enter the world of work.

## 4. The effect of vocational guidance, job expectations, and work appreciation together on students' job readiness

The results of the analysis in this study show that the variables of vocational guidance, job expectations and job appreciation have a positive and significant influence on job readiness. This shows that if the school implements vocational guidance well, it will provide good job readiness for students, and if students have good work expectations and work appreciation, students will have good job readiness as well.

## IV. CONCLUSION

Vocational guidance contributes positively and significantly to the work readiness of students in five fashion vocational schools in Yogyakarta City. By providing knowledge, skills, and guidance relevant to the fashion industry, effective mentorship programs can increase confidence and can help students to be better prepared to enter the workforce. Vocational guidance accounts for 41.6% of students' job readiness, which means that almost half of students' job readiness can be explained by the effectiveness of the vocational guidance they receive. This shows how important the role of vocational guidance is in preparing students for the world of work.

Furthermore, the results were obtained that job expectations have an influence on the work readiness of fashion vocational school students. High job expectations encourage students to prepare better, which contributes positively to their job readiness. Students with a clear career expectancy tend to be more motivated to achieve industry standards. Clear and realistic job expectations can motivate individuals to better prepare themselves for the world of work. By understanding career potential and setting goals to achieve, individuals will be more motivated to develop the necessary skills and knowledge. The contribution of the influence of work expectations on job readiness is 53.5%, which shows that more than half of students' job readiness can be explained by how well their work expectations have been formed.

Student work appreciation has been proven to have a positive and significant effect on the work readiness of fashion vocational school students in Yogyakarta City. Appreciation of students' work and achievements increases intrinsic motivation and provides a positive psychological boost, which ultimately increases their job readiness. When students have an appreciation or appreciation for their work, and they feel appreciated for their efforts, it increases their motivation and involvement in the learning process, which in turn increases their readiness to enter the workforce. The magnitude of the contribution of the influence of work appreciation on job readiness is 58.5%, indicating that more than half of the factors that affect students' work readiness can be explained by the level of appreciation they have and receive.

Vocational guidance, job expectations and work appreciation have a positive and significant influence on the job readiness of fashion vocational students in Yogyakarta City. Furthermore, the results of the correlation test showed 71.1%. The remaining 28.9% was influenced by other

variables outside of this regression equation or variables that were not studied in this study. Although these three variables have a positive effect on job readiness, students' motivation to work is still lacking. This suggests that deeper intrinsic and extrinsic motivational factors need to be explored and strengthened. Some students may feel less motivated because they don't have a clear picture of the application of their skills in the real world of work or because of a lack of support and exposure to the Fashion industry.

Schools should increase cooperation with relevant industries to ensure that vocational guidance is appropriate to market needs. This can be done through internship programs, industry visits, and curriculum adjustments to the latest trends and technologies in the fashion industry. As well as Holding seminars and workshops involving successful alumni and professionals from the industry can help students understand career opportunities and motivate them to work in fashion. Furthermore, holding regular exhibitions of student works attended by industry representatives can provide a more real appreciation and open up job opportunities for students.

For the next researcher, this study focuses on three independent variables, namely vocational guidance, job expectations, and work appreciation. Therefore, it is necessary to conduct further research by paying attention to factors that are suspected to have an influence on students' job readiness, especially those related to vocational high school motivation.

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