The influence of student’s perceptions on online learning and independent learning on employability skills F&B service in the culinary expertise Program of Vocational High School

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ABSTRACT
Employability skills are work skills that refer to general or non-technical competencies which include achievement, understanding and personal attributes that enable a person to get a job and be successful in the job of their choice. Employability skills can be formed from learning methods and student learning independence. The application of the learning method currently used is online learning due to the Covid-19 pandemic. This study aims to determine the influence of student perceptions on online learning and independence on employability skills F&B service in the culinary expertise program of vocational high school. This is a qualitative study with the type of ex-post facto research. Research method functions to examine specific populations or samples, data collection using questionnaire survey with the aim of testing predetermined hypotheses. The statistical data is multiple linear regression analysis and the hypothesis test are using T test and F test. The results are there is a significant contribution between perceptions of online learning and independent learning together on employability skills F&B Service in the Culinary Expertise Program of Vocational High School with a contribution value of 40.5%.

INTRODUCTION
Vocational High School (SMK) is an educational institution that produces skilled workers to prepare themselves for entering the world of work by fulfilling competencies in various developments listed in Law Number 20 of 2003 concerning the National Education System Article 15 that vocational education is secondary education that prepares students working in certain fields (Dardiri, 2015). Based on data from the Central Statistics Agency in 2019, one of the five vocational expertise programs that generate the most unemployment is the culinary expertise program. The culinary expertise program prepares intermediate experts who are skilled in serving food and beverages in restaurants and hotels, making food and beverage products, and bakery pastry products. According to Rahmawati, Fitri. and Komariah (2016) education in the culinary field is a professional education program where graduates will work in the service sector as not only master technical competencies but also show progress in developing professions and professional attitudes and behavior.

According to Khurinawan (2019) the high unemployment rate for a department at SMK can mean that there are many students who are interested in the department, it can also be interpreted that there is a mismatch in providing the right majors with the skills needed in the job market. The results of Ana’s research (2019) concluded that the qualification of the food service industry requires a workforce who has good social competence with the aim of providing excellent service and satisfaction with its services. The results of a study conducted by the Directorate of Vocational Education (2015) show that there is still a competency gap between what is obtained in vocational schools and industrial needs. The weakness of these SMK graduates is that they are not absorbed in the world of work. Students need to prepare

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competency provisions which are defined as the integration of knowledge, skills and attitudes that are in line with the professional context (Kelder, J., & Walls, 2017). The results of research by Miftahur and Rizki (2019) show that the skills that are important to support the readiness of vocational graduates are soft skills and hard skills. Hard skills and soft skills are useful for facing a competitive world of work. According to Afriani and Setiyani (2015) that these soft skills have an influence on work readiness or what is needed in the world of work known as employability skills. Employability skills are work skills that refer to general or non-technical competencies which include achievement, understanding and personal attributes that enable a person to get a job and be successful in the job of their choice (Udayar et al., 2018).

Employability skills serve as guidelines for how to get a job in accordance with their professional field qualifications, thereby increasing the attractiveness of being recruited by companies (Cavanagh et al., 2015). Nugrah’s (2020) research results show that the quality of good employability skills greatly affects the sustainability of student career development at work, provides a positive charge so that they can adapt quickly, and shows the skills expected by the company or employer. According to the results of research by Basuki and Sudijmat (2016), the development of employability skills at SMK can be carried out through two approaches, namely curricular in the form of learning in the classroom and laboratory/workshop/studio and extracurricularly through various extracurricular activities organized by schools. The development of employability skills can be done through affective learning, the application of student-centered learning strategies and methods, assignments, extracurricular and student activities, and industrial work practices.

The application of the learning method currently used is online learning due to the Covid-19 pandemic. The widespread transmission of the coronavirus disease (Covid-19) which later became a pandemic, prompted the Indonesian government to urge people to stay home and implement social or physical distancing. In accordance with Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency the Spread of Coronavirus Disease issued by the Minister of Education and Culture of the Republic of Indonesia, states that KBM (Teaching and Learning Activities) is carried out at home. The transition of the teaching and learning process from the conventional face-to-face learning system directly to an online learning system, of course, has a difference from the previous system.

Online learning (e-learning) can be used in teaching and learning strategies to develop employability skills (Hatane, 2009). Online learning makes students more independent, because it puts more emphasis on being student centered (Handarini & Wulandari, 2020). The results of Sunardi’s (2016) study of the implementation of a student-centered scientific approach as a learning system that can develop employability. Online learning can make students learn independently. So, it is suspected that independent learning also affects students’ employability. Independent learning (self-regulated learning) is a learning activity that takes place and is driven by own will, own choice, and own responsibility. Based on the description above, a study entitled can be formulated as The Influence of Student Perceptions on Online Learning and Independences Learning on Employability Skills F&B Service in the Culinary Expertise Program of Vocational High School.

METHODS
This research uses a quantitative approach, with the type of ex post facto research. Quantitative research is a research method that is based on the philosophy of positivism, functions to examine specific populations or samples, data collection using research instruments and statistical analysis with the aim of testing predetermined hypotheses (Sugiyono, 2016: 35). Expost facto is a type of research based on past/past events. This research took place at SMKN Mojokerto. Determination of the research sample using krejcie table with 95% confidence level with a population of 95 obtained a sample of 76 students. The data sampling technique used simple random sampling. The data collection technique used a questionnaire survey containing statements about the dependent and independent variables. The statistical data analysis used was regression. There are more than one independent variable in this study, so it uses multiple linear regression analysis. The aim is to analyze the the relationship and influence between variables X1 and X2 on Y. The X1 variable is perceptions of online learning, X2 is independences learning, and Y is Employability skills. The first thing to do is analyzing requirement test. The normality test, linearity test, heteroscedasticity test, multicollinearity test and autocorrelation test. Then do the hypothesis test using T test and F test.

RESULTS AND DISCUSSIONS
The research results described are in the form of data descriptions for each variable, prerequisite tests, and hypothesis testing either partially or individually. The following is a description of the research results. Data descriptive for students perceptions variables about online learning, independent learning, and employability skills can be seen in

The result of requirement test analysis

Normality Test
The normality test in this study was conducted to determine whether the data obtained was normally
distributed or not. The purpose of the normality test is to determine whether the hypothesis is parametric or non-parametric tested. Testing the normality of the sample using the One-Sample Kolmogorov-Smirnov test with the help of SPSS. Normality is known by looking at the significance value, namely if the significance value (Asymp.sig) > 0.05 then the data is normally distributed. The results of the normality test indicate that the research data for each of these variables are normally distributed.

### Linearity Test

Linearity test is used to determine whether the relationship between the independent variable and the dependent variable is linear. This study uses a linearity test with the Test for Linearity method with the help of SPSS, where if the probability value (Asymp.sig) < 0.05, the data distribution is linear. The results of the linearity test show that the significance value of each variable relationship, namely perceptions of online learning towards employability skills is 0.00 and independent learning towards employability skills is 0.00. The results of the linearity test for the two variable relationships are stated to be less than 0.05, so it can be concluded that the data between the two variables (independent and dependent variables) has a linear relationship.

#### 3.1.3 Heteroscedasticity test

Heteroscedasticity test to determine whether the data for each variable occurs heteroscedasticity or not. This study used the heteroscedasticity test with the scatterplot method with the help of SPSS, where the results were in graphic form. The prerequisite for analysis requires that there is no heteroscedasticity where the points on the scatterplot are scattered above and below the 0 on the Y axis or do not form a clear pattern.

### The Result of Hypothesis Test

#### Multiple Linear Regression Test

The results of multiple linear regression tests to test a significant contribution between perceptions of online learning and independent learning on students’ employability skills. This hypothesis aims to determine how much the contribution of online learning perceptions and students ‘learning independence to the students’ employability skills. The results of multiple linear regression tests for this hypothesis can be seen in table 3.

<table>
<thead>
<tr>
<th>Models</th>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Perception of online learning</td>
<td>.158</td>
<td>.047</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>.424</td>
<td>.050</td>
</tr>
</tbody>
</table>

Table 3 above shows the results of multiple linear regression tests between variables X1 and X2 against Y simultaneously. The size of the simultaneous regression coefficient is 0.622, which means it has a strong influence because it is close to number 1. The meaning is that the perception of online learning and student learning independence has a strong influence on employability skills. The greater the X1 and X2 values, the greater the Y.
CONCLUSION

Based on the results of testing and discussion of the previous chapter, it can be concluded that: There is a significant contribution between perceptions of online learning and employability skills. There is a significant contribution between independent learning and employability skills. There is a significant contribution between perceptions of online learning and independent learning together on employability skills F&B Service in the Culinary Expertise Program of Vocational High School with a contribution value of 40.5%.

REFERENCES


