



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 independences learning on employability skills f&b service in the culinary expertise program of vocational high school. This is a quantitative of research with the type of expost 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 service workers, reflecting the character of workers who not only

master technical competencies but also show progress in developing professions and professional attitudes and behavior.

According to Khurniawan (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

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 Miftahrur 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). Nugraha'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 Sudjimat (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.

Table 1. One Sample Kolmogorov-Smirnov Test

one sample kolmogorov-smirnov test	
Asymp. Sig. (2tailed)	.200 ^c

In the normality test results, the Asymp value is obtained. Sig. (2-tailed) that is 0.200 or a value greater than 0.05. If the significant value > 0.05, the data is 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.

Table 2. Heteroscedasticity Test

Coefficients ^a		
Models	Sig.	
1	(Constant)	.043
	Perception of online learning	.462
	Independent Learning	.271

The results of the heteroscedasticity test can be seen in Table 2, so it can be concluded that heteroscedasticity does not occur.

Multicollinearity Test

Multicollinearity test is used to determine whether the relationship between the independent variable and the dependent variable is not multicollinearity occurs. This study uses a multicollinearity test of data with the colinearity diagnostics method with the help of SPSS, where if the Tolerance value is > 0.1 and the VIF value < 10 then it meets the multicollinearity-free requirements. The multicollinearity test results show that (1) the perceptions of online learning variable has a tolerance value of 0.790 and a VIF of 1.266 and (2) the independent learning variable has a tolerance value of 0.790 and a VIF of 1.266. Each variable shows that the tolerance value is > 0.1 and the VIF value < 10, it can be concluded that the research data does not have multicollinearity.

Autocorrelation Test

The autocorrelation test is used to determine whether or not there is a correlation or relationship between errors at the stage that is happening at the previous stage. There is no autocorrelation data, it can be said that the regression model is good. The results of the autocorrelation test through SPSS can be seen through Durbin-Watson. If the Durbin-Watson value is between the dU and dL values, it means that the data is not autocorrelated. The results of the autocorrelation test between perceptions of online learning (X₁), independent learning (X₂), on the employability skills (Y) obtained a Durbin-Watson value (d) of 2.055.

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 3. Multiple Linear Regression

Models	Coefficients ^a	
	Unstandardized Coefficients	
	B	Std. Error
Perception of online learning	.158	.047
Independent Learning	.424	.050

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

value. The resulting significance probability value is 0,000 and less than 0.05, so it can be concluded that the third hypothesis is accepted. The conclusion is that there is a significant contribution between perceptions of online learning and student learning independence has a strong influence on employability skills. The magnitude of the contribution of perceptions of online learning and students' learning independence to employability skills is from the coefficient of determination (r^2) multiplied by 100%, namely $0.405 \times 100\% = 40.5\%$. The conclusion is that simultaneously perceptions of online learning and student learning independence contribute 40.5% to employability skills.

F Test

The F test in this study was to determine the effect of perceptions of online learning and learning independence together on the ability of employability skills. The following is the hypothesis and table from the F test

Table 4. F Test

Anava ^a		
Model	F	Sig.
Regression	172,906	.000 ^b

The results of the F test through SPSS obtained an F value of 172.906 with a significant value of 0.000. If the significant value is less than 0.05, then receiving that the regression line is significant to estimate the results of the employability skills

T Test

In this study, the T test was carried out in order to determine whether the independent variables, namely the perception of online learning and independent learning independently, had an effect on employability skills. The following is the hypothesis and table from the T test.

Table 5. T Test

Coefficients ^a			
Model		t	Sig.
1	Perception of Online Learning	8.689	.000
	Independent Learning	6.298	.000

The online learning perception variable (X_1) obtained a t value of 8.689 with a significant 0.00. If the significant value is less than 0.05, it can be concluded that accepting H_1 means that there is a significant influence between the independent variables and the dependent variable. The learning independence variable (X_2) obtained a t value of 6.298 with a significant 0,000. If the significant value is less than 0.05, it can be concluded that accepting H_1 means that there is a significant influence between the independent variables and the dependent variable

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%.

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