

Personal Transferable Skills (Ipts) Identification's Impact on Student Work Readiness at State Vocational School 2 Tarakan

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ABSTRACT

The purpose of this study is to ascertain the impact of personal transferable skill identification approaches on students at SMK Negeri 2 Tarakan's preparedness for the workforce. This study uses experimental, quantitative research with a one-group pretest-posttest design. Employing a basic random sampling procedure with a sample size of 10 students from a population of 34 students. The job readiness scale is the tool used for data gathering. Since Ha's paired sample t-test results have a significant value of 0.000 < 0.05 and a t-count value of 15.781 > t-table 1.833, the data analysis technique is accepted. So that group counseling using the method of finding personal transferable skills has an impact on SMK Negeri students' preparation for the workforce 2 Tarakan.

INTRODUCTION

Entering the current era of global competition, Indonesia is faced with increasingly broad and tough competition. In connection with these conditions, one of the steps to prepare quality human resources to be able to compete in the global arena is through the educational process. Much effort has been made in the education sector in Indonesia but the results have not been optimal enough, Paramytha (Yuwanto, 2016). The main mission of the Vocational High School (SMK) is to prepare students as prospective workers who are ready to enter the world of work. The existence of SMK is required to meet the needs of the community, namely the need for labor. So that students are required to have the skills and professional attitude in their field.

Definitively work readiness is the overall condition of the individual which includes physical, mental, and experience maturity as well as the willingness and ability to carry out a job

or activity. Job readiness is very important for a Vocational School student because Vocational High School students are the hope of the community to become graduates who have competence in accordance with their areas of expertise that are accepted in the world of work or are able to develop businesses independently.

Job readiness is very important for students to have because students are the hope of the nation to build up the country's economic downturn. The need for manpower will be met properly if job seekers have a quality that meets the requirements and quality that meets expectations of the world of work. then the gap between demand and supply of work will occur.

Based on the phenomena that occur in the field, competition to enter the world of work is not easy, there is a lot of competition that must be faced by SMK graduates. On August 16, 2022, the researchers interviewed several class XI students at Tarakan 2 State Vocational School. When asked where they were going to go when they graduated, some students often answered they did not know, and many of them were still confused about where to go in the future, this reflected that some of the students were not ready to enter the world of work.

Through counseling and advice, student potential can be developed. where guidance counseling is a component of education. Guidance from counseling aids in the complete development of potential. self-improvement in the workplace. Students that are able to plan their professional paths might identify potential advancement in the field. In addition, people determine their job paths based on where they are in their growth. In order to help students in class XI prepare for job readiness, researchers will work with guidance and counseling teachers in schools to employ the Identifying Personal Transferable Skills (IPTS) technique in career counseling.

Identifying Personal Transferable Skills (IPTS) is a career counseling intervention strategy created to help clients locate their own skills, competencies, and talents (2018). Adaptable abilities are the main skills needed to enter the world of work because these transferable skills are portable skills that are owned by someone and are ready to be used to complete work in the workplace, such as communication skills, organizational skills and the ability to work together, Ingarianti (2018). Basically, counselees have these abilities, it's just that they haven't been able to find them because they haven't been used optimally in everyday life. This technique can really help counselees to know the skills they can use to enter the world of work in the future, with this technique the counselee can feel helped to prepare for a future career.

The importance of this research was conducted to determine the effect of Identifying Personal Transferable Skills (IPTS) on student work readiness. This research is very closely related to the guidance and counseling services in schools because it can improve the guidance and counseling services themselves. With the increase in guidance and counseling services, it is hoped that it can help students to deal with problems in low student work readiness. Based on the above phenomena, researchers are interested in conducting research with the title "The Effect of Identifying Personal Transferable Skills (IPTS) on Job Readiness of Students of SMKN 2 Tarakan".

RESEARCH METHOD

Quantitative research is conducted using a one-group, pre-post experimental design. Experimental research can be viewed as a study strategy used to determine the impact of particular treatments on other carefully monitored circumstances, according to Sugiyono (2015: 107) The group receives treatment in the form of a specific activity, and the result is then

observed. There was only one group in this experimental investigation, the experimental group without a control group. The Guttman scale, specifically the student work readiness scale and IPTS, was used as a data collection tool to measure or evaluate the subject at the pre-test and post-treatment stages. In this study, group counseling sessions were the form of treatment because it was suspected that group counseling services with Personal Transferable Skill (X) Identifying Techniques could influence Student Work Readiness (Y). The student work readiness instrument grids in this study are:

Table 1. Students' work readiness instrument grids

Variable	Indicator	Sub-Indicators
Who Work	Student Skills	Find student strengths
		Finding student weaknesses
		Measure self
	Student Career Planning	Find student strengths
	Student Ability	Finding student weaknesses
	Student Will	Ability to complete work
	Self-confident	Be confident in the abilities you have
		Optimistic and dare to act

This study was carried out in Tarakan City, North Kalimantan Province, at SMK Negeri 2 Tarakan RT.20, Karang Anyar Pantai Village, Kec. West Tarakan. Province of North Kalimantan. Ten pupils from class XI made up the study's sample. The sample was acquired with a random sampling technique, specifically Sugiyono's (2020) definition of a random sampling technique.

Researchers employed a scale as a data collection method in this investigation. According to Sudjana (2002), the method for data analysis utilized is to determine the interval and the percentage formula (According to Sugiyono, 2020).

RESULTS AND DISCUSSION

The following table shows the findings of the descriptive analysis of student work readiness:

Table 2. The findings of the descriptive analysis of student work readiness

No	Inisial	Skor		Skor		Skor Penurunan
		Pretest	Kategori	Posttest	Kategori	
1	MNA	23	tinggi	13	sedang	10
2	MH	23	tinggi	10	rendah	13
3	MA	17	sedang	14	sedang	3
4	DA	19	tinggi	10	rendah	9
5	GA	26	sangat tinggi	10	rendah	16
6	MMA	14	sedang	13	sedang	1
7	AFZ	20	tinggi	12	rendah	8
8	MRA	24	sangat tinggi	13	sedang	11
9	APP	21	tinggi	9	rendah	12
10	M	23	tinggi	8	rendah	15
Rata-rata		21	tinggi	11,2	rendah	9,8

After receiving treatment in the form of group counseling using the identifying personal transferable skills technique, it is evident from the description of the table above that there is a decrease in the scores of being unprepared for work. The pretest and posttest findings for numbers 3 and 6 indicate moderate outcomes, which are attributable to the student's lack of improvement, however, there are 6 students who undergo considerable changes shown by high pretest scores following group counseling sessions. The posttest results are weak, allowing it to be concluded that using group counseling and the technique of identifying personal transferable skills to decrease job unpreparedness is successful in vocational students.

Based on the results of the study using the Shapiro-Wilk normality test and the pretest results obtained were $0.659 > 0.05$, the data were normally distributed. For posttest results of $0.282 > 0.05$, it is also normally distributed. The normal distribution table is as follows:

Table 3. Normal Distribution Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,211	10	,200 [*]	,949	10	,659
posttest	,221	10	,180	,910	10	,282

This final table serves as the result of the hypothesis test because it contains the answers to the problems posed in the problem formulation. Do class XI students at SMK Negeri 2 Tarakan use group counseling with the technique of discovering personal transferable abilities to improve their readiness for the workforce? The df value of 9 and a significant value of 0.000 < 0.05 indicates that H_a is accepted, as can be seen in the result below. When determining the t table value from the distribution of t table statistical values, this value is utilized as a guide. The determined t value's analysis yielded the conclusion that $15.781 > t$ table 1.833, which served as the foundation for the conclusions drawn the conclusions above it can be said that H_a is accepted. So group counseling with the technique of identifying personal transferable skills is effective for the work readiness of class IX students at SMK Negeri 2 Tarakan.

Table 4. Result of the Hypothesis test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest -	10,200	2,044	,646	8,738	11,662	15,781	9	,000

CONCLUSION

Using groups for support, criticism, and learning opportunities, group counseling uses the concept of recognizing personal transferrable abilities as a kind of service. As a result, student work preparedness is improved. A significant value of 0.000 < 0.05 and a t-count value of 15.781 > t-table 1.833 indicate that H_a is accepted based on the findings of the data obtained. The recommendation is

1. Future researchers are hopeful that the shortcomings in this study can be corrected, particularly with regard to the RPL material for group counseling, which must be consistent with information regarding student work readiness. Students may employ different counseling strategies if more group counseling is required to address difficulties relating to work preparedness. For BK instructors

2. Teachers of guidance and counseling should continue to maintain and improve the implementation of guidance and counseling service strategies in accordance with existing steps so that service activities are carried out properly and can develop optimally. BK teachers are expected to help students in improving student work readiness

3. Students are expected to know the causes of the lack of readiness for student work in order to get the right solution so as not to have a bad impact on students.

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