

Conference Paper

Public Perception of Vocational Education

Elsie Sylviana Kasim and Titin Fachriah

Tax Administration, Vocational Program, Universitas Indonesia

Abstract

Public perception of vocational education aims to provide a research-based assessment of vocational education. The research method used is a quantitative approach with data collection techniques through questionnaires and literature study. The analytical method used is univariate analysis. The results showed that the perception of the community—in this case, the perception of parents/students of grade 3 SMAN 2 Cibinong—about vocational education is good. The perception of students of the vocational program (diploma) is good. And the perception of Human Resources Manager/Supervisor of the organizations where the Vocational UI Program students completed their apprenticeship is also good.

Keywords: vocational education, public perception

Corresponding Author:
 Elsie Sylviana Kasim
 elsiekasim@yahoo.com

Received: 8 June 2018
 Accepted: 17 July 2018
 Published: 8 August 2018

Publishing services provided by
Knowledge E

© Elsie Sylviana Kasim and Titin Fachriah. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 2nd ICVHE Conference Committee.

1. Introduction

Vocational Program is an educational program at higher education level that aims to prepare personnel to establish skills in the field, ready to work and able to compete globally. Vocational Program according to Law No. 10 of 2012 on Higher Education is one of the educational paths organized by universities/institutes in addition to undergraduate and professional programs.

Data from the Central Bureau of Statistics in August 2014 states that 9.5% of unemployment in Indonesia is a college alumni. The occurrence of educated unemployment, one of which is due to incompatibility of the competence of graduates with the needs or demand of business and industry. According to the Head of Vocational Program of University of Indonesia, Prof. Sigit Pranowo Hadiwardoyo, the company is often mis-targeted in finding labor. Companies should look for workers who are ready to work immediately.

But many people and industry, still not very familiar with vocational education. Many stated that the quality of vocational education is still low ([7], h.36)). Vocational education, therefore, is still regarded by some as second-class education ([7], h.36).

OPEN ACCESS

2. Literature Review

2.1. Concept of vocational education and training (VET)

Moodie (2006, h.249) started reviewing several definitions of vocational education and training, and classifying them into four types: epistemological, teleological, hierarchical and pragmatic. In epistemological the most fundamental foundation of vocational education and training identity is as the development of a distinctive way of knowing and way of learning. In teleological, vocational and training's identity are identify as three types: as training for an extrinsic purpose, training for work (education for life) and training for work directed by others. In hierarchical there are three types of hierarchical: the first is by occupational level the second by educational level and the third by cognitive level. In pragmatic or not elsewhere included, a common definition of vocational education is the education that is not secondary or higher education.

2.2. Concept of perception

Perception can be interpreted as an understanding and assessment of a person on a matter based on knowledge and experience associated with it. Rakhmat defines perception as the experience of the objects, events, or relationships obtained by inferring information and interpreting messages ([6], h.48).

A person's perception of an object does not just happen, but it is a process that involves other elements that relate to the person and object perceived. Huffman, Vernoy and Vernoy explain that perception includes three basic processes, namely selection, organization, and interpretation coming from the senses ([3], h.97).

2.2.1. Selection

The first stage of perception is selection. Selection perception is the process of how to filter things or information so as to choose the thing or information that is most important to the perception. The selection depends on what is preferred, what wishes to wish and the previous experience ([2], h.61)

2.2.2. Organization

Information that has passed the selection stage must be structured into patterns or principles that will help us to understand the world. Perception organizing is the process by which a person tends to group or organize things according to certain attachment patterns ([4], p.126). The process of organizing sensory data can include perception form, perceptual constancies, and perception depth ([6], h.51).

2.2.3. Interpretation

Interpretation is the final stage of perception. The stimulation that has been selected and organized into certain patterns will be processed by the brain to provide an explanation and make judgments about what is outside the human.

3. Problems and Purpose of Writing

3.1. Research problem

Based on the background, then that will be raised as the subject matter is as follows:

1. Are parents and students willing to put their child into Vocational Program (diploma)?
2. To the students of the Vocational Program (diploma), whether the decision to enter the Vocational Program (diploma) on their own decisions or because it is not accepted at the University (undergraduate)? What is the student's response to the Vocational Education Program of UI?
3. What is the response of Human Resources Manager/Supervisor of the Company to the graduates of the Vocational Program (diploma) when compared to University graduates (undergraduate)?

3.2. Research purposes

Based on the aforementioned subject matter, this research aims to:

1. Explain willing or unwilling parents and students grade 3 high school to put their child into Vocational Program (diploma).

2. Explain whether the decision of the Vocational Program (diploma) student to enter the Vocational Program (diploma) is a decision on its own or because it is not accepted at the university (undergraduate). And students' responses to the Vocational Education Program of UI.
3. Explain the response of Human Resources Manager/Supervisor of the Company to the graduates of Vocational Program (diploma) when compared with University graduate (undergraduate).

4. Method of Research

4.1. Research approach

The research approach used in this study is a quantitative approach that is deductive by looking from the general pattern to the special pattern that depart from the theory that already existed before in the research, namely the theory of perception. This study was included in the survey research used in large and small populations, but the data studied were data from samples taken from the population, so that relative events were found, the distribution (Kerlinger & Lee, 2000, h599).

4.2. Types of research

This type of research can be classified based on research objectives, research benefits, time dimensions of research, and data collection techniques of the research concerned. The type of research used in the aforementioned four classifications is as follows:

1. Based on research objectives
This study aims to describe how people's perception of vocational education.
2. Based on research benefits
This research is aimed to develop science in the field of education, especially vocational education. In this study, researchers are not to solve problems directly and only for academic purposes.
3. Based on the time dimension of the study
This study was included in a cross sectional study because it was conducted at a certain time in 2017. This study will not be resumed and is not comparable with other studies.

4. Based on data collection techniques

(a) Field study

Field studies were conducted in this study to obtain primary data by distributing questionnaires to informants directly related to research problems.

(b) Literature study

Literature study was conducted in this study to collect data by tracing and studying materials derived from books, articles, journals and internet sites that have a relationship with research problems.

4.3. Population and sample

The first population used in this study were students of grade 3 SMAN 2 Cibinong amounted to 324 students/students. The second population is a student of Vocational Program UI force 2015 amounted to 69 students. The third population is the manager of human resources/supervisor of the company amounted to 30 people. To determine the number of samples, this study used the Slovin formula as follows:

$$n = N / (1 + N(e)^2)$$

Information

N: Number of samples

N: Total population

e: The error rate (0.1)

Based on the formula, then with the number of samples are as follows:

Student class 3 SMAN 2 Cibinong (Population 324)	Student Vocational UI Program (Population 69)	Manager of human resources/supervisor of the company (Population 30 people)
$n = 324 / (1 + 324(0.1)^2)$	$n = 69 / (1 + 69(0.1)^2)$	$n = 30 / (1 + 30(0.1)^2)$
n = 76.41 (Rounded to 76)	n = 40.82 (Rounded to 41)	n = 23.07 (Rounded to 23)

4.4. Data analysis technique

4.4.1. Descriptive statistics analysis

The results of this descriptive statistical analysis are grouped into two, namely the statistical summary showing the characteristics of the respondent and the statistical summary showing the mean/average variable. Based on this information, in this

study descriptive statistical analysis will provide a description of the characteristics of respondents.

4.4.2. Data processing

Stages of data processing conducted by researchers, namely editing, coding, data entry and analysis. The questionnaire to be assessed in the study has questions that each question has five answer options. The answer options in the questionnaire consisted of Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), Strongly Agree (SS). Each option has its own score. Score in each question divided upon Strongly Agree have a score of 5, Agree have a score of 4, Neutral has a score of 3, Disagree has a score of 2, Strongly Disagree has a score of 1.

4.4.3. Univariate analysis

The results of the data studied in this study is to use univariate analysis. Researchers will analyze the data by determining the mean data

4.5. Research restrictions

Considering the breadth of coverage related to this research, the researcher focuses this research on the public perception of students of SMAN 2 Cibinong, students of Vocational UI Program and Human Resource Manager/Supervisor of Vocational Program apprenticeship of UI Vocational Program students.

5. Results and Discussion

5.1. Students of SMAN 2 Cibinong

Characteristics of Respondents

5.1.1. Age of respondents

From 40 respondent data obtained in this study, 15 years old respondents amounted to 2 people or 5% of the total sample, respondents aged 16 years amounted to 5 people or by 12% of the total sample, respondents aged 17 years amounted to 23 people Or

58% of the total sample, and respondents aged 18 years amounted to 10 people or by 25% of the total sample. Percentage of respondents shown in the following figure:

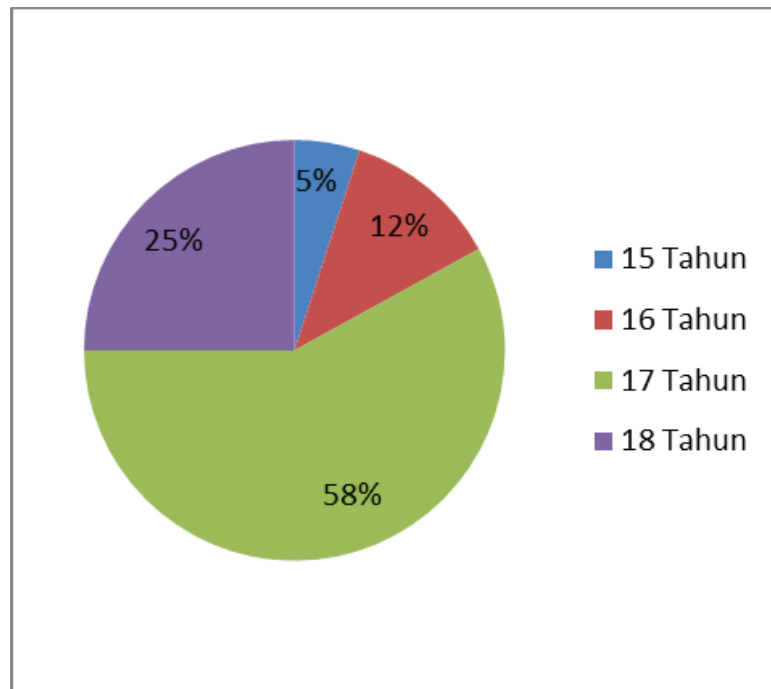


Figure 1: Percentage of age of respondent student of SMAN 2 Cibinong. Source: Data that has been processed.

5.1.2. Sex of respondents

Of the 40 respondents data obtained in this study, respondents of male sex amounted to 20 people or 50% of the total sample, and 20 people female or 50% of the total sample. Percentage of respondents shown in the following figure:

5.1.3. Respondents continue to higher education level

From 40 respondent data obtained in this study, respondents who continue their education to Vocational Program (diploma) amounted to 4 people or 10% of the total sample, respondents who continue education to university (bachelor) amounted to 35 people or equal to 87% of total sample, And respondents who did not continue their education to Vocational Program (diploma) or University (undergraduate) amounted to 1 person or 3% of the total sample. Percentage of respondents shown in the following figure:

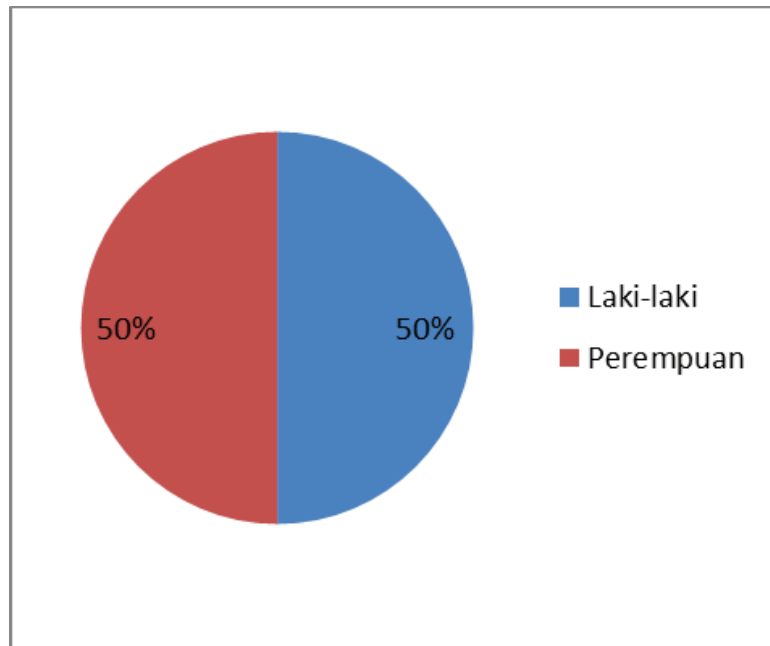


Figure 2: Percentage of sex of respondent student of SMAN 2 Cibinong. Source: Data that has been processed.

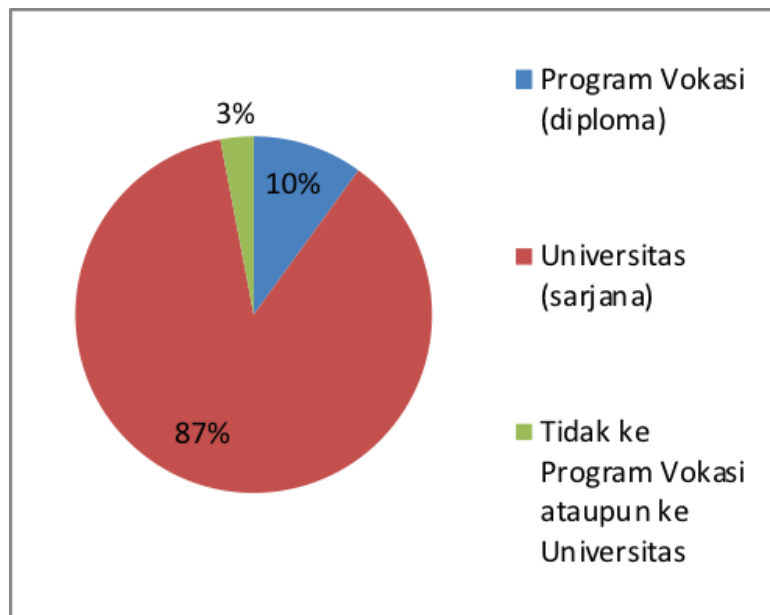


Figure 3: Percentage of respondents continue to level of higher education. Source: Data that has been processed.

5.1.4. Research variable

Public perception is the view of parents and students of high school grade 3 who are willing to enter the Vocational Program (diploma). Of the 4 respondents answered each statement by choosing between Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), Strongly Agree.

TABLE 1: Response of the perception of the parents and students of Class 3 SMAN 2 Cibinong.

No.	Item Enquired	Answer				
		STS	TS	N	S	SS
1	After discussing with my parents, I will choose to enter the Vocational Program (diploma) because I think I will not be accepted at the University (undergraduate)	10	8	0	0	0
2	After discussing with my parents, I will choose to enter the Vocational Program (Diploma) because the Vocational Program (diploma) provides many practical courses so it will be easy for me to be accepted as a skilled worker.	0	4	3	0	5

5.1.5. Univariate Analysis

Table 2 shows the mean of the perception of parents/students of grade 3 SMAN 2 Cibinong.

TABLE 2: Mean perceptions of parents of Grade 3 students SMAN 2 Cibinong.

No.	Item Enquired	Mean
1	After discussing with my parents, I will choose to enter the Vocational Program (diploma) because I think I will not be accepted at the University (undergraduate)	4.5
2	After discussing with my parents, I will choose to enter the Vocational Program (Diploma) because the Vocational Program (diploma) provides many practical courses so it will be easy for me to be accepted as a skilled worker.	3
	Average	3.75

The mean value of the answer point is 3, so it is determined that if the average answer of the statement below 3 means the perception of parents/students of grade 3 SMAN 2 Cibinong about vocational education is not good, whereas if the average answer above 3 means perception Parents/students grade 3 SMAN 2 Cibinong about vocational education is good. Based on Table 2 can be seen that the answer of all statements have an average of 3.75 which means the answer is above the point/middle answer is 3. Therefore, it can be concluded that the perception of parents/students of grade 3 SMAN 2 Cibinong about education Vocational is good in that it chooses to enter the Vocational Program (diploma) not because it will not be accepted at the

University (undergraduate) but because the Vocational Program (Diploma) provides many practical courses so it will be easy for him to be accepted as a skilled worker.

5.2. Students of vocational UI program

Characteristics of Respondents

5.2.1. Age of respondents

From 40 respondent data obtained in this study, respondents aged 19 years amounted to 24 people or 60% of the total sample, respondents aged 20 years amounted to 14 people or 35% of the total sample, and respondents aged 21 years amounted to 2 Person or by 5% of the total sample. Percentage of respondents shown in the following figure:

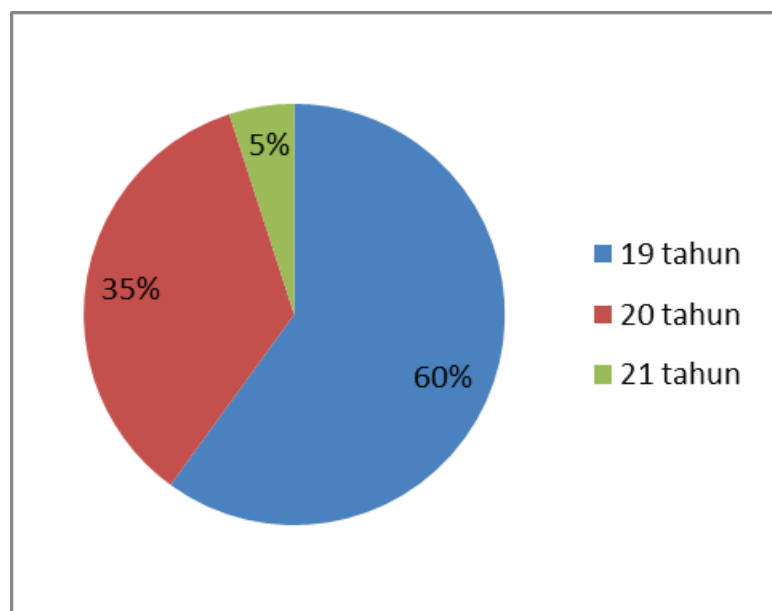


Figure 4: Percentage of age of respondent student of vocational UI program. Source: Data that has been processed.

5.2.2. Sex of respondents

Of the 40 respondents data obtained in this study, male sex respondents amounted to 14 people or 35% of the total sample, and 26 female or 65% of the total sample. Percentage of respondents shown in the following figure:

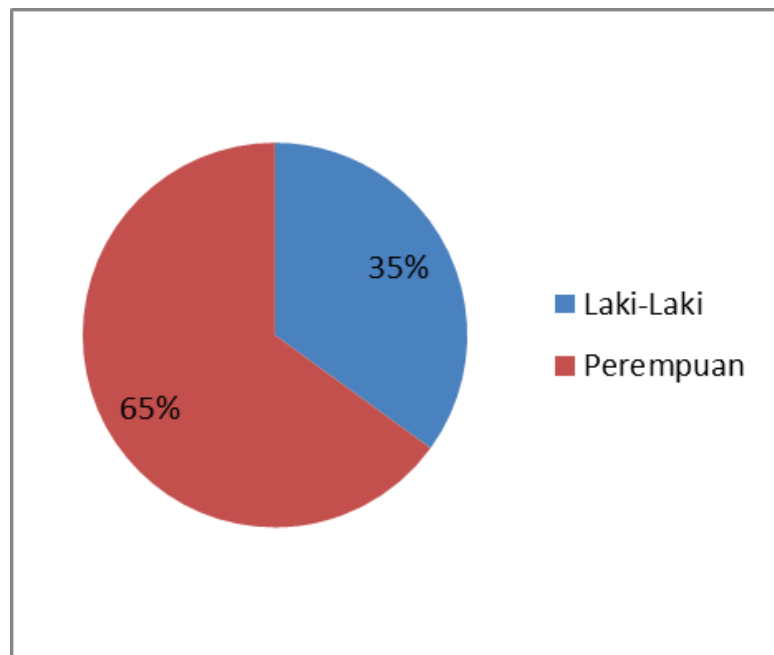


Figure 5: Percentage of sex of respondent student of vocational UI program. Source: Data that has been processed.

5.2.3. Research variable

Public perception is the decision of Vocational Program students (diploma) to enter the Vocational Program (diploma) and student's response to Vocational Education Program UI. Each respondent answers each statement by choosing between Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), Strongly Agree.

5.2.4. Univariate analysis

Table 4. shows the mean of the perception of Vocational Program students (diploma)

The mean value of the answer point is 3, so it is determined that if the average answer of the statement below 3 means the student's perception/Vocational Program (diploma) about vocational education is not good, whereas if the average answer above 3 means student perception The Vocational (diploma) program on vocational education is good. Based on Table 4 it can be seen that the answers of all statements have an average of 4.05 which means the answer is above the point/middle answer is 3. Therefore, it can be concluded that the perception of students Vocational Program (diploma) to go into The Vocational (diploma) program is good in that it is a decision of its own not because it is not accepted at the University (undergraduate).

Table 5 shows the mean of the perception of Vocational Program students (diploma)

TABLE 3: Response of vocational UI program students.

No.	Item Enquired	Answer				
		STS	TS	N	S	SS
1	My parents and I chose to go to the Vocational Program (diploma) because I thought I would not be accepted at the University (undergraduate)	95	80	0	2	0
2	My parents and I chose to go to the Vocational Program (Diploma) because the Vocational Program (diploma) provided many practical lectures so it would be easy for me to be accepted as a skilled worker	1	6	15	112	15
3	I am satisfied with the education I get now from the Vocational Program (Diploma)	1	22	15	80	15
4	The program curriculum is relevant and will equip me with the skills necessary for the work I will be doing	1	2	3	132	20
5	The Vocational Program (Diploma) Facility is adequate in preparing students with the skills required in their work	2	8	3	124	10
6	The lecturers in the Vocational Program (Diploma) are competent in their respective fields	0	4	6	112	40

TABLE 4: Mean perceptions of vocational program student (diploma).

No.	Item Enquired	Mean
1	My parents and I chose to go to the Vocational Program (diploma) because I thought I would not be accepted at the University (undergraduate)	4.4
2	My parents and I chose to go to the Vocational Program (Diploma) because the Vocational Program (diploma) provided many practical lectures so it would be easy for me to be accepted as a skilled worker	3.7
	Average	4.05

The mean value of the answer point is 3, so it is determined that if the average answer of the statement below 3 means the student's perception/Vocational Program (diploma) about vocational education is not good, whereas if the average answer above 3 means student perception The Vocational (diploma) program on vocational education is good. Based on Table 5 it can be seen that the answers of all statements have an average of 3.7 which means the answer is above the point/middle answer is

TABLE 5: Mean perceptions of vocational program student (diploma).

No.	Item Enquired	Mean
1	I am satisfied with the education I get now from the Vocational Program (Diploma)	3.3
2	The program curriculum is relevant and will equip me with the skills necessary for the work I will be doing	3.9
3	The Vocational Program (Diploma) Facility is adequate in preparing students with the skills required in their work	3.6
4	The lecturers in the Vocational Program (Diploma) are competent in their respective fields	4
	Average	3.7

3. Therefore, it can be concluded that the perception of students Vocational Program (diploma) on vocational education is good in terms of curriculum, facilities and lecturers are competent.

5.3. Human resource manager/supervisor of vocational program apprenticeship of UI vocational program students

Characteristics of Respondents

5.3.1. The type of company

From 10 respondent data obtained in this study, respondents who service companies amounted to 9 companies or 90% of the total sample, respondents who industrial companies amounted to 1 company or 10% of the total sample, and respondents who trade companies amounted to 0 companies or 0% of the total sample. Percentage of respondents shown in the following figure:

5.3.2. Total number of employees and percentage of vocational graduate employee

5.3.3. Research variable

Public perception is the response of Human Resource Manager/Supervisors where apprenticeship of UI Vocational Program students to graduates of Vocational Program UI when compared with University graduate (undergraduate). Each respondent

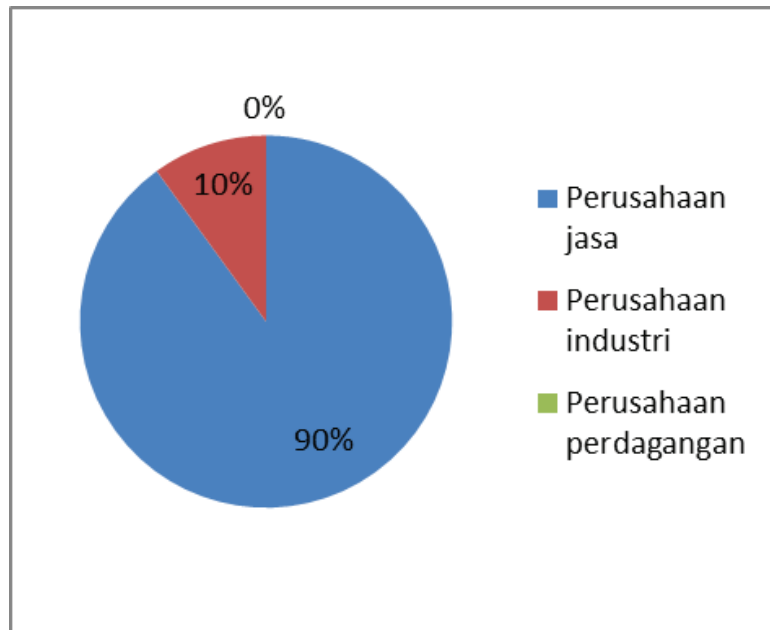


Figure 6: Percentage of types of company. Source: Data that has been processed.

TABLE 6: Total number of employees and percentage of vocational graduate employee.

No.	The Type of Company	Total Number of Employees	Percentage of Vocational Graduate Employee
1	Industrial companies	140	0%
2	Service Company	200	20%
3	Service Company	75	10%
4	Service Company	10	0%
5	Service Company	4	50%
6	Service Company	15	10%
7	Service Company	24	5%
8	Service Company	3	30%
9	Service Company	15	3%
10	Service Company	13	50%

answers each statement by choosing between Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), Strongly Agree.

5.3.4. Univariate analysis

Table 8 shows the mean of the perceptions of Human Resources Manager/Supervisors where apprenticeship of students of Vocational Program UI

TABLE 7: Response of Human Resource manager/supervisor of vocational program apprenticeship of UI vocational program students.

No.	Item Enquired	Answer				
		STS	TS	N	S	SS
1	In general, how will you evaluate vocational graduate employees as compared to those with undergraduate graduates?	0	0	6	28	0
2	In general, what is the salary level of vocational graduates compared to those who graduate in your company?	0	4	21	4	0
3	In general, how will you evaluate graduate vocations compared to undergraduate graduates in your company in terms of work ethics (punctuality, teamwork, sense of responsibility, etc.)?	0	0	6	28	5
4	In general, how will you evaluate graduates of vocational versus undergraduate graduates in your company in terms of competence in their capacity?	0	0	9	24	5
5	Overall, how will you evaluate graduate vocations compared to undergraduate graduates in your company in terms of company performance?	0	0	9	24	5

The mean/answer point of the answer is 3, so it is determined that if the average answer of the statement below 3 means the perception of the Human Resources Manager/Tops where the apprenticeship of the Vocational UI Program students on vocational education is not good, whereas if the average answer above 3 means the perception of Human Resources Manager/Supervisor where the apprenticeship of UI Vocational Program students on vocational education is good. Based on Table 8 can be seen that the answer of all statements have an average of 3.66 which means the answer is above the point/middle answer is 3. Therefore, it can be concluded that the perception of Human Resources Manager/Supervisors place internship/student work The Vocational UI program for graduates of the Vocational Program (diploma) when compared to university graduates (graduate) is good in terms of work ethics, competence and performance, although in terms of salary levels of vocational graduates compared to those with undergraduate graduates having an average of 2.9 is not good.

TABLE 8: Mean Perceptions of Human Resources manager/supervisors where apprenticeship of students of vocational program UI.

No.	Item Enquired	Mean
1	In general, how will you evaluate vocational graduate employees as compared to those with undergraduate graduates?	3.9
2	In general, what is the salary level of vocational graduates compared to those who graduate in your company?	2.9
3	In general, how will you evaluate graduate vocations compared to undergraduate graduates in your company in terms of work ethics (punctuality, teamwork, sense of responsibility, etc.)?	3.9
4	In general, how will you evaluate graduates of vocational versus undergraduate graduates in your company in terms of competence in their capacity?	3.8
5	Overall, how will you evaluate graduate vocations compared to undergraduate graduates in your company in terms of company performance?	3.8
	Average	3.66

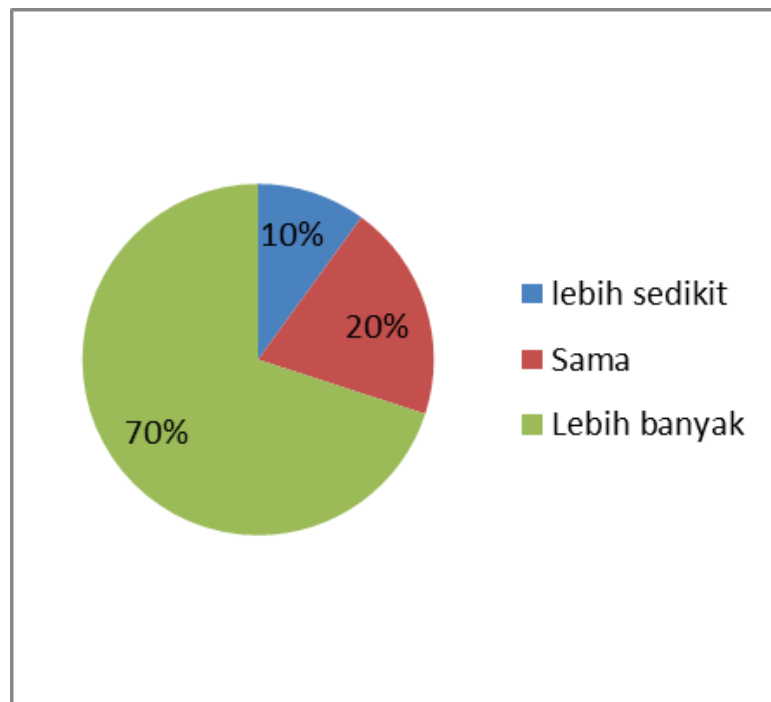


Figure 7: Suggestions Human Resources Managers/Employers employ graduate vocations. Source: Data that has been processed.

Based on the aforementioned, Human Resource Managers/Employers recommend 70% employ more vocational graduates, 20% hire the same number of vocational graduates and 10% employ fewer vocational graduates.

6. Conclusions and Suggestions

6.1. Conclusion

After conducted the analysis of research, it can be drawn conclusion as follows:

1. From the data of respondents 40 students grade 3 SMAN 2 Cibinong obtained in this study, respondents who continue education to Vocational Program (diploma) amounted to 4 people or equal to 10% of the total sample, respondents who continue education to University (undergraduate) Amounted to 35 people or 87% of the total sample, and respondents who did not continue their education to Vocational Program (diploma) or University (undergraduate) amounted to 1 person or 3% of the total sample. The perception of the 4 data of the respondents who are willing to enter the Vocational Program (diploma) states that vocational education is good in that it chooses to enter the Vocational Program (diploma) not because it will not be accepted at the University (bachelor) but because the Vocational Program (diploma) Provides many practical lectures so it will be easy for him to be accepted as a skilled worker.
2. From the data of respondents 40 students Vocational UI program obtained in this study, the perception of students Vocational Program (diploma) to enter the Vocational Program (diploma) is good in this case is a decision itself not because it is not accepted at the University bachelor). And also can be concluded that perception of student of Vocational Program (diploma) about vocational education is good in terms of curriculum, facilities and lecturers who are competent.
3. From the data of respondents 10 Human Resources Manager/Tops where apprenticeship of Vocational UI Program students obtained in this research, perception of Human Resource Manager/Employee's place of apprenticeship of Vocational Program UI to graduates of Vocational Program (diploma) when compared With University graduates (undergraduate) is good in terms of work ethics, competence and performance although in terms of salary levels of vocational graduates compared to those whose undergraduate graduates have an average of 2.9 is not good. And Human Resources Managers/Superiors suggest that 70% employ more vocational graduates, 20% employ the same number of vocational graduates and 10% employ fewer graduate vocations.

6.2. Suggestions

Based on the analysis in the previous chapters, then there are some suggestions about the public perception of vocational education are as follows:

1. Need to be socialized vocational education at high school level, it is seen from the data of respondents from 40 students only 4 students who are interested in continuing education to Vocational Program (diploma).
2. There should be further research on how big the perception of family, friends and environment concerning Vocational Education affect the selection of Vocational or bachelor's degree. From the results of the aforementioned research the superiors have good perception because it has intersect with the graduates of Vocational, but in terms of environment that influence the choice of high school graduates, the opinion of bachelor's degree as a guarantee of success and career make the choice of Vocational education become less popular.

References

- [1] Ciccarelli, Sandra dan White, Nolan. Psychology 2nd edition. New Jersey: Pearson Education, Inc, 2009
- [2] Hellriegel and Slucum. Principles of Organization Behavior. South-Western, a part of Cengage Learning, 2007
- [3] Huffman, Karen et.al. Psychology in Action 4th edition. New York: John Wiley & Sons, Inc, 1997
- [4] Muchlas. Perilaku Organisasi. Cetakan 1. Yogyakarta: Gajah Mada University Press, 2005
- [5] Moodie, Gavin. Identifying Vocational Education and Training. Journal of Vocational Education & Training, 54:2, 249-266, DOI:10.080/13636820200200197
- [6] Rakhmat, Jalaludin. Psikologi Komunikasi. Bandung: Remaja Rosdakarya, 1994
- [7] Yang, Xiucheng. Vocationalizing Secondary Schooling in an Era of Globalization: The Chinese Experience. Department of Educational Leadership and Foundation, Brigham Young University, 2007