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Green Skills Literacy Level Analysis Vocational Students in Indonesia

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Article History	Abstract
	The purpose of this study in general is to determine the level of green skill literacy of SMK students in Indonesia, and specifically want to see the level of green skill literacy of SMK students based on: (1) Description for SMK throughout Indonesia male and female; (2) Description for vocational schools in Java and outside Java; (3) Description for public and private vocational schools; (4) Description for SMK in big cities (Yogyakarta, Bandung, Medan, Jakarta, Palangkaraya, Manado), and in small cities (Rembang, Magelang, Nganjuk, Jember, Probolinggo, Gresik, Banyumas, Blitar, Simelue, Bangka, Ende, etc.); (5) Description for SMK Description for agricultural and non-agricultural expertise programs; (6) Description for engineering and non-engineering expertise programs; (7) Description for SMK throughout Indonesia grade 10, 11 and 12; (8) Description for vocational schools throughout Indonesia whose age = 17 years and 17 years and under and those aged 17 and over. The research method used in this study is the survey research method. The population in this study is vocational students in Indonesia. The sampling technique in this study used non-probability sampling, using accidental sampling techniques. Researchers directly collected data from the sampling units encountered, in this case vocational students throughout Indonesia. Once the amount is estimated to be sufficient, data collection is stopped. Referring to the characteristics of the population as above, the sample was taken from vocational students in several cities in Indonesia who were in grades 10, 11, 12, and also from various kinds of expertise programs. The results showed that: (1) Green skill literacy level for vocational students throughout Indonesia (100%), LESS AND LOW; (2) Green skill literacy rate for male (63%) and female (37%) vocational students, LESS AND LOW; (3) Green skill literacy rate for SMK Java (64%) and outside Java (36%), LESS AND LOW STUDENTS; (4) Green skill literacy rate for students of Public (79%) and Private (21%), LESS AND LOW; (5) Green skill literacy rate for SMK Kota Besar (51%) and Kota Kecil (49%), LESS AND LOW; (6) Green skill literacy rate for Agricultural (12%) and Non-Agricultural (88%), LESS AND LOW VOCATIONAL STUDENTS; (7) Green skill literacy level for SMK Teknik (60%) and Non Technical (40%), LESS AND LOW STUDENTS; (8) Green skill literacy levels for SMK Grade 10 (50%), Grade 11 (28%), and Grade 12 (22%), LESS AND LOW; (9) Green skill literacy rate for SMK students aged < = 17 years (72%) and > 17 years (28%), LESS AND LOW.
	Keywords: *Literacy, Green Skills, Vocational Students*

1. Introduction

Bernie Trilling and Charles Fadel (2009: XXV), predict the state of the world in the next 20 years, namely: (1) Strain on basic resources, namely: water, food, and energy; (2) The acute need for global cooperation on environmental challenges; (3) The need for better ways to organize time, people, resources, and projects. Related to environmental challenges, Capra (2001), suggests that the world of science is time to change the mecca from physics (the science of inanimate objects) to biology (the science of living things). Because hierarchically living things have higher complexity than inanimate objects. Capra invites us to live that the whole earth is a whole and integrated life. To achieve this goal, Capra introduced the term *Eco-literacy*, namely ecological awareness or ecological literacy, both

cognitively and praxis. Environmental issues are broken down from eco-literacy, then various programs, policies and theories related to environmental conservation are raised. Creation of *Green City, Green Development, Green Technology,* and other programs in the framework of ecological literacy.

Furthermore, related to the term Green Technology, linguistically it can be traced that the word "Technology" is more meaningful as the application of knowledge for practical purposes. In terms of "green technology" is a practical state of eco-literacy, which is a technique to produce energy and / or products that do not pollute or poison the environment. Green technology is one of the efforts to maintain the preservation or sustainability of life on planet earth. Sustainability can be interpreted as meeting the needs of the community in a sustainable manner in the future without damaging natural resources.

School is one of the formal educational institutions that functions to provide and or improve the knowledge / skills of students. To anticipate the challenges of this era, government tips are quite appropriate, in the sense that there is currently education in basic knowledge and skills in the form of *Life skills* for the provision of life. Life skills are the abilities that a person has to be willing and dare to face life and life problems reasonably without feeling pressured, and then pro-actively and creatively seek and find solutions so as to overcome various life and life problems (UNESCO, 2013). These life skills can then be sorted into five categories, namely: (1) Self-awareness skills; (2) Rational-thinking *skills*; (3) Social-social *skills*; (4) Academic skills*; and (5) Vocational* skills *(Curriculum Center, Balitbang Ministry of National Education: 2005: p. 5).*

In dealing with a situation there may be 2 responses made by a person, namely: (1) curative or rescue response, and (2) preventive or preventive response. For example in rain, the curative response is to save yourself from the rain by taking shelter, looking for raincoats, umbrellas, etc., while the preventive response is to have an umbrella ready before it rains. Life skills education provided in vocational schools today is analogous to curative response, where these skills are given assuming not all graduates continue to the next level and or are not absorbed in the world of work. In SMK at this time there is still no education and skills that are preventive or anticipatory. Almost all subjects given in SMK, be it Normative, Adaptive and Productive, are promotive, in the sense that the existence and development of the curriculum of these subjects responds to current technological developments and future technology. The current curriculum development discourse tends to lead to RI 4.0 although the sarpras that supports this direction is not adequate. In Indonesia, we often hear that electricity is still *byar pet*, the internet network is cut when online, zoom speakers ask if their voices have been heard, etc., so there is a joke of PBM era RI 4.0 but sarpras is still RI 1.0.

It is time now to make a change in mental attitudes to achieve food and energy sovereignty. As far as the author knows, there is still rarely or no structured, systematic, and massive Basic Resources (SDD) policy that leads to food and energy sovereignty. To be able to innovate related to the SDD, superior Human Resources (HR) are needed. According to Makmur Makka (2018: 143), making superior human resources that have competitiveness with human resources in developed countries is the main thing, because to produce SDD innovations is impossible without superior human resources.

The education elite still does not think about crisis prevention education and skills. For example, if suddenly our country experiences a crisis of basic resources such as food or energy, it is alleged that our vocational students cannot do much. This is because SMK students focus on normative, adaptive and production subjects in accordance with their fields. In other words, SMK students currently in school only get professional knowledge and a little ethics. The science that fortifies for survival has not been given, and even if there is still a casual nature, for example, is the science of entrepreneurship. In fact, to be able to survive in life in various real situations, a person must have these three sciences, namely professional science, ethics and survival science. As an illustration of a male doctor who practices until night, he will be able to survive the temptation of beautiful female patients because of ethics, and he will be able to survive robbers because of survival knowledge (martial arts or escape), and of course many patients can be helped because of his professional knowledge. Therefore, efforts to provide knowledge and skills that are preventive in the face of crises related to basic resources are very important. When looking at the challenges that have been described in the Background Problem in advance, namely: global challenges of the 21st century, it is very necessary for our millennials to be given green knowledge and skills. The extent of the level of green skill literacy of vocational students is very important to be examined.

2. Materials And Methods

The type of research used in this study is the survey research method. Relating to population and samples, which are usually referred to as data sources, in this case what is meant by population is the entire object of research which can consist of humans, objects, animals, plants, symptoms, test values or events as data sources that have certain characteristics in a study (Hadari Nawawi, 1987). The population in this study is vocational students in Indonesia. Judging from its characteristics, the population is an infinite population or infinite population, because the boundaries cannot be determined, so it cannot be expressed in the form of numbers quantitatively. However, theoretically the character of the population is assumed to be relatively homogeneous, that is, the majority of their age is relatively the same and lives in the post-millennial era which is relatively the same, so that the level of maturity and life experience and response to changing times are also assumed to be relatively the same. The sampling technique in this study used non-probability sampling, using accidental sampling techniques. Researchers directly collected data from the sampling units encountered, in this case vocational students throughout Indonesia. Once the amount is estimated to be sufficient, data collection is stopped. Referring to the characteristics of the population as above, the sample was taken from vocational students in several cities in Indonesia who were in grades 10, 11, 12, and also from various kinds of expertise programs.

Data is collected using questionnaires presented in the form of google *forms*. The data obtained were analyzed using quantitative descriptive techniques. Quantitative descriptive research method is a method that aims to make pictures or descriptive about a situation objectively using numbers, starting from data collection, interpretation of the data and appearance and results (Arikunto, 2006). In general, in descriptive analysis, central tendencies are displayed, such as mean, standard deviation, median, mode, frequency distribution table, histogram table, and others.

3. Results and Discussion

Green Skills Literacy Level (TLKH) Score Data for Vocational Students Throughout Indonesia

Green Skill Literacy Level (TLKH) Score Data for SMK Students Throughout Indonesia is presented in Table 1.

Table 1. Summary of TLKH Data for Vocational Students Throughout Indonesia

Variable	Sum	Percentage	Check Amount
Number of Respondents	2.486	100%	
Number of males	1567	63%	
Number of Women	919	37%	2486
Javanese	1591	64%	
Outside Java	895	36%	2486
Country	1957	79%	
Private	529	21%	2486
Major Cities	1279	51%	
Small Town	1207	49%	2486
Agriculture	295	12%	
Non Agricultural	2191	88%	2486
Technical	1484	60%	
Non Technical	1002	40%	2486
Grade 10	1235	50%	
Grade 11	697	28%	
Grade 12	554	22%	2486
Age = < 17 Years	1797	72%	
Age > 17 years	689	28%	2486

The data obtained are processed using descriptive statistics. This data description is intended to give a clearer picture of the characteristics of the distribution of green skill literacy scores of SMK students obtained. The description of the data can be seen in Table 2.

Table 2. Description of Data Throughout Indonesia

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94

Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

To identify trends in the level of green skill literacy of vocational students, the average score of all subjects was used. From the results of the average score, the tendency of the green skill literacy level score of vocational students, based on the assessment of norm references, can be categorized into four categories as seen in Table 3.

Table 3. Score Categorization

Score Range	Category
M + 1.5 SD – and above	enough
M to M + 1.5 SD	less
M – 1.5 SD to M	low
M – 1.5 SD – down	very low

The norm is arranged on the basis of a normal curve. Based on this elementary and average score, the category of green skill literacy level of vocational students, can be arranged as in Table 4.

Table 3. Green Skills Literacy Level Score Categorization of Vocational Students

Score Range	Category
121.0 – upwards	enough
94,4 – 121,0	less
67,7 – 94,4	low
67.7 – down	very low

From the results of the study, it can be seen that the percentage of subjects who have a sufficient, less, low, and very low Green Skill Literacy Level (TLKH), namely: 0 subjects or 0% have sufficient TLKH; 1,192 subjects or 48% had less TLKH; 1,255 subjects or 50% had low TLKH; and 39 subjects or 2% had very low TLKH. A summary of the frequency distribution of green skill literacy scores of SMK throughout Indonesia is presented in Table 4 and the histogram can be seen in Figure 1.

Table 4. Summary of the Frequency Distribution of Green Skill Literacy Level Scores of SMK Throughout Indonesia

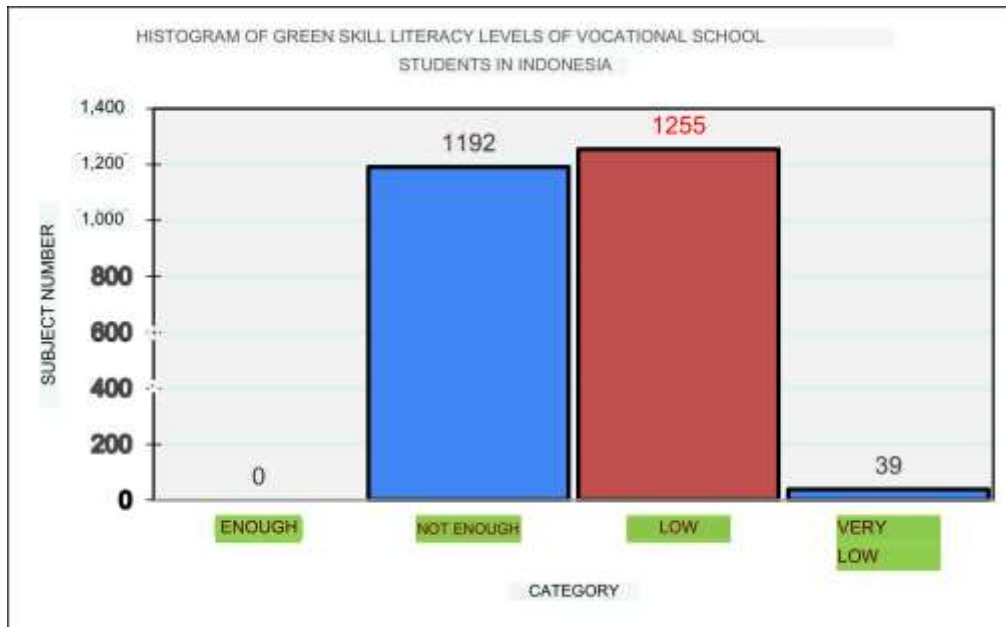| Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

Figure 1. Histogram of Green Skill Literacy Level of Vocational Students in Indonesia

To test the normality of green skill literacy level (TLKH) score data for vocational students throughout Indonesia that has been obtained, using the LILIEFORS (L) technique, with the help of the Ms. Excel application program. Based on the table of calculations carried out obtained: L calculate (the largest value of $[F(Z) - S(Z)]$) = 0.9909; The table for n = 2486 and α 0.05 is $\sqrt{n} = \sqrt{2486} = 49.8598$. Conclusion: L count < L table or 0.99 < 49.86. So the TLKH score data of SMK students throughout Indonesia is normally distributed. From the results above, it shows that most of the study subjects have less and low levels of green literacy.

TLKH score data for male and female vocational school students

Green Skill Literacy Level (TLKH) Score Data for male and female vocational students is presented in Table 5.

Table 5. Summary of TLKH Data for Male and Female Vocational School Students

Variable	Sum	Percentage	Check Amount
Number of males	1567	63%	
Number of Women	919	37%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for Male and Female SMK Students is presented in Table 6.

Table 6. Description of TLKH Data for Male and Female Vocational School Students

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy level scores for male and female vocational schools is presented in Table 7.

Table 7. Summary of Frequency Distribution of Green Skill Literacy Level Scores of Male and Female Vocational Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%

Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Students of SMK Java and Outside Java

The score data of the green skill literacy level (TLKH) of SMK Java and outside Java students is presented in Table 8.

Table 8. Summary of TLKH Data for Students of SMK Java and Outside Java

Variable	Sum	Percentage	Check Amount
Javanese	1591	64%	
Outside Java	895	36%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for SMK Java and Outside Java students is presented in Table 9.

Table 9. Description of TLKH Data for Students of SMK Java and Outside Java

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy scores of SMK Java and Outside Java students is presented in Table 10.

Table 10. Summary of Frequency Distribution of Green Skills Literacy Level Scores for Javanese and Non-Java Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Public and Private Vocational Students

The green skill literacy level (TLKH) score data of public and private vocational students is presented in Table 11.

Table 11. TLKH Data Summary for Public &; Private Vocational Students

Variable	Sum	Percentage	Check Amount
Country	1957	79%	
Private	529	21%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for public and private vocational students is presented in Table 12.

Table 12. Description of TLKH Data for Public &; Private Vocational School Students

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy level scores of public and private vocational students is presented in Table 13.

Table 13. Summary of Frequency Distribution of Green Skills Literacy Level Scores of Public and Private Vocational Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Big City and Small Town Vocational School Students

Green skill literacy level (TLKH) score data for SMK students in large cities and towns are presented in Table 14.

Table 14. Summary of TLKH Data for SMK Students in Large Cities and Small Cities

Variable	Sum	Percentage	Check Amount
Major Cities	1279	51%	
Small Town	1207	49%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for SMK students in large cities and small cities is presented in Table 15.

Table 15. Description of TLKH Data for SMK Students in Big and Small Cities

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy level scores of SMK students in large cities and small cities is presented in Table 16.

Table 16. Summary of Frequency Distribution of Green Skill Literacy Level Scores of Big City and Small Town Vocational School Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Agricultural and Non-Agricultural Vocational School Students

The green skill literacy level (TLKH) score data of Agricultural and Non-Agricultural Vocational School students is presented in Table 17.

Table 17. Summary of TLKH Data for Agricultural and Non-Agricultural Vocational School Students

Variable	Sum	Percentage	Check Amount
Agriculture	295	12%	
Non Agricultural	2191	88%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for Agricultural and Non-Agricultural SMK students is presented in Table 18.

Table 18. Description of TLKH Data for Agricultural and Non-Agricultural Vocational School Students

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy scores of Agricultural and Non-Agricultural vocational school students is presented in Table 19.

Table 19. Summary of Frequency Distribution of Green Skill Literacy Level Scores of Agricultural and Non-Agricultural Vocational School Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Technical and Non-Technical Vocational Students

The score data of the green skill literacy level (TLKH) of SMK Teknik and Non-Teknik students is presented in Table 20.

Table 20. Summary of TLKH Data for Technical and Non-Technical Vocational School Students

Variable	Sum	Percentage	Check Amount
Technical	1484	60%	
Non Technical	1002	40%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for SMK Engineering and Non-Engineering students is presented in Table 21.

Table 21. Description of TLKH Data for Technical and Non-Technical Vocational School Students

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94

Max score	120
Min score	30

A summary of the frequency distribution of green skill literacy scores of Engineering and Non-Technical vocational students is presented in Table 22.

Table 22. Summary of Frequency Distribution of Green Skill Literacy Level Scores for SMK SMK Engineering and Non-Technical Vocational Students

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1,5 SD – up	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for Grade 10, 11, and 12 Vocational Students

The green skill literacy level (TLKH) score data of SMK Grade 10, 11, and 12 students is presented in Table 23.

Table 23. Summary of TLKH Data for Grade 10, 11, and 12 Vocational School Students

Variable	Sum	Percentage	Check Amount
Grade 10	1235	50%	
Grade 11	697	28%	
Grade 12	554	22%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for SMK Grade 10, 11, and 12 students is presented in Table 24.

Table 24. Description of TLKH Data for Grade 10, 11, and 12 Vocational School Students

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy scores of SMK Grade 10, 11, and 12 students is presented in Table 25.

Table 25. Summary of Frequency Distribution of Green Skill Literacy Level Scores of SMK Students SMK Grades 10, 11, and 12

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1,5 SD – up	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

TLKH Score Data for SMK Students Age < = 17 years and > 17 years

The score data of the green skill literacy level (TLKH) of SMK students aged < = 17 years and > 17 years are presented in Table 26.

Table 26. TLKH Data Summary of SMK Students Age < = 17 years and > 17 years

Variable	Sum	Percentage	Check Amount

Age = < 17 Years	1797	72%	
Age > 17 years	689	28%	2486

The data obtained are processed using descriptive statistics. The description of TLKH data for SMK students aged < = 17 years and > 17 years is presented in Table 27.

Table 27. Description of TLKH Data for SMK Students Age < = 17 years and > 17 years

Number of respondents	2.486
Number of scores	234.618
The average price (mean) is	94
Standard deviation (sd) of	18
Mode as big as	90
Median of	94
Shoes max	120
Shoes my	30

A summary of the frequency distribution of green skill literacy level scores of SMK students aged < = 17 years and > 17 years is presented in Table 28.

Table 28. Summary of the Frequency Distribution of Green Skill Literacy Level Scores of Vocational Students SMK Umur < = 17 th dan > 17 th

Categories	Score Criteria Interval	Real Score Interval	Absolute Frequency	Relative Frequency
Enough	M + 1.5 SD – and above	121,0-147,7	0	0%
Less	M – M +1,5 SD	94,4-121,0	1192	48%
Low	M-1,5 SD – M	67,7-94,4	1255	50%
Very Low	M-I,5 SD – down	41,1-67,7	39	2%
Sum			**2486**	**100%**

4. Conclusion

From the results of data analysis as presented in Chapter IV upfront shows that: green skill literacy level for vocational students throughout Indonesia (100%), LESS AND LOW; green skill literacy rate for male (63%) and female (37%), LESS AND LOW VOCATIONAL STUDENTS; green skill literacy rate for SMK Java (64%) and outside Java (36%), LESS AND LOW STUDENTS; green skill literacy rate for State (79%) and Private (21%) SMK students; LESS AND LOW; green skills literacy rates for SMK Kota Besar (51%) and Kota Kecil (49%), LESS AND LOW STUDENTS; green skills literacy rates for Agricultural (12%) and Non-Agricultural (88%), LESS AND LOW VOCATIONAL STUDENTS; green skills literacy rate for SMK Teknik (60%) and Non Teknik (40%), LESS AND LOW STUDENTS; green skill literacy levels for SMK Grade 10 (50%), Grade 11 (28%), and Grade 12 (22%), LESS AND LOW STUDENTS; and green skill literacy rates for SMK students aged < = 17 years (72%) and > 17 years (28%), LESS AND LOW. The level of green skill literacy analyzed has not been analyzed according to the cognitive, affective and psychomotor domains, so no picture of which domains of green skills is low. Similar research is needed with the level of green skill literacy analyzed according to cognitive, affective and psychomotor domains, in order to obtain an idea of which domains of low green skills are obtained. So that the output of SMK is in accordance with the slogan *"SMK BISA!"* For SMK students, it needs structured actions (State/Mendiknas/School – attendance/intervention), systematic (planned, such as curriculum updates), and massive (all SMK in Indonesia are involved).

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