The Effect of Learning Environment and Learning Motivation for Vocational College’s Employability Skills

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Abstract. This study aims to determine the effect of learning environment on the achievement of employability skills, determine the effect of learning motivation on the achievement of employability skills, and determine the effect of learning environment and learning motivation on the achievement of employability skills. This research was conducted at the Pandaan Textile Vocational School. This study uses the ex post facto method. Based on the results of data analysis, it is concluded that there is a significant effect of the learning environment on the achievement of students’ employability skills, there is a significant effect of learning motivation on the achievement of students’ employability skills, there is a significant effect on the learning environment and learning motivation towards the achievement of students’ employability skills.

1. Introduction

Education is very important for the future of a nation. Because in principle education has an agenda for implementation of work programs in each country. Vocational High School (SMK) as an integral part of the education system in Indonesia has an important role in increasing human resources, especially in preparing middle labor. Vocational education is institution that prepares students primarily to work in the field/ expertise [1]. Vocational and training education was an appropriate alternative to improve Indonesia's human resources [2]. The fact is that at present, SMK is the largest contributor to unemployment according to the Central Statistics Department (BPS) in February 2018, reaching 8.92% [3]. Then after that the Diploma reaches 7.92%.

One of the factors that influence the formation and development of individual behavior is the learning environment, both the physical environment and the socio-psychological environment, including learning. The learning process cannot be said to be achieved well if it is only seen from the learning environment. The other factor that can encourage students to carry out learning activities is learning motivation. As stated by Zuldafril [4] with stimulation of student motivation, students will be better. Therefore, learning motivation is expected to be owned by each student in each learning activity. When learning activities with learning environment and learning motivation run well, students’ employability skills can improve the quality of vocational graduates [5].

The results of observations at the SMK Textile Pandan found that the economic background of the parents of students mostly came from middle to lower economic families, including living as civil servants, entrepreneurs and farmers. These conditions cause differences in aspects of the learning environment. At SMK Pandaan Textile, adequate facilities are available, including the availability of machining laboratories and libraries that are equipped with wifi facilities to create a conducive learning environment. The fact is that this facility has not been maximally utilized by students. Result
from observation about students' learning motivation, it is still lacking, as evidenced from the break
time students prefer to play games or hang out rather than doing more useful activities. Lack of student
learning motivation causes low creativity and curiosity to develop their potential by utilizing existing
practicum facilities. Based on the description above, the importance of vocational graduates having
employability skills is for produce graduates who are ready to work and absorbed in the workforce,
there is a possibility that the learning environment and learning motivation affect the achievement of
vocational students' employability skills.

2. Method
This study used a quantitative approach. The method used in this study is ex post facto. This study
consists of learning environment variables (X1) and learning motivation (X2) as independent variables
and employability skills variables (Y) as dependent variables. The population used was class XI
students in the SMK Textile Pandaan with 102 students. Collecting data using questionnaires and
documentation. Prerequisite test analysis using normality test, linearity test, multicollinearity test, and
heteroscedasticity test. Data analysis uses multiple linear regression.

3. Results and Discussion
3.1. The Effect of Learning Environment on Students' Employability Skills Achievement
Based on the results of the analysis showed that the learning environment (X1) has a $t_{\text{count}} > t_{\text{table}}$ that is
3.891 > 1.663 and a significance level of 0.000. This shows that there is a significant effect between
learning environment on students' employability skills. The results of multiple linear regression
analysis showed that the value of the learning environment variable (X1) of 0.395 stated that if the
learning environment variable (X1) increased by 1 unit, the employability skills would increase by
0.395 assuming the other X variables were constant. The results of this study are in line with Rustiana
& Chalifah's [6] research on the effect of the learning environment on student achievement that there
is a positive and significant effect on the learning environment on student learning achievement. This
shows that with a good learning environment can achieve learning goals.

Learning environment in learning activities is influenced by the physical environment, socio-
emotional relationships with others, and the influence of other in environments [7]. Akyol [8] states
that the learning environment is very important for the development of student creativity. In line with
this, Miah [9] states that the environment has important factors for student development. This is
because the environment also has a contribution to the progress and development of each individual
[10].

In this study, learning environment is a variable which influence more than learning motivation. It
is because time to start learning process on SMK Textile Pandaan for mechanical program is at noon
not in morning. This condition causing the non-maximum learning time and changes in sleep patterns
carried out by students. Changes in sleep patterns that occur are students often use their time to stay up
and sleep in the morning, so that students' learning time is also not optimal when at home and at
school. On the other hand, the results of observation also show that the learning model used is a
conventional learning model. This makes the students lack enthusiasm and active. So that related to
the learning environment a new breakthrough is needed related to learning models for productive
subjects that are more effective for students to improve employability skills. Based on the results of
the discussion above it is known that required learning conditions that support each other in creating a
good learning environment so that students can have high employability skills.

3.2. The Effect of Learning Motivation on Students' Employability Skills Achievement
Based on the results of the analysis showed that Learning Motivation (X2) has a value of $t_{\text{count}} > t_{\text{table}}$ is
3.412 > 1.663 and a significance level of 0.001. So, it can be interpreted that there is a significant effect
between learning motivation on students' employability skills. The results of multiple linear regression
analysis, the value of the learning environment variable (X2) of 0.450 states that if the learning
motivation variable (X2) increases by 1 unit, then the employability skills will increase by 0.450 assuming the other X variables are constant. The results of this study are strengthened by previous research conducted by Iswahyuni [11] about the effect of learning motivation on student achievement that student motivation has a significant effect on student learning outcomes.

Learning motivation is divided into two factors, namely internal factors and external factors. Internal factors consist of students' aspirations, students' learning abilities, students' physical and spiritual conditions. The external factor consists of dynamic elements of learning and the teacher's efforts in teaching students. The most influential factor is the external factor, the teacher's efforts in teaching students. Djamarah [12] also revealed that learning motivation is an influential element in the success of the learning process.

Good learning motivation is when it arises from within a student, like why each student should have dreams, because the dreams possessed can motivate a student in realizing their dreams with the spirit of learning. At the SMK Textile Pandaan, with its expertise in machining engineering, students can enjoy a variety of supportive learning in machining. Likeness can also bring up one's own motivation for a student in learning.

The condition of the time to study at noon cannot be denied that it can interfere with learning motivation itself. Some students stated that they often stayed up late at home to play, because in the morning they could sleep, this kind of habit is not good if it will continue to interfere with students when learning activities at school such as drowsiness due to lack of sleep, lack of learning, and can be sick. Classmates when having high learning motivation can also motivate other friends to be more enthusiastic in learning and create a good climate in the classroom with competition from students to achieve good results. Based on an interview from a machining engineering teacher explained that indeed the lack of competition in the class made students also less optimal in utilizing their study time well. Teachers' efforts in learning activities in delivering material that is easily understood and provide stimulus to arouse student learning motivation such as providing added value or praise to students who are active in learning. High learning motivation can make a student enthusiasm in learning and maximize his learning well. When students already have high learning motivation, the learning process can be maximized by the teacher in developing high employability skills.

3.3. The Effect of Learning Environment and Learning Motivation on Students' Employability Skills

Achievement

The analysis showed that the effect of learning environment (X1) partially had a significant effect on employability skills (Y) and learning motivation (X2) also partially had a significant effect on employability skills (Y). Based on the results of the analysis it can be concluded that the learning environment and learning motivation have a significant effect on the employability skills of students.

The effect of learning environment and learning motivation on students' employability skills can be seen in the results of the regression analysis of R Square value of 0.460 or 46%. This shows that the influence of independent variables (learning environment and learning motivation) gives an effect of 46% on students' employability skills, while the remaining 54% is effected by other variables such as the ability of teachers to manage learning, teaching strategies, student talents, learning approach, and learning tools that can develop students' employability skills. This is supported by the opinion of Essam [13] which states that the success of the learning process can be obtained from the motivation and social interaction of students in their environment. In line with this Chaterine [14] states that motivation and the learning environment are very influential on the maximum learning process.

Based on the discussion above that the learning environment and learning motivation on students' employability skills have a significant effect. The importance of SMK graduates having employability skills in order to produce graduates who are ready to work, absorbed in the workforce and successful while working, then learning environment and learning motivation together must be maximized properly so that students have high employability skills.
4. Conclusions
Based on the results of the analysis it can be concluded that there is a significant effect of the learning environment on the achievement of students' employability skills with a $t_{count}$ of 3.891 and a significance level of 0.000; there is a significant effect of learning motivation on the achievement of students' employability skills with $t_{count}$ 3.412 and a significance level of 0.00; there is a significant influence of learning environment and learning motivation on the achievement of students' employability skills with an R Square value of 0.460 or 46%.

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