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The Impact of Field Work Practices and Learning Motivation on Student Learning Outcomes

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Abstract

This study aims to determine 1) the effect of fieldwork practices on student learning outcomes, 2) the effect of learning motivation on student learning outcomes, 3) the effect of fieldwork practices and learning motivation simultaneously on student learning outcomes. The method used by researchers in this research is descriptive analysis method, while the population studied was Class XII students at Tri Bhakti At-taq'wa Health Vocational School Ogan Komering Ilir district, totaling 101 students. The data collection techniques were questionnaires and interviews. The analysis technique used in this study is the t-test and the F test with SPSS version 20.0 as supporting instrument. The results of this study indicate that 1) there is a significant impact between fieldwork practices on student learning outcomes 2) there is a significant impact between learning motivation on student learning outcomes 3) there is a significant impact between fieldwork practices and learning motivation simultaneously on student learning outcomes.

Keywords: Fieldwork Practices, Learning Motivation, Learning Outcomes.

INTRODUCTION

Vocational high schools are one of the educational institutions that have the responsibility to produce skilled, capable and expert human resources in dealing with the world of work and industry. According to Adhikarya, vocational education is designed to develop skills, abilities, understanding, attitudes, work habits, and respect needed by workers in entering the world of work and make meaningful and productive advances in their work [1].

Meanwhile, according to Sutrisno, vocational education is a level of education that dynamically changes the curriculum to keep up with the growth of the job market and adaptive to the development of science and technology [2]. He added that "Vocational education is education that is aimed at a certain job or certain types of work the individual prefer for their social needs. Meanwhile, according to the Government Regulation regarding the objectives of Vocational High School Education (SMK), namely the Government Regulation of the Republic of Indonesia No. 17/2010 concerning the Management and Implementation of Education Article 76, the purpose of vocational secondary education is to equip students with an understanding of science and technology and skills based on profession according to the needs of society.

The large number of vocational schools in many regions of Indonesia cannot be separated from the educational policies contained in the education strategic plan (plans and strategies) which are directed at promoting vocational schools as an effort to create skilled Indonesian people (knowledge, abilities and skills) in facing international labor market competition [3]. Because vocational high school graduates who become intermediate experts have skills in accordance with the needs of the world of work / industry, it is hoped that there will be no more unemployed young generation. Even these SMK graduates can open their own businesses according to their fields of expertise or continue to a higher education level [4].

To realize the ideal vocational secondary education (SMK) where knowledge and practice can be interrelated and equal, the Dual System Education (PSG) was implemented in 1994 or known as Fieldwork Practice (PKL). According to the Decree of the Minister of Education and Culture No.323 / I / 1997), PSG is a form of professional skills education that

combines education in schools and training in mastering the skills acquired through direct practical work activities in the business and industrial world [5].

In subsequent developments, the implementation of field work practices has been further strengthened by using more basic references contained in the book "Skills Toward 2020 for the Global Era" compiled by the Task Force for Vocational Education and Training Development in Indonesia, Ministry of Education and Culture (1997). Vocational training and vocational education are education that provides students with various basic skills and special skills as well as experience so that they are able to do certain jobs needed, both for their self and in the world of work [6]. Limited infrastructure in schools often leads to disparities between the knowledge learned by students in schools and the development of technology used in industry. Some of the efforts made by schools to catch up with this gap include increasing the number of practical equipment, conducting industrial visits, increasing the competence of vocational teachers, both through training and through internships carried out in industry, implementing industrial work practices (prakerin) and other strategic programs.

It is believed that the policies implemented by SMK in preparing workers are not optional and have not met expectations. This causes many SMK graduates to be unemployed even though they have certification through a competency test and are expected to be able to fill job opportunities in the Business/Industrial World (DU / DI) [7].

From initial observations, so far there are still many vocational high schools (SMK) that have not been optimal in preparing workers according to the needs of the business world and the industrial world. This shows that secondary level vocational education has not yet been able to fulfill the basic principles of vocational schools. According to Putu Sudira, the basic principles of vocational schools are 1) it will be an economic education that is responsive to market needs, 2) education that pays attention to market demand, 3) education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work, 4) will be effective if the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself, 5) will be effective in proportion as it trains the individual in the thinking habits and the manipulative habits required in the occupation itself, 6) it will be effective in proportion as it enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree, 7) it will be effective in proportional as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach, 8) must have a close relationship with business world-Industrial world (DU-DI), 9) must be responsive and anticipatory to technological advances, 10) require the latest facilities for practice, 11) it will be effective if training is given in real jobs that are full of values [8].Thus, the field work practice has an important role in vocational education. It can be concluded that the field work practice program is an effort to develop students' abilities, where students can apply and train and perfect the skills acquired at school and then put into practice at the field work. Through practical fieldwork, students can also understand and examine the theories learned in school.

By considering that field work practice or industry-based training provide direct learning and work experiences based on the expertise for students, it is not an exaggeration to say that this practice a higher importance. By doing this, vocational education graduates are able to compete to work in the business or industrial world with the expertise they master professionally [9].

The success of each learning process is measured by how far the learning outcomes are achieved by students. Learning outcomes are an important part of learning. Learning outcomes are indicators of the learning process where changes in student behavior can be seen. Learning outcomes are important for education units, in this case Vocational High Schools because this is related to changes in student behavior related to knowledge, attitudes and skills. Therefore, to obtain good learning outcomes, programs and other factors that support student learning outcomes are needed. From the above explanation, the implementation of field work practices is considered to affect student learning outcomes [10].

One other factor that is considered to affect learning outcomes is learning motivation [11]. Motivation to learn is a non-intellectual psychological factor and acts as a driving force for learning passion [12]. Or according to Engkoswara, motivation is intended as a driving force and incentive to carry out an activity or task consciously and responsibly [13]. In addition, learning motivation is an internal and external boost for students to achieve better learning outcomes. This encouragement can be in the form of a desire and desire to succeed, an urge and need to learn as well as a desire to get rewarded in learning [14]. According to Fitria, if a student has good learning motivation, then he will have the motivation to get better learning outcomes as well [15]. That is why learning motivation is considered to have a positive influence on student learning outcomes.

The results of observations made by researchers at the Tri Bhakti At-Taq'wa Health Vocational School are collaborating and partnering with DU-DI so that in implementing field work practices it is hoped that it can help students improve their abilities and apply the knowledge that has so far been obtained in schools. Based on the researchers' preliminary observations, there are still many limitations of practical facilities needed by students to improve learning outcomes.

METHODS

This study uses a quantitative approach because all data is realized in numbers and then analyzed using statistics with the aim of testing the predetermined hypothesis [16]. While the method used is the ex post facto method, a study that aims to find causes that allow changes in behavior and symptoms or phenomena that arise due to an event in which changes in the independent variables have completely occurred [17]. Ex post facto research was conducted to find the relationship between the independent variables and the dependent variable, the factors that affect student learning outcomes and examining independent variables such as fieldwork practices and learning motivation on learning outcomes.

This research uses students of class XII SMK Kesehatan Tri Bhakti At-Taq'wa Ogan Komering Ilir District (OKI) with a total of 101 students as its population. The population itself is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined to be studied before the researcher draws a conclusion ”The sample is part of the number and characteristics of the population (Sugiyono, 2008). The sampling technique that the researchers used was saturated sampling technique because the population in this study allowed all members of the population to be the research sample. Saturated sampling technique itself according to a sampling technique that uses all members of the population as a sample.

For the data collection technique, this study uses a questionnaire. Data collection through questionnaires is carried out by giving a set of questions or written statements to respondents. To analyze the collected data, researchers used data analysis with prerequisite tests and hypothesis testing. There are four data prerequisites in this study, namely the normality test, heteroscedasticity test, linearity test and multicollinearity test. Meanwhile, to analyze the data, this study used a simple linear correlation test, multiple linear correlation test t-test and F test.

RESULTS AND DISCUSSION

Normality test

The normality test is used to measure whether the data obtained from the field is normally distributed or not. Through this test, the researcher can assume that the research sample really represents the population and can be generalized to the population. The technique used in the normality test is Kolomogorov-Smirnov. Its calculation formula is that if the significance value greater than 0.05 at the sig level> 0.05 then the data is normally distributed [18]

The following are the results of the normality test of the impact of field work practice programs and learning motivation on student learning outcomes using SPSS Version 20.0 For Windows:

Table. Uji normalitas One-Sample Kolmogorov-Smirnov Test

		Field Work Practice	Learning Motivation	Field Work Practice and Learning Motivation
N		101	101	101
Normal Parameters[a,b]	Mean	0E-7	0E-7	0E-7
	Std. Deviation	2.96448932	2.99850240	2.99850240
Most Extreme Differences	Absolute	.092	.109	.109
	Positive	.092	.109	.109
	Negative	-.089	-.096	-.096
Kolmogorov-Smirnov Z		.926	1.065	1.065
Asymp. Sig. (2-tailed)		.358	.207	.207

a. Test distribution is Normal
b. Calculated from data.

The significance results which obtained from the normality test of the Kolomogorov-Smirnov technique over the field work practice variable (XI) - learning outcomes (Y) are 0.358 and learning motivation (X2) - learning outcomes (Y) is the Asym value. Sig of 0.207 where the value of both> α = 0.05. Thus the residual value is stated to be normally distributed, and the assumption of normality in this study can conclusively be stated fulfilled.

Homogeneity Test

Homogeneity testing uses the Levene Statistics test. If the Levene Statistisc value is> 0.05, it can be said that the data variation is homogeneous. Meanwhile, the results of the homogeneity test in this study are as follows:

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Learning Motivation	,944	1	99	,726
Field Work Practices	,226	1	99	,635
Learning Outcomes	,641	1	99	,425

The results of the calculation of the table above were performed using SPSS Version 20.0 for Windows. It is known that the fieldwork practice variable (X1) is 0.635 and the learning motivation value is 0.726. Both the field work practice and learning motivation variables are greater than 0.05. Thus the data in this study are homogeneous.

Linearity Test

Linearity test is used to determine the relationship between the independent variable and the dependent variable. linearity test in research using regression analysis techniques where the basis for decision making is as follows: a. If the value is Deviation From Linearrity Sig. > 0.05, there is a significant linear relationship between the independent variable and the dependent variable. b. If the value is Deviation From Linearrity Sig. <0.05, there is no significant linear relationship between the independent variable and the dependent variable.

On the basis of these considerations, as in the table below, the researcher will describe the results of the linearity test obtained:

Linearitas Test Fieldwork Practice

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Fieldwork Practice	Between Groups	(Combined)	713,849	35	20,396	8,381	,000
		Linearity	498,283	1	498,283	204,743	,000
		Deviation from Linearity	288,381	38	7,589	,784	,787
	Within Groups		590,439	61	9,679		
	Total		879,426	100			

Linearitas Test learning Motivation

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Learning Motivation	Between Groups	(Combined)	673,427	23	29,279	11,351	,000
		Linearity	574,509	1	574,509	222,731	,000
		Deviation from Linearity	328,527	30	10,951	1,374	,139
	Within Groups		590,439	549,775	69	7,968	
	Total		879,426	879,426	100		

From the results of the linearity test, it was found that the value of Deviation from Linearity was 0.787 Sig> 0.05, 0.139 Sig. > 0.05. Thus, it can be seen that there is a significant linear relationship between the fieldwork practice variable (XI) and the learning motivation variable (X2) over the learning outcome variable (Y).

Multicollinearity Test

This multicollinearity test is carried out to determine the relationship between the independent variables in the regression model. The absence of a correlation between the independent variables forms a good regression model [19]. For decision making, it is based on the Variance Inflation Factor (ViF) value obtained from each independent variable with a value of less than 10 and a tolerance value above 10% (0.1). On the basis of these considerations, the table below will describe the results of multicollinearity test obtained by researchers:

Coefficients[a]

Model		Unstandardized Coefficient		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1,959	,294		6,661	,000					
	FIELDWORK PRACTICE	,412	,048	,648	8,506	,000	,712	,652	,591	,831	1,203
	LEARNING MOTIVATION	,155	,075	,157	2,056	,000	,423	,203	,143	,831	1,203

a. Dependent Variable: HASIL BELAJAR

From the results of the multicollinearity test, it is found that the tolerance value for the Field Work Practices (XI) variable and the learning motivation variable (X2) is 0.831 while the Variance Inflation Factor (VIF) value of the fieldwork practice supervision variable (XI) and the learning motivation variable (X2) of 1.203. It means the tolerance value and the Variance Inflation Factor (VIF) value are greater than 0.1.

Thus, the independent variable in the regression model in this study states that there are no multicollinear symptoms. It can be said that the assumption of multicolinearity in the Field Work Practices (XI) and learning notation variables (X2) has been fulfilled.

Hypothesis test

For the hypothesis of the impact of field work practices on learning outcomes and the impact of learning motivation on learning outcomes, the tables are as follow:

Table. Hipotesis X_1 Over Y

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,959	,294		6,661	,000
	Fieldwork Practices	,412	,048	,648	8,506	,000

a. Dependent Variable: Learning Outcomes

Table. Hipotesis X_2 terhadap Y

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,959	,294		6,661	,000
	Learning Motivation	,155	,075	,157	2.06	,000

a. Dependent Variable: Learning Outcomes

Table. Hipotesis X_1 dan X_2 terhadap Y (F)

ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11,900	2	5,950	54,728	,000[b]
	Residual	10,654	98	,109		
	Total	22,554	100			

a. Dependent Variable: LEARNING OUTCOMES

b. Predictors: (Constant), LEARNING MOTIVATION, FIELD WORK PRACTICES

Based on the table above, the t-count for the field work practice variable (XI) on student learning outcomes Y) is 8.506 while the t-table value (α = 0.05) is 1.66039 (df = 101-2-1 = 98) with a significance level of 0.005. From the results of the interpolation calculation above, the variable XI to Y is accepted. This means that there is a partially significant effect of the field work practice variable (XI) on learning outcomes (Y).

Furthermore, the value of the learning motivation variable (X2) on teacher performance (Y) is 2.056, while the t-table value (α = 0.05) is 1.66039 (df = 90-2-1 = 98) with a significance level of 0.005. From the results of the above interpolation calculations, the variable XI to Y is

accepted. This means that there is a partially significant impact of the learning motivation variable (X2) on student learning outcomes (Y).

In the next table, the probability value (0.000) is smaller than indigo (α = 0.05). In addition, the calculated F value of 54.728 is greater than the calculated F of 3.09 (df = 101-2-1 = 98) so that the variables X1 and X2 against Y are accepted. This means there is a significant impact of the combination of the field work practice (XI) and variable learning motivation (X2) on learning outcomes (Y).

The results showed that field work practices and learning motivation either partially or simultaneously had an impact on student learning outcomes [20]. This is in line with what was that the influencing factors in learning outcomes are as follows: a) Internal factors are factors that exist within the individual. Internal factors include: physical and psychological factors; b) External factors are factors that are outside the individual. External factors include: family, school, and community [21]. In line with this, states that at least motivation has two components, namely the inner component and the outer component. The inner component is a performance drive that comes from itself. Outer component is the urge to act or do that comes from outside oneself [22]. Therefore, the encouragement obtained from practical fieldwork activities is a form of what is called motivation. As stated by Hasibuan (2016), motivation is the provision of encouragement or driving force that creates a person's enthusiasm for work so that they are willing to work together effectively and integrated to achieve their goals. One of the things that affects the level of a person's performance is motivation.

CONCLUSION

Good learning outcomes will be achieved if students get real changes that are proven to help them both academically and socially. Therefore, it is urgent to encourage related policy holders to plan programs and policies that are able to maximize student learning outcomes. The results of this study indicate that fieldwork practices have a significant effect on student learning outcomes. An increase in field work practices and an increase in learning motivation will also improve student learning outcomes. This study concludes that there is a significant effect of fieldwork practices and learning motivation on student learning outcomes at the Tri Bhakti At-Taqwa Health Vocational School, Ogan Komering Ilir District (OKI). There is also a significant impact of the combination of fieldwork practices and learning motivation on student learning outcomes at the Tri Bhakti At-Taqwa Health Vocational School, Ogan Komering Ilir District (OKI).

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