

Readiness for Industrial-based Learning oriented towards Green Employability Skills in Vocational Education

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ABSTRACT

The aim of vocational education is to produce graduates who are ready to work according to industry needs. Therefore, vocational education and the industrial world must work together in order to produce prospective workers who are experienced and have the knowledge, skills, and attitudes that are in line with the demands of the world of work. In reality, it is still common to find graduates of vocational education who have not been able to interpret and master competencies and adapt to the industrial work culture. The problem that arises in vocational education is that there are still graduates who are not ready to work, so they still need training according to their field of work. This certainly requires strengthening work skills that are more than just understanding theory or science.

The research to be carried out is development research. This research will be carried out using Tyler's goal-oriented program evaluation model as quoted by Marsh (1978: 43). This study aimed to determine the readiness of industrial-based learning and green employability skills in vocational education. Tyler defines educational evaluation as a process for determining the extent to which a program or school curriculum has been achieved in terms of educational goals. Tyler's evaluation steps consist of (1) Formulating objectives clearly; (2) Carry out goal classification; (3) Formulate goals in measurable behavioral terms; (4) Determine when goal achievement can be demonstrated; (5) Select and develop appropriate measurement methods; (6) Collecting information or data; and (7) Analogizing achievement data or information to the goals stated in the character being assessed.

The mandatory outputs targeted in this study include a) products in the form of research results related to the readiness of industrial-based learning oriented towards green employability skills in vocational education, b) documentation of research results, and c) articles published in international journals. The additional output targeted is publication in a national journal indexed by Sinta 3, namely the Electrical Education Journal. The final TKT of the proposed research is (TKT 3). TKT achievement indicators include a) methodological design that has been prepared, b) data adequacy and completeness, c) research design that has been completed, and d) product or result.

Based on the results of the study it can be concluded that: when viewed from the results of observations and readiness of the lab/workshop in implementing the industrial-based learning model oriented towards green employability skills, it is classified as ready and corresponds to an average percentage of 75%. However, it still needs to be said again. If viewed from a learning planning perspective, the average percentage is 75.33% in the ready category. Judging from the aspect of the learning process, it is in the ready category with an average percentage of 73.33%. Instilling work culture obtained an average percentage of 75%. Meanwhile, related to planting green skills, green employability skills still need to be improved with an average percentage of 68.5%.

Kata Kunci: readiness, industrial-based learning, green employability skills, vocational_education