

WORK CHARACTER EDUCATION FOR STUDENTS IN THE CONSTRUCTION AND PROPERTY TECHNOLOGY OF THE VOCATIONAL SCHOOLS IN THE SPECIAL AREA OF YOGYAKARTA

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ABSTRACT

The development of work character for VHS students is an important aspect in producing graduates so that graduates have work character that is in accordance with the demands of work in the industry so that they are able to compete and succeed in their jobs. This study aims to explore work character education that has been experienced or obtained by students of the Construction and Property Engineering of the Vocational Schools in Yogyakarta Special Area, whether obtained through theoretical learning activities, practical learning, Field Work Practice activities (PKL), extra-curricular activities, or strengthening projects of the Pancasila student profile (P5).

The population of this study were state vocational high school students in the field of the Construction Technology and Property expertise in Yogyakarta Special Area, which is currently mandated as Center of Excellence of the Vocational Schools (SMK PK), namely: SMKN 2 Yogyakarta, SMKN 3 Yogyakarta, SMKN 2 Depok, Sleman, SMKN 2 Pengasih, Kulon Progo, and SMKN 2 Wonosari, Gunung Kidul. A total of 120 of the TKP Vocational High School students were selected as the research sample, which was determined by purposive sampling technique, namely by determining students who had attended the Field Work Practice (PKL) program. Data collection was carried out using the questionnaire method, which was distributed to all students who had completed the Field Work Practices (PKL), which were packaged in the Google-form. Instrument validation is carried out through logical validity based on expert judgment. Data analysis was carried out using descriptive techniques, both quantitative and qualitative.

The results of the study show that the level of effectiveness in implementing the 17 work character values ??that have been programmed and implemented in the Construction and Property Engineering of the Vocational School in Yogyakarta Special Area through five pathways, namely theoretical learning, practical learning, practical field work activities, extra-curricular activities, and projects to strengthen the Pancasila student profile (P5), as a whole including the effective category. The learning process at the TKP of the Vocational Schools with the lowest level of effectiveness is in the provision of the ability to communicate through ICT (effectiveness level of 67.93%), and the ability to communicate in writing (effectiveness level of 69.27%). This shows that the learning process at the TKP of the Vocational High School does not equip students in terms of communication skills through ICT, and written communication. Overall, learning at the TKP Vocational Schools does not provide adequate provision to students in terms of communication skills, both verbal communication, written communication, and communication using ICT.

Kata Kunci: *Work Character Education, Vocational High School Students*