

Investigation of Transferable Skills's Vocational Teachers in Terms of Work Culture and Age

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Abstrak: This research is a quantitative study using an ex-post facto design. The sample of 102 teachers using simple random sampling technique. Data collection uses questionnaires to measure work culture and age and perceptions of transferable skills. . This study aims to (1) determine the influence of work culture and age with the perception of transferable skills of productive teachers in TKI study programs in Malang City and Malang Regency and Batu City; (2) knowing the influence of work culture with the perception of transferable skills of productive teachers in TKI study programs in Malang City and Malang Regency and Batu City; and (3) knowing the effect of age with the perception of transferable skills of productive teachers in TKI study programs in Malang City and Malang Regency and Batu City. The results of this study include: (1) there is a significant influence of work culture and age with productive teacher transferable skills in Malang City

and Malang Regency and Batu City; (2) there is a significant influence of work culture with productive teacher skills transferables perceptions in Malang City and Malang Regency and Batu City; and (3) there is a significant influence of teacher age with perceptions of transferable skills of productive teachers in Malang City and Malang Regency and Batu City. It can be concluded that the variable that has the highest influence is training experience.

INTRODUCTION

In 2018, the unemployment rate of SMK graduates decreased to 8.92%, SMA 7.19% and Diploma experienced an increase of 7.92% (BPS, 2017). But the vocational school graduates still dominate the unemployment rate. The Ministry of Education and Culture (2017) adds that the problem that occurs in SMKs is that teachers who teach according to their field of competence only reach 22.3% and vocational education (SMK) has not been linked and matched with DU / DI. Putranto (2017) also added that the number of teachers was not evenly distributed and the quality of teachers was considered to be lacking.

The Government issued Presidential Instruction of the Republic of Indonesia Number 9 of 2016 concerning Vocational Revitalization in order to improve the quality and competitiveness of Indonesian human resources, especially vocational graduates in overcoming these problems. Some of the tasks undertaken are to align the SMK curriculum with competencies according to link and match graduate users, increase the competency of the teaching staff at the

SMK and enhance collaboration with ministries, local governments and the business / industrial world. This effort is also supported by the transferable skills possessed by productive teachers, therefore there is a need to investigate the transferable skills.

Transferable skills are the core competencies needed to apply basic skills and problem solving skills to change the environment into one of the main elements of educational policy (Jin, 2014: 2). Someone is said to have transferable skills if they are skilled in communicating, solving problems, cooperating with others, able to manage themselves, able to learn and master technology in their work (Setiawan, et al., 2018). Transferable skills play an important role in productive teachers in order to have the ability to handle educational problems. The advantages of transferable skills are not only in the interests of work, but also in terms of quality of life and personal growth.

Someone who works as a teacher must have several supporting factors to achieve transferable skills. Among them are factors of work culture and teacher age. Teachers must pay attention to work culture in the school environment to achieve transferable skills. By creating a conducive work atmosphere, the work culture will be better so as to encourage the enthusiasm of teachers to continue to improve skills. Rasmadi's research (2012) shows that organizational culture has a positive effect on interpersonal communication. Hendrawati & Prasojo (2015) states that school culture directly influences learning achievement. Frinaldi (2012) said that the diversity of personal values in work culture influences team performance in a work unit. Based on some of these statements indicate that the work culture in the school environment can affect the transferable skills of teachers, because the variables studied such as learning communication and teamwork are aspects of transferable skills.

Teachers who have good transferable skills will have good quality of work. However, there is an age factor that determines the perception of teacher transferable skills. According to Iswantoro & Anastasia (2013), age is a measure of life that affects a person's physical condition. Good physical condition will support the quality of one's work and make it possible to work more professionally. The more a person ages, the more professional the work will be, but the best quality of teacher work is at the age of 25-30 years because he has fresh insights and has high enthusiasm in working (Ghurobi, 2015). Old age teachers are less adept at utilizing technology. But on the positive side, older teachers have more experience than younger teachers (Kustini & Nurkin, 2011). This will also have an impact on the teacher's transferable skills. Based on research by Rocha (2012) age can contribute to one's transferable skills. Palupi, et al. (2015) states that teacher age has a significant effect on interest in the use of Information and Communication Technology (ICT). Choliq's research (2016) shows that age and years of service affect a person's soft skills. This indicates that age is a variable that largely determines the perception of teacher transferable skills.

METHOD

This research is a quantitative descriptive approach research using ex-post facto research design.

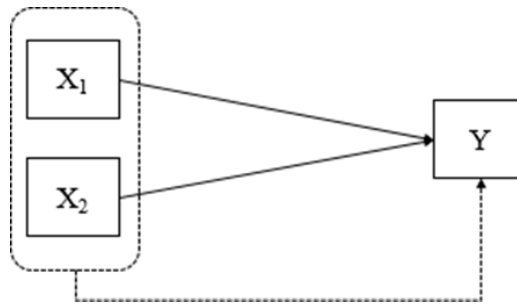


Figure 1 - Research Design

Information:

X₁ = Work Culture

X₂ = Age

Y = *Transferable Skills*

The population in this study were all productive teachers in the Computer and Information Engineering (TKI) Skills Program in SMK Malang and Malang Regency and Batu City. The vocational sampling technique chosen as the object of research is purposive sampling. Based on these considerations, the number of SMKs determined as samples in this study were 30 SMKs. Of the 30 SMKs that were the objects of research, there were 137 teachers in the TKI expertise program at the school. Of the 137 teachers determined the number of research samples using the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{137}{1 + 137(0.05)^2} = \frac{137}{1,3425} = 102$$

The sampling technique used is simple random sampling. The test instruments were then tested for reliability and validity. The data analysis technique used is descriptive analysis and inferential analysis (partial correlation and multiple regression). Before inferential analysis, the classical assumption test is performed which consists of tests of normality, linearity, multicollinearity, and heterocedasticity.

The instrument provided was in the form of a questionnaire with an assessment using a Likert scale. Following are the lattices of these three variables.

Table 1 - Work Culture Instrument Grid

Indicator	Descriptors
Attitude towards work	Honesty
	Discipline
	Perseverance
Behavior at work	Diligent
	Dedicated
	To be responsible
	Thorough
	Like to help others
Physical environmental conditions of	Support in carrying out tasks

work	Supervision and work discipline
	Communication and interaction with colleagues
	Use of language
	Principal's leadership function

(Source: Arianto, 2013; Machwati dan Wibowo, 2015; Rahma, dkk. 2013; Supriyadi dan Guno, 2014)

Table 2 - Teaching Instrument Field Fillings Teaching Experience

Indicator	Descriptors
Years of service	The length of time spent working as a teacher

Table 3 - Perception Instrument Transferable Skills on Productive Teachers Grid

Indicator	Descriptors
Communication	Read and understand various information (graphs, pictures)
	Communicate verbally well
	Listen to the opinions of others and ask questions
Working with others	Ability to work with others
	Skills to participate in a project or task
	Increase morale
	Making a reciprocal relationship
	Give trust
Problem solving	The same goal
	Able to identify problems
	Plan problem solving strategies
	Solve problems according to strategy
Self-management	Evaluate the steps worked
	Having a clear vision of achieving work success
	Have goals for success at work
	Have a work plan before starting work
	Commit to carrying out the specified work plan
	Have a good time management every time completing a job
Learning	Responsible for the planned work
	Learning and developing continuously
	Access various resources for learning needs
Technology skills	Able to study diligently to achieve certain goals
	the ability to use computers to process information
	Hold a presentation using a computer
	Using a computer to access various data needed

(Source: Dermawang, 2017; Paryono, 2014; Patnani, 2013; Sudjimat, 2011)

The test instruments were then tested for reliability and validity. The data analysis technique used is descriptive analysis.

RESULTS

Work Culture

Based on research data from work culture variables, the highest score obtained was 202, while the lowest score was 139. The difference in score was 63 and the length of the interval class was 15.8. The results of the descriptive analysis of work culture are presented in Table 4.

Table 4 - Results of Descriptive Analysis of Work Culture

No	Interval	Category	Frequency	Percentage
1	187 – 202	Very good	13	13%
2	172 – 186	Well	37	36%
3	156 – 171	Enough	28	27%
4	139 – 155	Less	24	24%
Total			102	100%

The data above shows that the productive teachers of the TKI expertise program have a higher percentage of work culture in the 'good' category than the other categories (Table 4.). This indicates that most schools in Malang City and Regency and Batu City have implemented a good work culture.

Age

Based on research data from the teacher age variable, the age category is divided into early adulthood and middle adulthood as seen from the age range of the teacher studied. The age range of productive teacher migrant workers in Kota and Kabupaten Malang and Kota Batu can be seen in Table 5.

Table 5 - Age Range of Teachers

No	Interval	Category	Frequency	Percentage
1	20 - 40	Early adulthood	82	80 %
2	41 - 60	Intermediate Adult	20	20 %
Total			102	100 %

Table 5. shows that productive teachers who are migrant workers in Kota and Kabupaten Malang and Kota Batu are more predominantly having an 'early adulthood' in the range of 20-40 years, while teachers who are classified as 'middle adulthood' with a range of 41-60 fewer.

Transferable Skills

Based on research data from the variable perception of transferable skills, the highest score was 335, while the lowest score was 241. The difference in score was 94 and the interval class length was 23.5. The results of the descriptive analysis of perception of transferable skills are presented in Table 6.

Table 6 - Results of Descriptive Analysis of Transferable Skills Perceptions

No	Interval	Category	Frequency	Percentage
1	313 - 335	Very good	17	17%
2	289 - 312	Well	41	40%
3	266 - 288	Enough	32	31%
4	241 - 265	Less	12	12%
Total			102	100 %

The data above shows that teachers who have the perception of transferable skills in the 'good' category are higher than the other categories (Table 6). This indicates that most of the productive teachers in the TKI expertise program in Malang City and Regency and Batu City have a good perception of transferable skills. Here are the results of multiple regression analysis.

Table 7 - Results of "Coefficient" Multiple Linear Regression Analysis

Model	Coefficients ^a					Correlations		
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Zero-order	Partial	Part
	B	Std. Error	Beta					
(Constant)	32,359	14,256		2,270	,025			
1 Culture Work	,315	,071	,222	4,448	,000	,574	,249	,197
Age	,405	,155	,143	2,617	,010	,602	,257	,116

DISCUSSION

Culture Work

Based on the results of the study, teachers who have a work culture with the category of 'very good' numbered 13 people (13%), the category of 'good' numbered 37 people (36%), the category of 'enough' numbered 28 people (27%) and the category 'less' number 24 people (24%). This shows that productive teachers of migrant workers in the City and Regency of Malang and Kota Batu have a work culture in the good category.

Teacher's work culture is closely related to values and attitudes at work and its relationship with fellow teachers, principals and students. A strong work culture can create a conducive work atmosphere so that the quality of work will improve which is the key to success for an organization that is an indicator of employee job satisfaction (Arianto, 2013: 199). To improve a good work culture it takes years to change it, then it is necessary for improvements starting from the attitudes and behavior of the leaders then followed by his subordinates, the formation of a work culture begins with the level of awareness of the leader or appointed official where the magnitude of the relationship between leaders with subordinates so that they will determine a separate way what is carried out in the

work unit or organization. Setiyati (2014: 201) said that school culture is depicted through mutual support (supportive), the level of friendship (collegial), the level of intimacy (intimate), and cooperation (cooperative). Work Culture seeks to change traditional communication culture into modern management behavior, so that trust and enthusiasm for cooperation and discipline are embedded (Pattipawae, 2011: 37).

From this, it means that teachers who have a 'good' work culture category indicate that the atmosphere of work relations with fellow teachers is good and certainly influenced by a conducive work environment, so that work becomes more efficient. In contrast, teachers who have a 'less' category of work culture are suspected to have gaps in their work environment such as lack of communication and interaction with others, lack of appreciation from the principal and level of welfare. Thus, the work culture of teachers becomes an important thing in education that can be seen from the discipline of teachers in obeying regulations and being able to work together in building school quality.

Teacher's age

The age of the teacher can be seen from the results of the analysis which showed that of the 102 teachers studied, there were 82 teachers (80%) who were in the 'early adulthood' category with an age range of 20-40 years, while 'middle adulthood' teachers with an age range of 41- 60 years totaling 20 people (20%). Early adulthood has the most number of teachers. Early adulthood is a period of recognition with the world of individuals who are mature and try to form a stable life structure and find a place in the world of work and social relations (Monks, et al., 2014: 329).

According to Khairani (2013: 70), the characteristics of the early adult period, namely: (1) is a period of consolidation. When maturity has been achieved, a person is expected to begin to assume responsibility and carry out stabilizations in the chosen field of work as his future career; (2) is a reproductive age, in which a person continues to pursue a career; (3) is a time to fulfill responsibilities with a new role as an adult; (4) is a period of change in value after entering young adulthood, because of its increasingly widespread and varied social contact; (5) it is an adjustment to a new lifestyle; and (6) is the creative age.

There are fewer teachers who are in the 40-60 age range in the middle adulthood in this study. According to Monks, et al. (2014), someone who has a middle age in the period of 40-50 years will face the task of reassessing the past, changing the structure of life, and the process of individualization, while in the period 50-55 years will experience a crisis if not fully successful in restructuring his life in the transition to middle adulthood and then comes the peak period of the period 55-60 years. The characteristics of the middle adulthood period according to Khairani (2013) are divided into three periods, namely: (1) a transition period in adjusting new interests and new lifestyles; (2) is a period of achievement in reaching the peak of success, if the individual has a great desire for success; and (3) is a period of evaluation related to what individuals have achieved in previous periods.

Based on this statement, early adult teachers have good skills because it is a creative and reproductive age in carrying out their duties. This can encourage the quality of transferable skills as an educator. Middle adult teachers have longer

teaching experience and can evaluate themselves. Teachers who are at that age have a decrease in physical quality so that some teachers have obstacles in teaching.

Transferable Skill

Based on the results of the study, teachers who had transferable skills in the 'very good' category totaled 17 people (17%), the 'good' category numbered 41 people (40%), the 'enough' category numbered 32 people (31%) and the 'less' category totaled 12 people (12%). This shows that of the 102 teachers studied, teachers who had transferable skills in the 'good' category had the highest percentage. This fact indicates that vocational teachers who are in the area of Malang City, Malang Regency and Batu City mostly have a good perception of transferable skills.

Transferable skills are skills possessed by individuals who have a diversity of basic knowledge, values, and life skills needed to obtain and maintain employment (Abbas et al., 2013). Based on the research of Baser, et al. (2017), having transferable skills can improve students' competitiveness and employability after they graduate from school. This is because someone who has transferable skills will be skilled in solving problems, communicating and collaborating. Thus, teachers who have transferable skills in the 'good' category will have these skills. Therefore, transferable skills are very important for teachers to solve educational problems and provide solutions.

The level of teacher quality is not only determined by academic ability but also determined by the transferable skills possessed in order to achieve success in work. Of all the skills possessed by someone, transferable skills are the main skills needed to enter the workforce because these skills are portable skills that a person has and are ready to be used to complete work in the workplace (Albalawi et al., 2011: 65). Tang (2018) points out that what is considered important in professional teachers is team work and life long learning which are aspects of transferable skills. Based on this it can be concluded that teachers who have good transferable skills, the quality of teacher work as an educator is also good. Thus transferable skills are very important possessed by each individual.

The Effect of Work Culture and Age on Perception of Transferable Skills for Productive Teachers of Migrant Workers in Malang City and Regency and Batu City

In addition to work culture and age factors, there are external factors that can also affect perceptions of transferable skills. An external factor that might influence is motivation. According to Kamaliah, et al. (2018), motivation can significantly influence employability skills. Employability skills are considered to be the same as transferable skills because both have several components or aspects in common.

Based on the analysis conducted in this study, relevant research results, and expert opinion, it can be concluded that the higher the work culture, and the age of the teacher, the higher the perception of transferable skills they have. Conversely, the lower the work culture and age of the teacher, the lower the perception of transferable skills they have.

The Effect of Work Culture on Perception of Transferable Skills for Productive Teachers of Migrant Workers in Malang City and Regency and Batu City

Teacher work culture in this study is a culture that has lasted a long time and is applied in the work activities of teachers in schools. The results of hypothesis testing show that work culture has a positive effect on perceptions of the transferability of productive teacher skills in TKI in Malang City and Regency and Batu City. The analysis showed that the contribution of the influence of work culture on the transferable skills perception was 12%. The magnitude of this influence indicates that the teacher's work culture can also determine perceptions of transferable skills. Based on Demir's (2015) research work culture in schools has a positive and significant effect on leadership which is an aspect of transferable skills. Situmorang (2012) shows that organizational culture has a positive effect on interpersonal communication of principals which is also one aspect of transferable skills. Based on some of these studies, it can be concluded that teachers can be said to have transferable skills even though they do not reach all aspects.

Research result Arifin (2015), work culture has a positive and significant effect on teacher job satisfaction. Miyono & Makhsun's research (2017) that work culture influences teacher professionalism. Arianto (2013), work culture is a factor that has a positive (significant) influence on the performance of teaching staff. In addition, Salam, et al. (2017) showed that there was a significant influence between work culture on teacher performance. According to Fitri (2018), work culture aims to instill certain values that influence attitudes and behavior in work. Ingvarsdotir (2014) said that work culture plays an important role in the development of teachers in improving attitudes and pedagogics as teaching staff. Elfridauli (2018) states that work culture influences work attitudes and interpersonal communication. The better work culture will lead to better work attitudes and communication. Furthermore Istiqomah, et al. (2019) addressed that school work culture influences communication skills.

Work culture serves as a guide for behavior and directs the attitude of the teacher to achieve work goals. Teachers who have a good work culture have an honest attitude, discipline, diligent, diligent, dedicated, responsible, conscientious, helping colleagues and have a good work environment. Research Sofyan, et al. (2019) shows that work culture influences discipline. In addition, Puspita Research (2018) shows that work culture and work climate have a positive and significant effect on work discipline. A comfortable and conducive work environment can encourage teachers' enthusiasm in working. If the attitude is applied by teachers in carrying out their duties in school, then it can encourage teachers to have good transferable skills. The task of the teacher as an educator not only pays attention to the academic level, but the work culture of fellow teachers and students is also given attention. The analysis shows that teachers who have a work culture that is classified as good have a good perception of transferable skills. Teachers who have a hard working culture also lack perceptions of transferable skills that are lacking. This indicates that the work culture affects the perception of teacher transferable skills.

Effect of Age on Perception of Transferable Skills for Productive Teachers in Indonesian Migrant Workers in Malang City and Regency and Batu City

The age referred to in this study is the chronological age analyzed for its effect on the perception of transferable skills. The age of the teacher is one indication that shows the level of competency possessed, because it takes years to be competent in their field. Based on the results of hypothesis testing, age has a positive effect on the perception of the transferability of productive teacher skills in TKI in Malang City and Regency and Batu City. The analysis showed that the contribution of age influence on perception of transferable skills was 9%. The magnitude of this influence indicates that the age of the teacher can also determine the perception of transferable skills

According to Salkind (2015: 53), age can be determined easily and accurately, so that the development of an individual is often judged by the size of the person's ability compared to certain ability criteria expected at a certain age. Age is often a benchmark in determining a person's ability level. Unal & Unal (2012) found that teachers who were 41 years old and older were more effective in teaching and skilled in class management than younger teachers. Aloka & Bojuwave (2013) revealed that younger teachers often make risky decisions, while older ones are very careful when dealing with student discipline.

Bhat Research (2017) shows that teacher age is an important variable in the perception of work stress, where young teachers (20-30 years) feel greater work stress than teachers in middle age (30-40 years) and old age (40-50). Palupi, et al. (2015) shows that there is a significant influence between the age of the teacher on the interest in using Information and Communication Technology. Research Johari, et al. (20) shows that age and experience have a significant effect on teacher effectiveness.

In this study, the more dominant group of teachers is in the range of 20-40 years (early adulthood), while the teachers who have a range of 41-60 years (middle adulthood) are more equal. Someone who is in early adulthood is usually more enthusiastic in finding knowledge and then applied to work to achieve career paths. The more mature age they have, the more mature the teacher's thinking and trying to improve his competence as an educator. Teachers who have middle adulthood in general have reached the peak of achievement, so it is logical if the teacher evaluates what has been achieved while carrying out the task.

Teachers who have a young age have a relatively new tenure and can be said as a novice teacher. In this study, younger teachers have perceptions of transferable skills that fall into the moderate or insufficient category. Older teachers have perceptions of transferable skills that are categorized as good or very good. This indicates that as we get older, the teacher always has good transferable skills. From these statements it can be concluded that age can affect teacher transferable skills.

CONCLUSION

Based on the discussion of the results study, it can be concluded that

- a. There is a positive and significant influence between work culture and age on productive teacher transferable skills in Malang City and Malang Regency and Batu City.

- b. There is a positive and significant influence between work culture and perception of productive teacher transferables skills in Malang City and Malang Regency and Batu City.
- c. There is a positive and significant influence of teacher age with the perception of productive teacher transferable skills in Malang City and Malang Regency and Batu City.

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