

TEACHER PERCEPTIONS OF FOLLOWERSHIP VALUE ON GRADUATE STUDENTS OF VHS

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Abstract

Research is motivated by the needs of good workers in the industrial world. This need can be known from the teacher's understanding of followership value in Vocational High School (VHS) graduate students. The purpose of this research is to know VHS teacher perception about followership value. The research method used descriptive quantitative. The subject of research is the headmaster and teacher for of VHS Catering Service in Yogyakarta. Determination of sample through purposive sampling counted 20 respondents. The validity test of 27 statements concerning instruments is declared valid. While all instruments are stated reliable with high reliability ($0.803 > 0.7$). An average total score of 3.6 which means highly expected. These results explain teachers' perceptions, one of the followership values of VHS graduate students very well. It explains that teacher perception about the student, that student work attitude is in the follower style with the exemplary follower. The final outcome of the student is expected to become an exemplary worker after graduation.

Keywords: *teacher perceptions, followership value, VHS*

Introduction

In accordance with the industrial revolution 4.0, all areas of life have increased. Similarly, the need for labor in the industry also increased. The increase is not only on the increase of natural resources, but human resources (HR) is not less important. HR is one of the factors in the fulfillment of needs in the industry. The industry will be more successful if the human resources have a competitive skill. Competitive manpower fulfillment can be seen from graduates of vocational education. Because vocational high school (VHS) graduate workers are expected to spear the industry. The graduates come from VHS and universities. These graduates are expected to have more skills to offset the disruptive era at this time. Yet when viewed from statistical data, the number of unemployed each year has increased. Where the position of most unemployed comes from VHS graduates (<https://www.bps.go.id>). This is a problem, where the needs in the industry want a skilled workforce. While the need is felt to be fulfilled with education in school. According to the Head of Jakarta Dept. of Education, assessing the low competence is the reason for the increase in unemployment for graduates from VHS (Taufik R, 2014). The existence of such problems should be seen whether the skills of graduates of VHS is in accordance with the needs of the existing industry or not. If it is fulfilled then there are some problems that need to be studied. Skill can be seen from various aspects, where aspect includes hard skill and soft skill. In hard skill aspect, many students have skill in their field. This can be seen from the experience of internship work in the industry does not experience many obstacles. However, when viewed from the aspect of soft skills most students lack a good working attitude at the time of becoming a worker. This can be seen from the number of workers who come out and enter the industry.

Observation results of workers in star hotels explained that the number of workers who do not feel at home due to not understand their work. In addition, the workers are less able to follow the boss or other friends in the work (Kelley R E, 2008: 5-16). The lack of teamwork is serious in the field of industry. This has an impact on the amount of production every day. Though expected every worker

should be able to follow the order of superior or standard at the company.

Good worker attitudes can be developed in education. The development of this attitude can be adjusted to the VHS graduate qualification level. Graduate qualifications are not necessarily made based on the needs of the school. However, in accordance with Indonesian National Working Competence Standards (INWCS) (Keputusan Menteri, 2007: 12). Qualification level according to INWCS in tourism and hospitality field, the areas of expertise that need to be taught in VHS work as cook helper, steward, waitress. The scope of activities will be used in professional jobs in hospitality, restaurants, hospitals, catering, and shipping. The existence of a clear explanation in INWCS makes it easier to run education in VHS. Where VHS education is used as a benchmark in educating students who have cognitive, psychomotor and affective values.

As per the qualifications within the Indonesian National Framework (INF) VHS graduates are at level 2 where the students will work under supervision. Supervision and direction from superiors need to be applied to learning. This becomes an indicator of work attitude in students. In learning, a teacher needs to establish himself as a supervisor/chef de partie in educating students. So that students will automatically follow the direction and run the activity when a worker. In addition, it is necessary to know the perception of teachers about the indicators of good work attitude in students. So that work attitude can be used in learning. In addition, it serves to synchronize between the needs of workers in the industry with graduates. The attitude of work on students, in this case, focused on followership value. Where the success of an industry can be seen from the value of a worker's skill. Likewise, support from followers can have an impact on a leader's success.

As per the qualifications that have been elaborated where a student will work to be a follower. It is necessary to adjust the learning to the needs of students and industry. Whereas during this study in schools more focused on leadership learning. Changes in work attitude that every student work as a leader becomes a follower will have a positive impact on the progress of the company. This is because the

attitude of workers will always follow the supervision of superiors and field procedures. Who succeeds company is a follower, the rest comes from the leader or system company.

In learning, discipline is very important to be taught to students. Dividing has a style that can be described where the followership style consists of two dimensions (Yohanes Budiarto, 2005: 1). The first dimension describes the work attitude of independent and critical thinking which is expected to also be able to be dependent and uncritical thinking. While the second dimension is active as well as passive. These two dimensions are closely intertwined to make the worker have a good working attitude. A good worker will have the independence in working in accordance with the task that has been given. However, a worker must also have the nature of dependence, in this case, applied in following the work procedures and orders of superiors. In this case, workers are expected not to be too far from the procedures that have been applied. Followership style in critical thinking needs to be owned by every worker, it is closely related to the completion of work targets that require a short time. In addition, workers must also apply non-critical thinking this is in harmony with the minds of superiors and companies. The style of followings seen from the dimensions of the worker can be seen in figure one as follows.

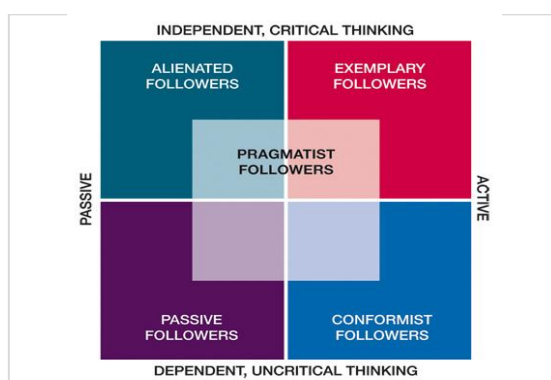


Figure 1. *Followership Dimensions and Style* (Hughes, R. L., Ginnette, R. C., & Curphy, G. J, 2012)

Some styles of followings according to figure one explain some dimensions that result in followership style. The first followership style is the alienated followers where the

workers work according to their own needs, the worker always suspects the team or his company. The second followership style is a conformist follower where a worker has an active working attitude by avoiding the problems that occur with the leader or company. The next followership style is the third pragmatic followers where workers do not have loyalty to the company while avoiding problems that occur. The fourth followership style is passive followers which means a dumb worker. While the last followership style is exemplary followers or often called exemplary workers where workers have a strong desire to improve the company's progress. Able to cooperate with employers and colleagues. The role modeling style should be developed in school learning so that graduates can work well in the company.

Looking at some of the issues that have been described, research on followership value specifically on education in VHS area of Catering expertise. This research is to know teacher perception about followership value in VHS students. The purpose of this research is to apply to learn in school that is adjusted to the needs of the industry.

Research Method

This research uses the quantitative descriptive method in which the research results to describe the teacher's understanding of followership value. The research procedure begins with the determination of VHS graduate issues based on preliminary survey results, theoretical studies on followership, and relevant studies. The result is then determined by the formulation of the problem. Where is this problem to know teacher perception about followership value at the student? Then determined the population used as a research object. The population is all Headmaster and VHS Teachers in Yogyakarta. The population is divided into heterogeneous subpopulations. Sampling research using purposive sampling and judgment sampling VHS Group Tourism on catering. Each district/city is grabbed an accredited VHS A with the assumption of a very good followership value understanding where the respondent is 20 people. To know the perception of the teacher about followership value made the instrument according to the dimension of followership

style that is active and passive and critical thinking and uncritical thinking. The indicator is used to determine the final average of the level of followership in the students. Are students classified in the category of exemplary followers or pragmatic followers or others? The instrument consists of 30 statements tested using product moment analysis from Karl Pearson where there are 27 statements that are

declared valid. While viewed from the test reliability using Cronbach Alpha obtained that all instruments declared reliable where $0.803 > 0.7$. Furthermore, if the instrument has been tested and then disseminated in the school to find out the teacher's perception of followership value. The description of the research clearly can be seen in Figure two as follows:

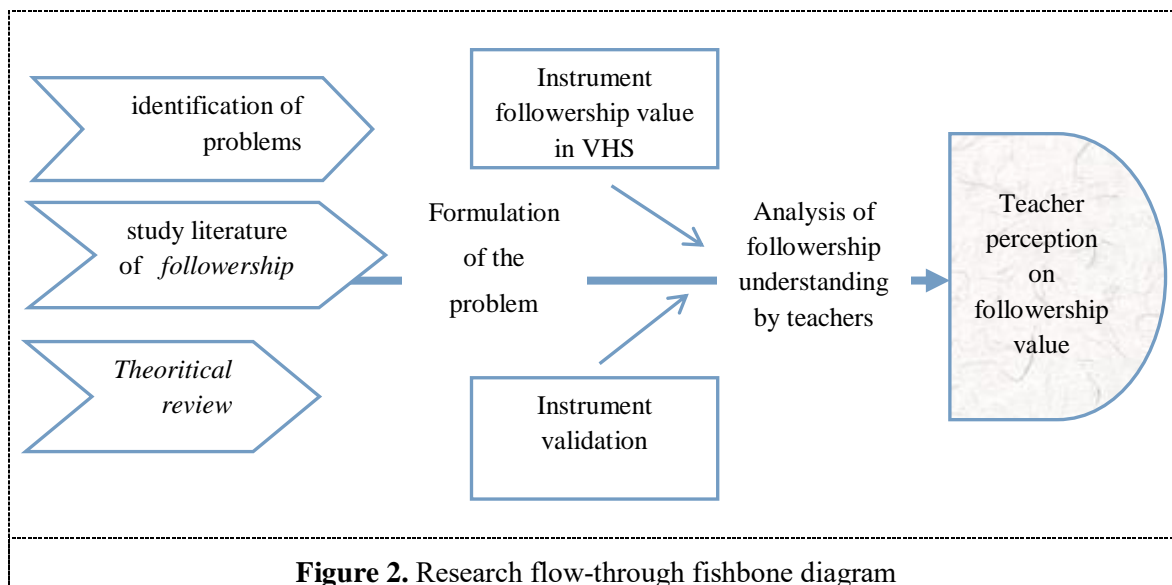


Figure 2. Research flow-through fishbone diagram

Results and Discussion

The result of data analysis of teacher's followership value can be seen in table one.

Tabel 2. Perception of VHS teachers on student followership value

Dimension	Average teacher perception score
Active	3,56
Passive	3,65
Independent and critical thinking	3,94
Dependent and critical thinking	3,25
Average	3,6

Table one explains that teachers' perceptions of student followership value are in the very high category where the average score for the total score is 3.6. The teacher's perception of followership value explains that the students who later work on the company have fulfilled the working attitude or are able to follow the direction of the superior. leadership and followership can switch functions and roles in accordance with the

needs of leaders. In his position, a leadership and followership have different tasks seen from ability, effectiveness, and respect (Malakyan, P. G. 2014: 6-22). In this case, students can apply followership skills in the work. Work attitude criteria can be elaborated according to the dimension of followership. The attitude of students as workers in the active dimension that has a share in advancing the company by improving work attitude. Viewed from the passive dimension a student needs to follow the direction of the teacher in this case as the supervisor at the school. It can later be applied in the company by following the boss and the standard that has been set. Third, seen from the point of view of independent and critical thinking, student work attitude needs to think fast and also dare to give good input to the company. While viewed from the dimensions of dependent and uncritical thinking, followership value is a student really need to work on a team without a strong ego (Can, A., & Aktaş, M., 2012: 84-91). Some of these statements explain that the followership value

applied to the learning process can serve to improve work attitude in students.

The teacher's perception of followership value above can be explained that the student is an inactive dimension where a student can work become a role model or interpreted as exemplary followers. This is expected if students graduate later, students can apply the work attitude to the company.

Conclusions

The average score of teachers' total perception score on followership value is 3.6 where teacher's understanding of work attitude in students is very good. So that VHS graduate students can be expected to become a professional worker later. It can be seen from the dimensions of active, passive, independent and critical thinking, dependent and uncritical thinking. Where teachers understand that students who have completed education will have a working attitude as exemplary followers.

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