Perception and Feasibility Study toward Mini Vocational School under the Islamic Boarding School in East Java

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Abstract: Improving the quality of human resources is the attention of all parties, especially in the atmosphere of multidimensional crisis that occurs today, the community needs the support of various parties to face free competition. The Mini Vocational Program from Education Department of East Java Province in 2014 is to produce skilled work force and new business opportunity in facing era of ASEAN Economic Community especially in East Java. There are several types of business vocational training in Mini Vocational School, customized local potential, ranging from *batik*, convection, computer network engineering, processed products, industry, machinery, and so on. The purpose of this study was to examine the influence of perception and feasibility toward the existence of Mini Vocational School under the Islamic Boarding School in East Java and to know what factors of both perceptual variable and feasibility variable that can influence to the existence of Mini Vocational School. This research method used explanatory survey that found the description and relationships between two variables. In this study, researchers took the population of students (100 people), community (20 people) and users (2 people) of Mini Vocational School with purposive sampling and get 1098 people as respondents. This study used the classical assumption test, among others are: 1.) Multicolonierity Test; 2.) Heteroscedasticity Test; 3.) Autocorrelation Test; 4.) Normality Data Test. In testing the hypothesis in this study used the t-test and Coefficient of Determination (R^2). The results of analysis showed that the importance of Mini Vocational School presented in Islamic Boarding in East Java is viewed from the perception and feasibility study for students who are also *santri*, the community around, and users who use the services of Mini Vocational School to develop the potential of human resources and promote the economic sector, industry sector, business sector, entrepreneurship sector, and other sectors in East Java at the same time.

1 INTRODUCTION

Vocational High School is one of the middle-level formal education institutions which is a continuous part of the national education system that occupies a very important position to realize the intellectual life of the nation. In the face of the era of industrialization and free competition requires a productive, effective, disciplined and responsible labor so that they are able to fill, create, and expand employment. In reality, however, graduates of Vocational High School are only recognized by their own schools and still lack the confidence of the business world and the industrial world.

The old vocational education has a weakness that is, the implementation of education unilaterally so that students are left behind by the progress of the business world industry, unclear competence achieved, not recognize the skills obtained outside the school (Sidi, 2001). This is revealed based on unemployment data obtained from the Central Bureau of Statistics of the Republic of Indonesia. No. 77/12 / Years XIII, December 1, 2010 On Labor Conditions In August 2010 Based on the Highest Education Arrested with the total number of unemployed 108.21 million people; (1) primary education level below 54.51 million people (50.09%); (2) Junior High School (SMP) 20.63 million people (19.06%); (3) Senior High School

15.92 million people (14.71%); (4) Vocational School 8.88 million people (8.20%); (5) Diploma I / II / III 3.02 million people (2.79%); and (6) University 5.25 million people (4.85%) (BPS, 2014).

While the data in 2017 mentioned that the Unemployment Open Rate in Indonesia amounted to 5.33 percent, this means that from 100 people labor force in Indonesia, there are 5 peoples who enter the category of unemployed (Central Bureau of Statistics, 2014). The Central Bureau of Statistics explained that the highest unemployment rate according to the level of education is in secondary education 7.94%. While those with low education tend to be willing to accept any job, it can be seen from the Open Unemployment Rate that the group never attended school or never received a very low school bench, which is 2.21%. This data proves the still high unemployment rate according to the highest education In Indonesia, including Vocational High School graduate 8.88 million people (8.20%).

Unemployment Open Rate in East Java Province is still at 4.21%, indicating that there are still 4 unemployed people in every 1000 people in East Java (Yusuf, 2010). It should be noted also about the trend that shows urban open unemployment rate is higher when compared to rural unemployment rate. The Central Bureau of Statistics (2014) notes that the trend is taking place since 2015 where urban open unemployment rate is 4.89% while rural 3.66%, while in 2016 where urban open unemployment rate is 4.89% while rural 3.40%, while in 2017 where urban unemployment rate is 5.65% while rural is 2.54%.

In addition, if based on educational status, the Open Unemployment Rate is at most in the population with Vocational High School education due to incompatibility between Human Resource development in education and labor market needs in East Java. The ratio of entrepreneurs Indonesia is only 3.1%, the situation is lower compared to other countries such as Malaysia 5%, China 10%, Singapore 7%, Japan 11% and the United States 12 % (Hudiyono, 2014). Although Indonesian entrepreneurs are already above 2% as the minimum limit of developed countries, but the need for significant increase to compete with other countries.

In the process of learning in Mini Vocational School of course there are many issues that need to be addressed among others is the implementation of Mini Vocational School under the Islamic boarding program is still incidental and unstructured, when given the material according to the education program of the students have high motivation but after the program ended the idea is less developed and less can be understood further by the students due to limited time because in addition to being a student as a participant of Mini Vocational School, students also become "santri" in the Islamic boarding school which has duty and responsibility in It. From these problems the need for special identification related research about perception and feasibility study toward Mini Vocational School under the Islamic Boarding School in East Java (Andayani, 2015).

2 RESEARCH PROBLEM

Based on the background of the problem, It can be formulated as follows:
1. Is there any influence of perception and feasibility study toward the Mini Vocational School under the Islamic Boarding School in East Java ?
2. How are the factors about perception and feasibility study toward the Mini Vocational School under the Islamic Boarding School in East Java ?

3 PURPOSE AND BENEFIT

The purpose of this study is to examine the influence of perception and feasibility toward the existence of Mini Vocational School under the Islamic Boarding School in East Java and to know what factors of both perceptual variable and feasibility variable that can give influence to the existence of Mini Vocational School.

The benefit of this research is to give contribution for the development of scientific study on the representation of stakeholder population (students, community, and user) related to Mini Vocational School under the Islamic Boarding School in East Java and to find various analysis findings that can be reference and reference a scientific study for the Education Department of East Java Provincie to project the development comprehensively and progress of the Mini Vocational School relevantly.

4 LITERATURES

4.1 Education: Essences, Aims, and Components

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and also skills needed himself, the community, develop all the potential of the learners through the learning process (Law no. 20 of 2003 on National Education System in article 1). Education comes from on the basis of "educate" which means to maintain and provide training. Both of these require the existence of teachings, guidance, and leadership about the intelligence of the mind.

The purpose of education is also referred to in Law no. 20 of 2003 in article 3 that education aims at the development of the potential of learners to become human beings who believe and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. The success of the unity of the three components involves several factors, among others: 1.) The educator component; 2.) Component of Student; 3.) Component Implementation (Sidi, 2001).

4.2 Mini Vocational School

Vocational High School is one form of a education formal unit that provides vocational education at secondary education level as a continuation of Junior High School, Madrasah Tsanawiyah, or other equivalent form. Schools in education and vocational type can be named Vocational High School or Vocational Madrasah Aliyah, or other similar forms.

The skills program implemented in Mini Vocational School adjusts to the needs of the existing workplace. The skills program at the Mini Vocational School level also adjusts to community and market demand. Vocational education is a secondary education that prepares students especially to be ready to work in a particular field. Learners can choose areas of expertise that are of interest in Mini Vocational Schools. The curriculum of Mini Vocational School is made so that students are ready to work directly in the world of work.

Their orientation is generally only in the delivery of labor. Therefore, it is necessary to find a solution, how education can play a role to change entrepreneurial-human. Entrepreneurship needs to be prepared "proactive" as early as possible by boarding school through Mini Vocational School program as one of the programs developed by the education and culture office of East Java province.

4.3 Perception

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around it. Perception contains a very broad sense, concerning the internal and external. Experts have given a diverse definition of perception, although in principle it has the same meaning. Perception is the ability of the brain in translating the stimulus or the process to translate the stimulus that goes into the human sense apparatus (Judge, 2010).

Perception is a process of organizing, interpreting the stimulus received by organisms or individuals so that It becomes something meaningful, and is an integrated activity within the individual (Jalaludin, 2003). These factors make individual perceptions different from each other and will affect the individual in perceiving an object, the stimulus, although the object is really the same. The process of formation of perception is based on several stages, namely: 1.) Stimulus; 2.) Registration; 3.) Interpretation (Djatmiko, 2011).

4.4 Feasibility Study

Feasibility is the exertion or analysis of something whether an activity is done has provided benefits or results or not (Husnan dan Muhammad, 2000). The feasibility study is an activity to assess the extent to which benefits can be obtained in implementing a business activity (Jalal and Supriadi, 2001). The purpose of feasibility study, among others: 1.) Avoiding the risk of loss; 2.) Ease of planning; 3.) Facilitate the execution of the work. 4.) Facilitate supervision; and 5.) Ease of control (Mantia, 2014).

The education feasibility study has several aspects that need to be assessed, covering aspects of legality, financial aspects, technical aspects of education, education management aspects, economic and social aspects, and environmental impact aspects (Nurmalina, 2009). Educational feasibility assessed based on financial aspects, technical aspects of education, education management aspects, as well as aspects of economic and social capacity.

5 METHODS

This research used quantitative research approach with explanative method. Explanative method is used to explain a generalization and explain the relationship of one variable with another variable so that explanative research using samples and hypotheses (Sugiyono, 2013), as follows:

H₁:There is influence about perception (X₁) toward Mini Vocational School (Y) in East Java Province

H₂:There is influence about feasibility study (X₂) toward Mini Vocational School (Y) in East Java Province

In this study, researchers took the population of students (100 people), community (20 people) and users (2 people) of Mini Vocational School with purposive sampling and get 1098 people as respondence.

The locations are: 1.) SMK Baitur Rohmah (Jombang); 2.) SMK Bustanul Falah (Banyuwangi); 3.) SMK Zainul Hasan Genggong (Probolinggo); 4.) SMK An Nur Omben (Sampang); 5.) SMK Baitul Atieq Brebek (Nganjuk); 6.) SMK NU 1 Bustanul Ulum (Lamongan); 7.) SMK Plus Al Mujahidi (Jember); 8.) SMK Wijaya Kusuma Dagangan (Madiun); 9.) SMK Darussalamm Ketapang (Sampang).

This study used the classical assumption test, among others: 1.) Multicolonierity Test; 2.) Heteroscedasticity Test; 3.) Autocorrelation Test; 4.) Normality Data Test. In testing the hypothesis in this study using the t-test and Coefficient of Determination (R^2) (Sugiyono, 2013).

6 RESULT AND DISCUSSION

6.1 Characteristic of Respondence

Description of respondent's characteristic is an explanation of 1098 respondents based on study subject according to Table 1 below:

Table 1: Frequency distribution based on major study : primary data, 2017.

Major Study	Frequency	Percentage (%)
Major of Office Administration	95	8,6
Major of Engineering	296	26.9
Major of Culinary Art/Fashion Art	174	15.8
Major of Health	43	3,7
Major of Information and Telecommunication	222	20.1
Major of Management, Marketing, and Accounting	96	8.7
Major of Hospitality	91	8.1
Others	80	7.2
Total	1098	100.0%

Based on table 2 shows that respondents from the major of office administration are 95 people (8.6%), respondents from the major of engineering are 296 people (26.9%), respondents from the major of culinary art/fashion art are 174 people (15.8%), respondents from the major of health are 43 people (3.7%), respondents form the major of information of telecommunication are 222 people (20.1%), respondents from the major of management, marketing and accounting are 96 people (8.7%), respondents from the major of hospitality are 91 people (8.1%) respondents from the major of others are 80 people (7.2%). The majority of respondents come from engineering major.

6.2 Validity and Reliability

The result of validity shows some question indicators on perception, feasibility study, and Mini Vocational School are valid because the correlation coefficient between item and total item (r_{count}) is bigger than r_{table} value. Cronbach's Alpha value for variables of perception, feasibility study, and Mini Vocational School is greater than minimum requirement that is 0,60 so that each variables are stated reliable and can be used in research.

6.3 Classic Assumption Test: Normality Test, Heteroscedasticity Test, Multicolinierity Test, Autocorrelation Test

In according with the stated in the study that the data is said to be normally distributed when the data distribution approaches a straight sloping straight line. The following is the result of the normality data test (P-Plot):
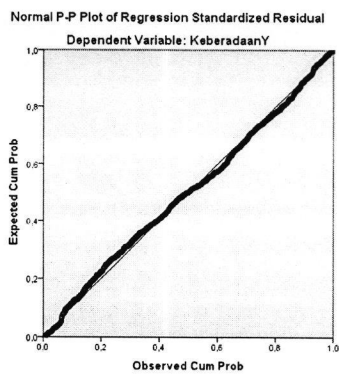
Figure 1: The result of normality test with p-plot graphic : primary data, 2017.

Based on Figure 1, the results of the test with the plot of Normal P-P Plot of Standardized Residual for both model 1 and model 2 indicate that the data spreads closer to the straight oblique straight line, and the data follows the groove to the upper right. So it can be concluded that the graph shows the data is normally distributed. Symptoms of heteroscedasticity do not occur when the scatterplot seen that the spots spread and did not form a certain

pattern clear. The following results of heteroscesdasticity test (scatterplot):
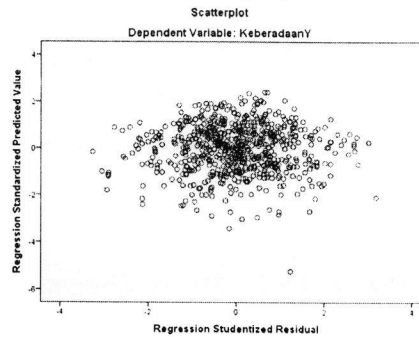

Figure 2: The result of heteroscedasticity test with scatterplot : primary data, 2017.

The result of assumption of heteroscesdasticity in this study shows that the spots spread randomly above and below zero on the Y axis and do not form a certain clear pattern, so it can be concluded that there is no problem of heteroscedasticity. In Table 2 below is the result of multicollinearity test:

Table 2: The result of multicolinierity test: primary data, 2017.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Constant	0,503	0,070		7,222	0,000		
Perception (X_1)	0,309	0,029	0,340	10,610	0,001	0,459	2.181
Feasibility (X_2)	0,507	0,031	0,515	16,097	0,002	0,460	2.181

Regression model is not happen to multicollinearity if tolerance value > 0,10 and VIF < 10. So It can be concluded that the independent variable regression tested in this study was not

exposed to classic multicollinearity symptoms. The following table 3 is the result of the autocorrelation test:

Table 3: The result of autocorrelation: primary data, 2017.

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	Durbin-Watson
1	0,799	0,639	0,638	0,23226	2,011

The regression model has no autocorrelation symptoms if the Durbin-Watson value is between -2 and +2. The autocorrelation test results show the Durbin-Watson numbers in the above table is 2.011. Durbin-Watson values in this regression are between -2 and +2. So, it can be concluded that the regression model used in this study there are no symptoms of autocorrelation.

6.4 Regression Analysis and Hypothesis Test

Multiple linear regression calculation with dependent variable of Mini Vocational School, independent variable of perception and feasibility study have done that show the result of calculation, according to table 4 as follows:

Table 4: The result of regression analysis: primary data, 2017.

Variabel	Koefisien Regresi	Sig. t	Conclusion
	Unstandardized		
Constant	0,503	0,000	
Perception (X_1)	0,309	0,000	Significant
Feasibility (X_2)	0,507	0,000	Significant
R^2	0,639		
Dependent Variable: Mini Vocational School			

Based on the results of data processing, the regression results in this study is the regression model has a constant value of 0,503. The variable of perception has a constant value of 0.309 with a significant value of 0.000. While the variable of feasibility study has a constant value of 0,507 with a significant value of 0.000. The coefficient of determination (R^2) 0,639 indicates that 63,9% variable The Mini Vocational School can be explained by independent variable used by researcher, while the rest equal to 36,1% explained by other variable do not used in this research.

In the calculation shows the constant of 0.503 and the perception variable has a regression coefficient of 0.309 which means if the perception value rises 1 unit of deviation then the existence of Mini Vocational School will increase by 0.812 units of deviation. The coefficient of perception variable (X1) has positive regression coefficient. This suggests that any increase in presence variables of Mini Vocational School is due to an increase in perception (X_1). In the calculation also shows the vaiable of feasibility study has a regression coefficient of 0,507 which means if the value of feasibility study rise 1 unit of deviation hence the existence of Mini Vocational School will increase by 1.01 unit of deviation. The regression coefficient of feasibility study variable (X_2) has a positive regression coefficient. This indicates that every increase in the variable of Mini Vocational School is due to the improvement of eligibility (X_2).

This study has two hypotheses that have been through a series of data collection and testing process. The presentation of test results has been described and the following is a summary of hypothesis test results presented in table 5 below:

Table 5: The result of hypothesis test: primary data, 2017.

Hypothesis	Description
H_1 = There is influence about perception (X_1) toward Mini Vocational School (Y) in East Java Province	Accepted
H_2 = There is influence about feasibility study (X_2) toward Mini Vocational School (Y) in East Java Province	Accepted

7 CONCLUSION

Based on data analysis quantitatively, the researchers concludes that the results of this study show that the influence of perception (X_1) toward Mini Vocational School (Y) in East Java is significant, with a big influence of 0.309 so that based on this result the first hypothesis about the influence of perception (X_1) toward Mini Vocational School (Y) in East Java has proven. While the influence of the feasibility study (X_2) toward Mini Vocational School (Y) in East Java is significant, with a big influence 0.507 so based on this result the second hypothesis about the influence of feasibility study (X_2) toward Mini Vocational School (Y) in East Java has proven.

Understanding education is the process of changing attitudes and behavior of a person or group of people in an effort to mature humans through the efforts of teaching and training (Chandra, 2009). During this education is less attention to the growth of attitudes, interests and entrepreneurial behaviors of learners, both in school and professional education (Hudiyono, 2016). The basic sequence in the planning and implementation of education is the education cycle consisting of the stages of planning, identification, preparation and analysis of assessment of implementation and evaluation (Budiyono, 2009).

The results of analysis show that the importance of Mini Vocational School presence in Islamic Boarding in East Java is viewed from the perception and feasibility study for students who are also santri, the community around, and users who use the services of Mini Vocational School to develop the potential of human resources and promote the economic sector, industry sector, business sector, entrepreneurship sector, and other sectors in East Java at the same time.

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