

Full Length Research Paper

Observational learning on industry work practices toward job readiness

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This research aims to find out the influence of observational learning on job readiness based on some indicators and variables. This is a quantitative research in which Structural Equation Modeling (SEM) was used. The research method is survey. The participants of this research are the Grade XII students of Accountancy Department of State Vocational High School, Tangerang regency, Banten in the 2016-2017 academic year. Stratified random sampling was used to select the respondents. The research instrument used to collect data is a form of questionnaire. Data were obtained from the students who have done industry work practice. The hypothesis test result shows that observational learning has significant influence on job readiness. The result of this research shows that the following indicators: attentional processes, retention processes, motor reproduction/behavioral processes, and motivational processes contribute positively to variable measurement of observational learning. While indicators of ethical competency, knowledge competency, capability competency, respect for human right and value, analysis competency contribute positively to measurement result of job readiness.

Key words: Observational learning, industry work practice, job readiness.

INTRODUCTION

One of the labor problem in Indonesia recently is there are many graduate students of vocational high school especially accountancy department that are not employed, since they are not ready. Job readiness can be measured from their competence. Based on the data of the Central Bureau of Statistics, the number of vocational high school graduates that work in industries from 2010 to 2014 was about 36.63%. Widarto et al. (2012) stated that our labor force still lacks qualified people.

Even though the students of accountancy department of vocational high school acquire knowledge in school, it is not enough since what they learn in school is not

irrelevant to job in the real world. Based on that, it is necessary to have a real work practice, which is industry work practice. The problem is, whether effective or not that industry practice must be done.

According to EMulyana (2014), there is no appropriateness between having competence in school with the industry world. As a result, there is need of cooperation between two sides, one of which is the placement of accountant department students in the industry work practice.

Accountancy is one of the items among eight that has free labor from one country to another in Association of Southeast Asian Nations (ASEAN) region. To confront

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ASEAN Economy Community, there is need to improve our labor competitiveness. Therefore, it is necessary to make our graduates ready for job. Having appropriate industry work practice will give students' job readiness. They can learn by practicing for job in the real world.

According to Walker and Campbell (2013), job readiness has advantages and gives job satisfaction. Retention skill in observational learning has important role to play in job readiness. It is possible to make good choice in decision-making.

Job readiness is a visible behavioral target. It is a basic competence that one needs to learn a specific job skill and to have self-position in salary bargain to support family's life cost and self-potential dealing with future's career (Hall, 2010). Learning concept with behavior or specific skill is an observational learning (Santrock, 2011).

Observational learning can be done in industry work practice. By having it, students learn and practice effectively and directly by observing their instructor's behavior. This can improve their skill especially accountants' competence.

Debra (2011) exploring the connection between practice experience and attitude towards job competence, showed that an employer who accepts full and meaningful creation will have job competence. It means that, training or job practice influences job readiness (Edward et al., 2006; Baiti and Munadi, 2014; Yulianti and Khafid, 2015).

Monzon and Rapp (2014) conveyed that observational learning through professional model or agent improves accountancy competence; it improves one's skill to identify situation and process the information that is used to solve external problems.

Observational learning involves observing an object or model in form of pictures, videos, symbols or work instruction; an instructor or anything that can give information by imitating or following what can be seen; it involves attention, motivation, behavioral and remembering skill (Bandura, 1977; Schunk, 2012; Hergenhahn and Olson, 2009).

METHODOLOGY

This work is a quantitative research in which Structural Equation Modeling (SEM) is used. The method used in this research is survey. The survey is done with 423 students of Accountancy Department in State Vocational High School of 2016 to 2017 academic year in Tangerang regency, Banten that have done industry work practice.

Latent variable in this research is observational learning (X), and job readiness (Y) Manifest variables of observational learning are: attentional processes (x1), retention processes (x2), motor reproduction / behavioral processes (x3) and motivational processes (x4), while manifest variables of job readiness consist of: ethical competency (y1), knowledge competency (y2), capability competency (y3), respect about human right and value (y4), and analysis competency (y5).

The instrument used is questionnaire consisting of 100 questions. To test the validity of the questionnaire, Pearson product moment correlation was used; alpha Cronbach was used for its reliability by SPSS program. After using the test instrument three times on 25

samples, it showed that 85 of the instruments are valid while 15 are invalid. Results of the reliability test of the questionnaire item on observational learning and job readiness are 0.964 and 0.927.

Statistics hypothesis: $H_a: \rho_{xy} \neq 0$ observational learning has significant influence on job readiness,
 $H_o: \rho_{xy} = 0$ observational learning does not have significant influence on job readiness.

RESULTS

Confirmatory factor analysis (CFA)

In Figure 1, the construct formed based on the variables includes the unidimensional model specification with reflective indicator. Factor analysis was used to test the validity and reliability of the construct by using first order construct whose latent construct was reflected by the indicators.

Figure 1 shows that the measuring model with Maximum Likelihood Estimation (MLE) identified has unique value, since it has parameter number estimated lower than covariant number.

Evaluation result of measuring model in Table 1 shows that each item arranged in the indicators of observational learning and job readiness is valid, since it has t value > 1.96. Besides, in all the indicators, it is concluded that they have high reliability with the value of Composite-Reliability higher than 0.70. Goodness of fit model as listed in Table 2 shows the fit result.

Observational learning measurement is dominated by indicator of behavioral competence (x3) with loading factor of 0.90, while the variable of job readiness is measurement is dominated by indicator based on human right and value (y4), with loading factor of 0.99.

Structural equation modeling (SEM) analysis

In Figure 2, structural model specification in this research is a recursive model, since it has a direct relationship that the hypothesis between one construct with another has one direction of causality.

Figure 2 shows that structural model of Maximum Likelihood Estimation (MLE) identified has unique value so it can be analyzed, since it has parameter number estimated lower than covariant number. Evaluation result obtained through structural model in Table 2 shows that all indicators of variable are valid and reliable and have goodness of fit.

Analysis output result of SEM shows that R2 value is about 0.14. It means that the influence of observational learning on job readiness is about 14% with error standard of about 0.053 and t-value of about 6.38. Since the t value is (6.38) higher than t table (1.96), hence H_o is rejected. It means that hypothesis test result shows that observational learning has significant influence on job readiness.

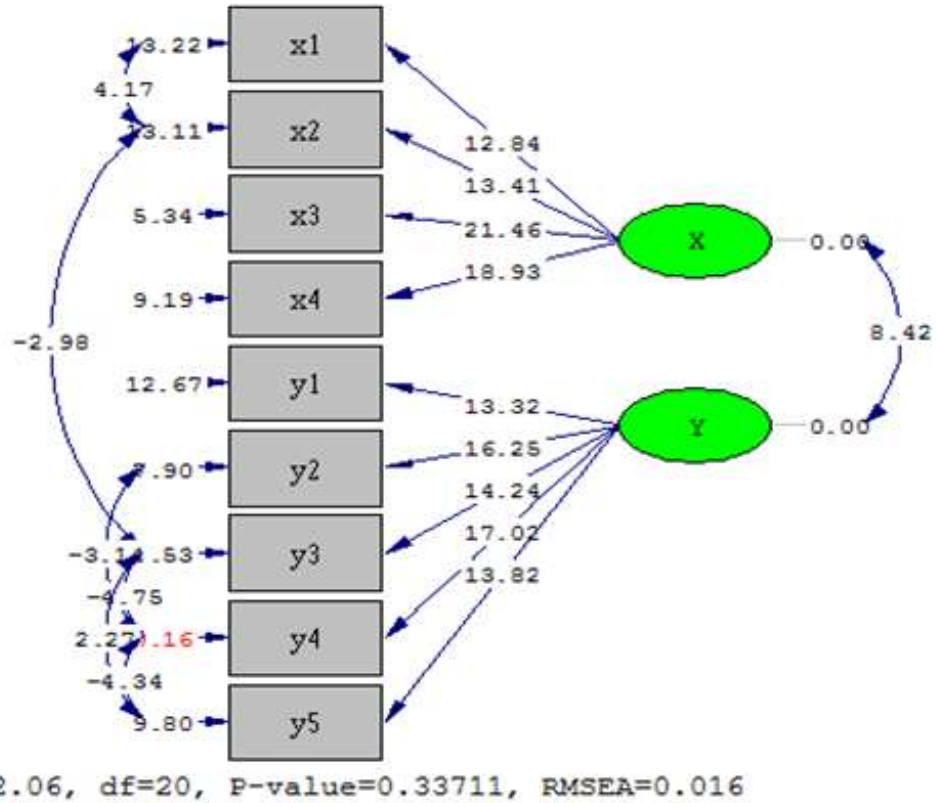


Figure 1. Measuring model.

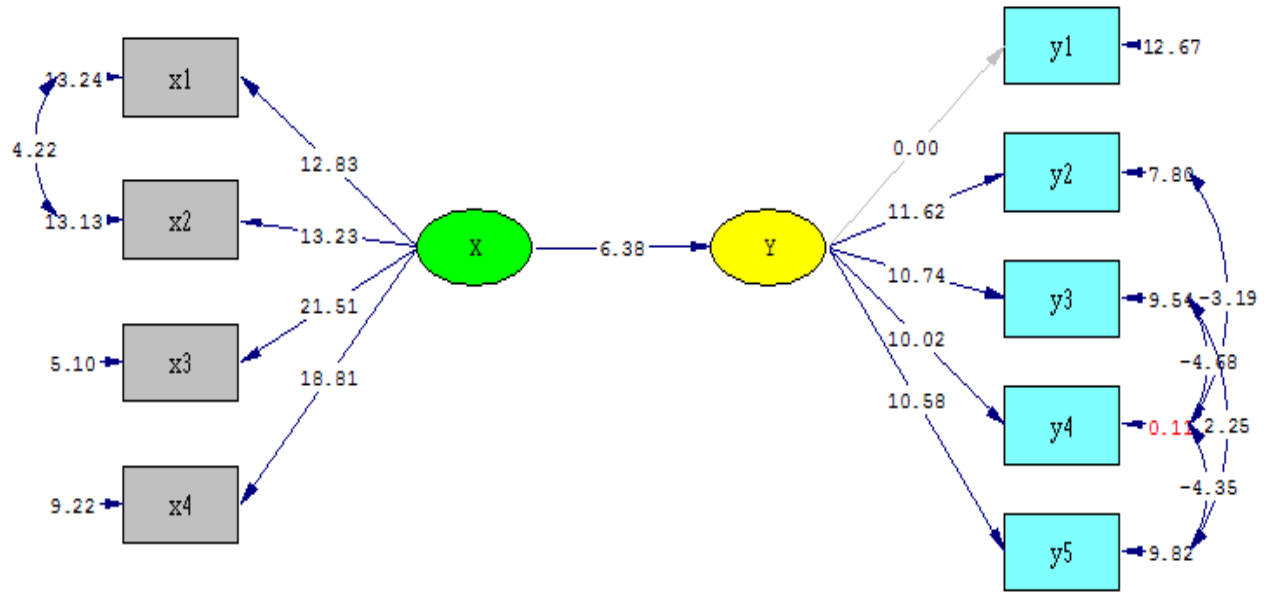
Table 1. Result of validity and reliability test measuring model X and Y.

S/N	Indicator	t-value > 1.96	Loading factor	Error	Result	Composite-reliability > 0.7
1	x1	12.84	0.60	0.64	Valid	$= \frac{(\sum \text{Std. Loading})^2}{(\sum \text{Std. Loading})^2 + \sum \epsilon_j}$ $= \frac{(2.94)^2}{(2.94)^2 + 1.77}$ $= 0.83$
2	x2	13.41	0.62	0.61	Valid	
3	x3	21.46	0.90	0.19	Valid	
4	x4	18.93	0.82	0.33	Valid	
Σ			2.94	1.77		
5	y1	13.32	0.63	0.60	Valid	$= \frac{(\sum \text{Std. Loading})^2}{(\sum \text{Std. Loading})^2 + \sum \epsilon_j}$ $= \frac{(3.81)^2}{(3.81)^2 + 2}$ $= 0.88$
6	y2	16.25	0.78	0.39	Valid	
7	y3	14.24	0.71	0.49	Valid	
8	y4	17.02	0.99	0.01	Valid	
9	y5	13.82	0.70	0.51	Valid	
Σ			3.81	2	-	-

DISCUSSION

From the result analysis of structural equation modeling, observational learning has significant influence on job readiness. It is supported by the result of analysis in all

the indicators of observational learning (attentional processes, retention processes, motor reproduction/ behavioral processes, motivational processes) and variables of job readiness (ethical competency, knowledge competency, capability competency, respect for human



Chi-Square=31.12, df=21, P-value=0.07172, RMSEA=0.034

Figure 2. Structural model.

Table 2. Summary of goodness of fit measuring and structural model.

S/N	Goodness of fit	Cut-off value	Measuring model	Structural model	Result
1	Probability (P-Value)	>0.50	0.337	0.071	Fit
2	Goodness of fit index (GFI)	> 0.90	0.99	0.98	Fit
3	Root mean square error approximation (RMSEA)	≤ 0.08	0.016	0.034	Fit
4	Adjusted goodness of fit index (AGFI)	≥ 0.90	0.97	0.97	Fit
5	Comparative fit index (CFI)	> 0.90	1	1	Fit
6	Consistent akaike information index (CAIC)	< CAIC saturated and independence model	198.25 < 317.13 and 2475.71	200.25 < 317.13 and 2475.71	Fit
7	Expected cross validation index (ECVI)	< ECVI saturated and independence model	0.17 < 0.21 and 5.76	0.19 < 0.21 and 5.76	Fit

right and value, and analysis competency) that showed goodness of fit. Those result analyses are in line with opinion of Groenedijk et al (2013) who stated that observational learning has positive influence on the creativity of product design and students' competency in doing the task. The models chosen are video and work practice instruction. The participants had more motivation learning through video and work instruction. The model chosen having the same result of this research showed that the highest contributions toward observational learning variable in improving job readiness are motivation and practice competency/ students' behavior.

Rodriguez et al. (2013) research stated that

observational learning improves someone's capability in doing teachers' task. Besides, it can also improve the performance in practicing the task. The model used is video and work instruction through verbal and visualization. Learning by observing picture and written documents influences the capacity in doing the task (Janutchta, 2017). The analysis result of Suttipun (2014) showed that there is a positive relationship between ethic competency, knowledge, ability, relation competency and analysis competency of the students' job readiness.

Furthermore, Samsuddin et al. (2015) stated in his research result that certain things make someone to be confident and ready to get job as a professional

accountants: personal ability and competency to work well in a team. To have job readiness as a professional accountant is influenced by self-awareness about his ability and work experiences during work practices.

The result of this research showed that respect for human right and value has a great role to play in job readiness, while ethical competency has the lowest measurement role in job readiness. Hence, ethical competency should be first given attention to for one to be a professional accountant. It is in line with the statement of Jitpaisanwattana et al. (2014) who stated that to confront the ASEAN economic community, accountants are required to adapt to the new culture by having ethical knowledge.

In this research, three factors connect to each other based on the Bandura's theory. They are students, work practice environment and instructors' attitude or work practice instructor. The principle of theory is called reciprocal determinism model that conveyed feedback of three-sides, or feedback interaction among behaviors, environment variables and personal factors (Bandura, 1977).

Observational learning is based on Bandura cognitive theory about learning and behavioral practices feedback among human, behavior and environment. Social cognitive theory stated that social and cognitive factors, and also behavior factor played an important role in learning. Social factor includes work practice environment. Cognitive factor (student/person) is needed for students to get success, self-confidence, strategy, thinking and intelligence. Behavior factor consists of students' observation of their instructors' behavior (Sanrock, 2011; Schunk, 2012).

The superiority of this research to others is about observational learning in industry work practice. Analysis result of those indicators can be a blue print for the next research. Besides, it can be an input for the industry work practice to choose the appropriate model or media in order to get fast competency mastery.

Conclusion

The hypothesis test result showed that observational learning has significant influence on job readiness. Based on data analysis result of this research conveyed that the indicators (attentional processes, retention processes, motor reproduction/behavioral processes, motivational processes) contribute positively to variable measurement of observational learning, while indicators of ethical competency, knowledge competency, capability competency, respect for human right and value, analysis competency also give positive contribution toward measurement result of job readiness. Retention indicator has the lowest measurement contribution toward the measurement of observational learning variable, while ethical competency indicator has the lowest measurement

role toward the job readiness variable. The advantage of this research is to give blue print toward the development of effective observational learning in industry work practice; the indicators that have lowest value are retention competency and ethical competency.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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