

CONTRIBUTION OF LEARNING ORIENTATION AND PARENT SOCIO-ECONOMIC STATUS ON THE RESULTS OF SEWING TRAINING PARTICIPANTS IN BALAI LATIHAN KERJA DAN PENGEMBANGAN PRODUKTIVITAS (BLKPP) YOGYAKARTA

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**Abstract**

Vocational training is an effort to increase productivity and create jobs. In the education process there are factors that influence learning outcomes, including learning orientation and socioeconomic status of parents. This research is a correlational research using survey method with instruments using questionnaires and observation test values. The research subjects used were 31 participants in the skills training program at (BLKPP) Yogyakarta. Data analysis technique uses F test at 5% significance level. The results of the first correlation coefficient are obtained  $r_{count} = 0.436 > R_{(0.05)}(30) = 0.296$ , so it can be concluded that there is a relationship between learning orientation towards learning outcomes of trainees. The results of the second correlation coefficient obtained  $r_{count} \text{ value } (0.574) > r_{table} (0.05) (30) (0.296)$  so that it can be concluded that there is a relationship between the socio-economic status of parents and the learning outcomes of trainees. The results of multiple regression analysis showed that the value of F calculated  $7.109 > F_{table} (3,32)$  at a significance level of 5%, so it can be concluded that there is a relationship between learning orientation and socio-economic status of parents on the learning outcomes of skills training participants in BPLKPP Yogyakarta

**Kata kunci:** Learning Orientation; Socioeconomic Status; Learning Outcomes

**INTRODUCTION**

As a developing country, Indonesia certainly needs a skilled workforce in various fields of expertise. One manifestation of the government's efforts in the field of education is to establish non-formal pathway education, namely Balai Latihan Kerja dan Pengembangan Produktivitas (BLKPP). The task of BLKPP is to carry out various kinds of training in order to provide workers who have knowledge and skills in industry, trade systems and other majors, whose graduates are prepared to become skilled and ready-to-use workers in accordance with technological developments and changes in the labor market.

According to data from BPS DIY in 2015, the number of unemployed Yogyakarta is quite high reaching 80,245 people. This number consists of almost 75% of high school / vocational school graduates and below. A total of 54% of the unemployed are high school / vocational school graduates, then junior high schools are 12%, and elementary schools are 8%. From these data, if added up, there are almost 75% unemployment in Yogyakarta dominated by elementary, middle and high school / vocational high school graduates [1].

Vocational training organized by BLKPP is a type of non-formal education in which there is a learning process. In the learning process, of course, there are

factors that influence both the process and the learning outcomes. The factors that influence learning into two types, including factors that exist in the organism itself which we call individual factors and factors that exist outside the individual we call social factors [2]. Factors that exist in the organism itself or individual factors include maturity/growth, intelligence, training and repetition, motivation, personal qualities of a person. The second factor is the factors that exist outside the individual that we call social factors to include, family circumstances, teachers and ways of teaching, learning tools, social motivation, environment, and opportunities.

Individual factors that affect the learning process from within themselves respectively. One that encourages individuals to learn is the learning orientation they have. The learning orientation determines how one learns and the effort it does to achieve the desired outcomes [3]. Research shows that the goals to be achieved influence how students learn and what they learn. Students who are learning-oriented tend to use deep processing strategies that reinforce conceptual understanding and that require cognitive effort. In contrast, ego-oriented goal patterns are related to short-term and surface-processing strategies as training and recall [4].

Most of the students at BLKPP are graduates, with diverse backgrounds, so that the basic knowledge and skills possessed during training at BLKPP is still relatively small. The profession of most of the participants is a housewife so that their constraints are a little difficulty in dividing their time in taking care of their families by attending training. The relatively short training time and limited facilities and infrastructure at BLKPP make teaching and learning less optimal.

In addition to learning orientation, there are also external factors that are the biggest drivers in the lives of children, namely families. Parents' education, economic status, residence, the percentage of parents' relationships, words, and parental guidance influence children's learning achievement. A good education can be enjoyed by children if parents care about their children's future [5]. Skills training provided by BPLKPP is a vocational skill, so it requires supporting infrastructure to hone their skills. A good socioeconomic situation will certainly benefit the mastery of the skills of the trainees.

A positive learning orientation will encourage the achievement of maximum learning outcomes. The assumptions that have developed that good socioeconomic status of parents will have a positive influence on student learning outcomes. Against the background of such problems, this study will focus on finding out how much the contribution of learning orientation and socio-economic status of parents of participants to the learning outcomes of skills training participants in BPLKPP Yogyakarta.

## **RELATED WORKS/LITERATURE REVIEW**

### **Learning Orientation**

Theory of learning orientation was created by developmental psychologists and educational psychologists to explain the learning and performance of students on academic tasks [6]. This theory can be applied to understanding and improving the process as well as providing instruction in learning. The definition of learning orientation is an orientation where learning as a means to achieve another goal and learning itself. In other words learning is a means used to achieve a certain goal. But on the other hand, learning can be perceived as

the ultimate goal (ie learning and mastering the lesson).

Orientation theory have two dimensions, namely Mastery Goal and Performance Goal [7]. In contrast to Schunk distinguishes the goal orientation in Mastery Learning and Performance Goal, and both of these orientations are parallel with intrinsic and extrinsic motivation [8]. What distinguishes the goal orientation from motivation according to these two figures is the goal orientation, more cognitive-specific, situational and context-dependent, whereas extrinsic motivation is more characteristic of general personality, more organismic and non-contextual. From some of the definitions described earlier, it can be concluded that learning orientation is a strategy used in conducting learning activities, such as how to learn and what kind of atmosphere that supports in learning.

### **Mastery goal orientation**

Orientation of purpose of mastery is an individual's motivational orientation, which emphasizes the acquisition of knowledge and self-improvement. This orientation as a personal intention to improve the ability and to understand what is learned, regardless of the poor performance of an individual with a goal-oriented goal of focusing on the learning activity itself, trying to master the task, developing new skills, improving competence, accomplish challenging tasks and seek to gain experience with what is learned. From various research results, provides a more complete picture of the characteristics of students with mastery orientation as follows:

- a) Believe that competence can develop through practice and effort.

- b) Selecting tasks that can maximize opportunities for learning.
- c) Reacts to an easy task with a feeling of being bored and disappointed.
- d) Seeing business as important to improve competence.
- e) More intrinsically motivated to study the subject matter.
- f) Showing behaviors and learning that are more Self-Regulated.
- g) Using learning strategies that lead to real material understanding (eg meaningful learning, and understanding monitoring.
- h) Evaluate its own performance within the framework of progress already made.
- i) View errors as something normal and a useful part of the learning process, making use of mistakes to help improve performance.
- j) Feel satisfied with performance if it's trying hard, even if the business fails.
- k) Interpret failure as a sign that more effort is needed.
- l) View teachers as resources and guides to help individuals learn.

### **Performance goal orientation**

From the literature and research on learning orientation, it appears that this orientation will affect the cognition and behavior of individuals in the context of learning (academic). Individual characters with performance orientation are described as follows:

- a) Believe that competence is a stable characteristic. Some people have it and some do not.
- b) Select tasks that maximize the opportunity to demonstrate competence, avoid tasks and actions (eg ask) that make them seem incompetent.

- c) Reacts to an easy task with a sense of pride.
- d) Looking at the business as a sign of low competence, assuming that a competent person should not have to try hard.
- e) More extrinsically motivated, such as strengthening and external punishment, tend to cheat to get high scores.
- f) Less displays of self-regulated learning and behavior.
- g) Using learning strategies that are only rote learning (eg repetition, copying, remembering words per word).
- h) Evaluate its performance in terms of comparison with others.
- i) Sees error as a sign of failure and incompetence.
- j) Feel satisfied with performance only if successful.
- k) Interpret failure as a sign of low ability and therefore predict future recurring failures.
- l) View teacher (teacher) as an appraiser, gift giver or punishment.

### **Socio-Economic Status of Parents**

Socioeconomic status as a grouping of people based on similarities in the characteristics of employment and economic education [9]. Socioeconomic status shows certain inequalities. In general, community members have: 1) jobs that vary in prestige, and some individuals have greater access to higher status jobs than others, 2) different levels of education, there are some individuals who have greater access to better education compared to others, 3) different economic resources, 4) the level of power to influence community institutions.

A person's socioeconomic status certainly has a role in the development

of his children. Families who have good socioeconomic status will certainly pay good attention to meeting their daily needs and will think about their children's future. Socioeconomic status of parents, including the level of parental education, parental work, parent income [10]. Families who have poor socioeconomic status will tend to think about how to fulfill basic needs so that attention to improve children's education is also lacking. The condition of the socioeconomic status of parents is one of the external factors that influence learning. The family is the first and foremost educational institution. The way parents educate their children will affect their learning. Parental economic roles, in general, can be said to have a positive influence on improving student achievement. This is due to the learning process of students needing tools or a set of teaching or learning, where this tool is to facilitate students in obtaining information, management of learning materials obtained from schools.

Parents who lack or do not pay attention to their children's education, for example, they are indifferent to their children's learning, do not pay attention to their children's interests and needs in learning, do not regulate their study time, not provide or complete learning tools, do not pay attention to whether children learn or not, do not want to know how their children's learning progress, difficulties experienced in learning and others, can cause children not or less successful in learning [11]. Maybe the child himself is actually clever, but because of the irregular way of learning, eventually, difficulties accumulate so that they miss their learning and eventually the child is lazy to learn. The results obtained, grades or learning outcomes are unsatisfactory and may even fail in their studies. This can

happen to children from families whose parents are too busy taking care of their work.

There are several indicators that are often used to measure socioeconomic status are 1) education level, 2) income level, and 3) employment level [12]. There are several factors that can determine the high and low socioeconomic conditions of parents in the community, including the level of education, type of work, level of income, environmental conditions of residence, ownership of wealth, and participation in group activities from the community. In this case, the description is limited to four factors that determine the level of education, income, and ownership of wealth, and type of residence.

## **METHOD**

This research is a correlational quantitative research. In this study will find out how much the contribution between the independent variables of learning orientation ( $X_1$ ) and socioeconomic status of parents ( $X_2$ ) to the dependent variable namely learning outcomes ( $Y$ ). Research is carried out with the actual state of the variable without modification. This research was carried out at the Yogyakarta Institute of Training and Productivity Development (BPLKPP) for skills training participants in the hall. In this study, training participants who attended sewing skills training were devoted. The time of the study will be held on 11 April - 8 June 2018. The research subjects were all 31 participants in sewing skills training at BPLKPP Yogyakarta.

## **RESULTS AND DISCUSSION**

This research was conducted at Yogyakarta's Training and Productivity Development Center (BLKPP) which is one of the non-formal education

institutions located on Jl. Kyai Mojo Yogyakarta. This training institution has the aim of creating skilled workers who are ready to plunge in the industrial world. In accordance with these objectives, BLKPP Yogyakarta provides productive field skills training, one of which is the field of embroidery taken as this research.

Vision: Creation of a skilled and competitive workforce that is able to improve quality and productivity to enter the national and international job market  
Mission: 1. Improve the quality and productivity and competence of the workforce through training in various types of skills and expertise by utilizing the facilities and infrastructure available. 2. Increasing the relevance and efficiency of training programs according to dynamic and productive needs. 3. Perform productivity development tasks, productivity measurement, productivity counseling, and productivity management training.

Sources of funding for activities or training programs come from the government budget (APBD and APBN). For activities carried out with the cost of self-financing have indeed been carried out, but in its development, it was not able to run, because most of the participants did come from the middle to lower economic groups. Training activities that are financed with APBD and APBN funds are divided into 2, namely:

- a. Training that is intended to find work, is carried out at BLKPP Province DIY (Institutional Training).
- b. Training intended for independent business carried out in villages and villages in collaboration with NGOs / Foundation for Caring for People, Villages, and Schools (Non-Institutional Training).

Distribution of respondents according to age level group, it is known that the number of respondents aged 20-24 as many as 8 learning residents (25.8%), the number of respondents aged 25-29 were 11 learning residents (35.4%), the number of respondents aged 30 - 34 as many as 3 learning residents (9.6%), the number of respondents aged 35-39 as many as 5 learning residents (16.1%), the number of respondents aged 40-44 were 3 learning residents (9.6%), the number of respondents aged 45-49 1 study citizen (3.2%).

Distribution of respondents according to the level of education, it is known that there were no respondents who were at the diploma level and did not attend school the number of respondents at the high school education level were 12 learning residents (38.7%), the number of respondents at the DIII education level were 4 learning residents (12.9 %), and the number of respondents at the undergraduate education level was 15 people studying (48.3%). From these data, it can be interpreted that all respondents come from groups of people who have had formal education.

This study aims to analyze the contribution between learning orientation ( $X_1$ ) and parents' socio-economic status ( $X_2$ ) towards the learning outcomes ( $Y$ ) of participants in sewing skills training at BPLKPP Yogyakarta. Data collected in the form of data from the results of filling out questionnaires by trainees. The analysis used is the descriptive analysis that aims to explain the overall data collected. In detail the data description of each research variable can be described as follows:

### 1. Learning Orientation Variables Participants in Skills Training

The results of the data calculation of the learning orientation variables of the skills training participants in Yogyakarta BPLKPP were obtained, on average (mean) = 77.35, median = 77, mode = 70; standard deviation = 5.64. The data distribution table for the learning orientation variables of the skills training participants in BPLKPP Yogyakarta is as follows:

**Table 1.** Distribution of Results Research on learning orientation of skills training participants in BPLKPP

No	Interval	Category	Frequency	%
1	$85,81 \leq X$	Very High	2	6,45
2	$80,17 \leq X < 85,81$	High	7	22,58
3	$74,53 \leq X < 80,17$	Medium	14	45,16
4	$68,89 \leq X < 74,53$	Less	7	22,58
5	$X < 68,89$	Low	1	3,23
Total			31	100

Yogyakarta

### 2. Variable Socio-Economic Status of Participant Parents of Skills Training in BPLKPP Yogyakarta

The results of the calculation of the socio-economic status data of the parents of the skills training participants in Yogyakarta BPLKPP on average (mean) = 53.09, median = 52, mode = 52; standard deviation = 11.19. Data distribution table of socio-economic status of parents of skills training participants in BPLKPP Yogyakarta, as follows:

**Table 2.** Distribution of Results of Research on Socio-Economic Status of Participant Parents of Skills Training in BPLKPP Yogyakarta

No	Interval	Category	Frequency	%
1	$69,87 \leq X$	Very High	2	6,45
2	$58,68 \leq X < 69,87$	High	10	32,26
3	$47,49 \leq X < 58,68$	Medium	8	25,81
4	$36,31 \leq X < 47,49$	Less	8	25,81
5	$X < 36,31$	Low	3	9,68
Total			31	100

### 3. Learning Outcomes Variables of Participants in Skills Training at BPLKPP Yogyakarta

The results of the calculation of learning outcomes of skills training participants in Yogyakarta BPLKPP on average (mean) = 80.64, median = 79.85, mode = 84.29; standard deviation = 2.97. Data distribution table of skills training participants' learning outcomes at BPLKPP Yogyakarta, as follows:

**Table 3.** Distribution of Research Results of Learning Outcomes of Participants in Skills Training at BPLKPP Yogyakarta

No	Interval	Category	Frequency	%
1	$85,09 \leq X$	Very High	0	0
2	$82,12 \leq X < 85,09$	High	12	38,71
3	$79,15 \leq X < 82,12$	Medium	6	19,35
4	$76,18 \leq X < 79,15$	Less	10	32,26
5	$X < 76,18$	Low	2	6,45
Total			31	100

### 4. Contribution between Learning Orientation to Learning Outcomes Participants in Skills Training at BPLKPP Yogyakarta

The results of the analysis of the contribution between learning orientation to the learning outcomes of skills training participants in BPLKPP Yogyakarta can be seen in the table below:

**Table 4.** Results of Contribution Between Learning Orientation to Learning Outcomes Participants in Skills Training in BPLKPP Yogyakarta

Contribution	df	r table	r count	Significant Level
X,Y	30	0,296	0,436	0,000

The results of the correlation coefficients obtained the price of r count =  $0.436 > R(0.05)(30) = 0.296$ , meaning that the coefficient is significant. Thus the hypothesis that reads "there is a contribution between learning orientation towards the learning outcomes of skills training participants in BPLKPP Yogyakarta".

### 5. Contribution Between Parents' Socio-Economic Status of Learning Outcomes of Participants in Skills Training at BPLKPP Yogyakarta

The results of the analysis of the contribution between the socio-economic status of parents to the learning outcomes of skills training participants in BPLKPP Yogyakarta can be seen in the table below:

**Table 5.** Results of Contribution Between Socio-Economic Status of Parents of Participants on Learning Outcomes Participants in Skills Training at BPLKPP Yogyakarta

Contribution	df	r table	r count	Significant Level
X <sub>2</sub> Y	30	0,296	0,574	0,000

Based on the results of the analysis above obtained the correlation coefficient of  $r_{count} (0.574) > r_{table} (0.05) (30) (0.296)$ . Thus the hypothesis that reads "there is a contribution of the parents' social-economic status to the learning outcomes of the skills training participants in BPLKPP Yogyakarta".

Learning orientation is an internal factor in participants to participate in sewing training. The results of the correlation between the correlation between learning orientation and learning outcomes obtained by the price of  $r_{count} = 0.436 > r (0.05) (30) = 0.296$ , this result means that there is a contribution between learning orientation towards learning outcomes of sewing participants in BPLKPP Yogyakarta. From the results of the research data, there are several participants who are indeed oriented to learn to sew really want to get the skills and match their talents. Participants with an orientation like this when the learning process tends to be tenacious, work hard to master competencies and their final goals are good stitching results. But there were some participants who took part in sewing training just to fill their free time so that in the learning process when the material provided was difficult they gave up easily, and then the stitching was not as good as the participants who really intended to study.

Socio-economic status as a condition or position of a family that is

socially regulated and establishes a person in a certain position in the structure of society. The results of the correlation coefficient analysis of the contribution of socio-economic status of participants to learning outcomes obtained by  $r_{count} (0.574) > r_{table} (0.05) (30) (0.296)$ , these results mean that there is a contribution of socio-economic status of parents to learning outcomes skills training participants at BPLKPP Yogyakarta. The socioeconomic status of the parents has an impact on meeting the needs of the family in achieving a standard of living that is prosperous and achieving maximum health. With the fulfillment of good student needs, children can influence student learning outcomes. In specific cases such as this sewing training, based on the observations of instructors and researchers, it was found that some participants with low socioeconomic levels of parents actually had a high enthusiasm to master the material. This is because they really want after passing the competency test they can use the skills they have to be able to increase family income and themselves.

While the results of multiple regression analysis obtained  $F_{count} 7.109 > F_{table} (3.32)$  at a significance level of 5%, thus it means that there is a contribution of learning orientation and socio-economic status of participants to the learning outcomes of sewing participants in BPLKPP Yogyakarta. With these results clearly shows if these variables have an effect on participants' learning outcomes. Therefore, it is very important that these two factors need to be considered to improve good learning outcomes.

## CONCLUSION

Skills training is the same as other types of education and learning. In the



learning process, learning outcomes are determined by internal factors in the participants and also external factors from the environment. In this study examines the contribution of learning orientation which is an internal factor and socioeconomic status of parents as an external factor to the learning outcomes of sewing participants in Yogyakarta BLKPP. Based on the analysis of the results of the data processing it is known that the learning orientation and socioeconomic status of parents contribute to the learning outcomes of participants. That way, we can give consideration for similar training in order to pay attention to what learning orientation participants have to take part in the training. in the process of learning trips, there can be a reinforcement of the element of motivation so that they remain enthusiastic and do not break up in the middle of the road. In addition, in terms of socioeconomic status factors can also be given to those who are economically enough to take advantage of their strengths, and for those who are less fortunate to stay motivated because the BLKPP has provided sufficient facilities and infrastructure.

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