

The Influence of the Trainer's Motivation and Cooperative Learning towards the Improvement of the Youth School Dropouts' Vocational Competences

“A Case Study of Life Skills Training at the Center for Social Empowerment of Youths (*Balai Pemberdayaan Sosial Bina Remaja*) in the West Java Province”

Rina Kaniati¹

¹ Program of Study: Non formal Education, School of Postgraduate, Universitas Pendidikan Indonesia (UPI), Jl.Dr. Setiabudhi No.229 Bandung, Indonesia

Correspondence: Rina Kaniati, Program of Study, Non formal Education, School of Postgraduate, Universitas Pendidikan Indonesia (UPI), Jl.Dr. Setiabudhi No.229 Bandung, Indonesia. E-mail: rina_upi_2011@yahoo.co.id/item.centre@yahoo.com

Received: April 28, 2013 Accepted: May 13, 2013 Online Published: June 25, 2013

doi:10.5539/ies.v6n7p232

URL: <http://dx.doi.org/10.5539/ies.v6n7p232>

Abstract

The fact that there are many children and youths dropping out of school in Indonesia cannot be denied. The number of dropouts in elementary schools, junior, and senior high schools, and combined with those abandoning school before finishing their higher education program each year remains high. To mitigate this situation, there has been an expansion of educational services and opportunities for every child and teenager. Those that drop out of school can still get educational services through out-of-school education programs or non-formal education. This study aims to provide an overview of the implementation of life skills training for youth school dropouts offered by the Centre for Social Empowerment of Youths in the West Java Province; to determine the impact of trainers' motivation, and cooperative learning toward the improvement of youth school dropout vocational competencies; and also to examine the relationships between cooperative learning and learners' vocational competencies, as well as to know the relationships between motivation and the trainees' vocational competencies.

Keywords: vocational, performance, life skills, motivation, cooperative and learning, competencies

1. Introduction

Education is a fundamental right of every Indonesian citizen. For that, every Indonesian national has the right to attain quality education depending on each and every individual's interests and talents regardless of their social status, economic status, physical status, race, ethnicity, religion, or gender. Education is one of the indicators or measurements of human development. The Human Development Index (HDI) is measured not only from the per capita income that is often flaunted over the years, but it's measured from the average achievement of a country in three basic dimensions of human development, i.e. living a healthy and long life as measured by the average life expectancy at birth, knowledge as measured by the literacy rate in adults and the combination of primary and secondary education gross enrollment ratio, and a decent standard of living as measured by GDP per capita on the purchasing power parity.

Education is not meant for only children and adolescents enrolled in primary schools (elementary, junior high school, senior high school, etc) and adults of college age, but to all members of society, whether they are children, adolescents, and adults, who, for various reasons, dropped out of school, or those who cannot pursue their education to a higher level. Non-formal education or out-of-school education is a means for providing educational services to such groups. It is therefore, up to the professional leadership of (Boyle, 1981) non formal education, to provide these opportunities (Boyle, 1981).

Non-formal education programs launched by the government include, early childhood education, literacy education, equivalency educational, women empowerment education, and life skills education among others. Life skills education programs are implemented in the community, in the form of courses, trainings, and several entrepreneurship studies, all conducted by both community-based training institutions and those with government support.

Based on the data from the West Java province, out of a population of 43.5 million people, 34.8 million or 77.93 percent of the population are considered to be of working age/ or a productive age group, which includes youth groups. According to the 2010 data on youth dropouts in the West Java province, out of 11,468,156 people, there were as many as 23,290 school dropouts consisting of 2,651 *SMA* (senior high school) dropouts, 678 *SMA* (religious high school) dropouts, 3,125 *SMK* (vocational high school) dropouts, 2,824 *MTS* (religious junior high school), 6,719 *SMP* (public junior high school), 5,526 elementary school dropouts, and 1,767 *Ibtidaiyah* (religious elementary school) dropouts (BPS, 2010).

Considering the large number of a productive age population, it will not be surprising if the government pays attention to the labor force employment, especially the youths. The youths make-up a basic and a potential human resource in national building and development, however, on the other hand, youths can also hinder development, especially when they are faced with many challenges, including minimal education and skills. There are at least four issues that greatly contribute to a high rate of school dropout.

First, poverty which up to now is still a problem that has to be fully overcome. The Central Statistics Agency (*BPS*) in March 2011 reported that there were 30.02 million people living in poverty with just a decrease of 1 million people over the previous year. Second, there is a lack of awareness about the importance of education, especially among the poor families. So far, they only think of just how to make ends meet. No wonder, children from poor families are actually "employed" by their parents in various informal sectors. During school hours, children are seen working on the streets, begging, or helping their parents in the garden and or on the sea (either fishing or involved in water transport). The third point is the geographical conditions, which is also an obstacle to education (for the school going age children). In eastern Indonesia, there are a lot of children who have to walk tens of kilometers or boating across the sea in order to attend school. Fourthly, is the education budget at times off-target and with minimum supervision from the government. Most of the education budget is used more precisely to meet the needs of the bureaucrats, rather than increasing the quantity and quality of the educational infrastructure and services.

In general, school dropouts have no jobs, because they do not have the vocational skills that can be relied upon by the field of work. In this case, non-formal education or special education schools can play a major role (help them enter the labor force), either working for others, companies, or work independently as entrepreneurs, but with the help of education and life skills training.

Life skills education is often raised by experts and institutions that have authority in the field of education and training. Life Skills are the interaction of knowledge and expertise necessary for life improvement; owned by individuals in order to be self-reliant (Broiling, 1989). Life Skills are divided into four types: (1) personal skills which include self-awareness, and rational thinking skills, (2) social skills, (3) academic skills, and (4) vocational skills. Personal skills (skills that include self-awareness and rational thinking) are classified into general life skills, while academic skills and vocational skills are classified into specific life skills.

Life skills training aims to create an attitude change of the trainees, for school dropouts in particular, in the aspects of knowledge, skills, attitudes, and behaviors in association with a particular line of work that has been learned throughout the training. The impact expected from this training is to create graduate training for employment, either as a worker in the world of corporation industry, as well as working independently, as novice entrepreneurs.

Based on the identifiable variables, this study investigates how far the influence of the trainees' motivation, trainer's performance, and cooperative learning on vocational competencies of the trainees. In more detail the research problem is formulated as follow:

- 1) Is there any influence of the trainees' motivation and the trainer's performance on the trainees' vocational competencies?
- 2) Do the trainees' motivational achievement and the trainer's performance simultaneously influence the trainees' vocational competencies?
- 3) Does the influence of the trainees' motivation with the trainer's performance simultaneously affect the trainees' vocational competencies through cooperative learning?

- 4) Is there a relationship between the trainees' achievement motivation and the trainer's performance partially with the trainees' vocational competence?
- 5) Is there a relationship between the trainees' achievement motivation and the trainer's performance simultaneously towards the trainees' vocational competence?
- 6) Is there a relationship between cooperative learning and the trainees' vocational competence?

The study was conducted in *Balai Pemberdayaan Sosial Bina Remaja* (Center for Social Empowerment of Youths) under the authority of the Office of Social Services of West Java Province.

2. Methodology

In accordance with the problem statements, this study used a descriptive co-relational method of *ex-post facto*. The data analysis techniques used are quantitative data analysis techniques of regression analysis, correlation and path analysis. The study population consisted of 120 people, while the sample was 75 participants, taken through a proportional random sampling technique according to the participant's field of vocational training. The calculation of the number of samples was done by using the Slovin formula. (Frankel, J.R. 1993:63). Data collection techniques used were polls and tests, while the instruments were questionnaires and tests, equipped with instruments supporting these guidelines: interviews, observation, and study guides documentation. The data analysis technique was conducted using path analysis, with an inter-variable relationship paradigm shown in Figure 1.

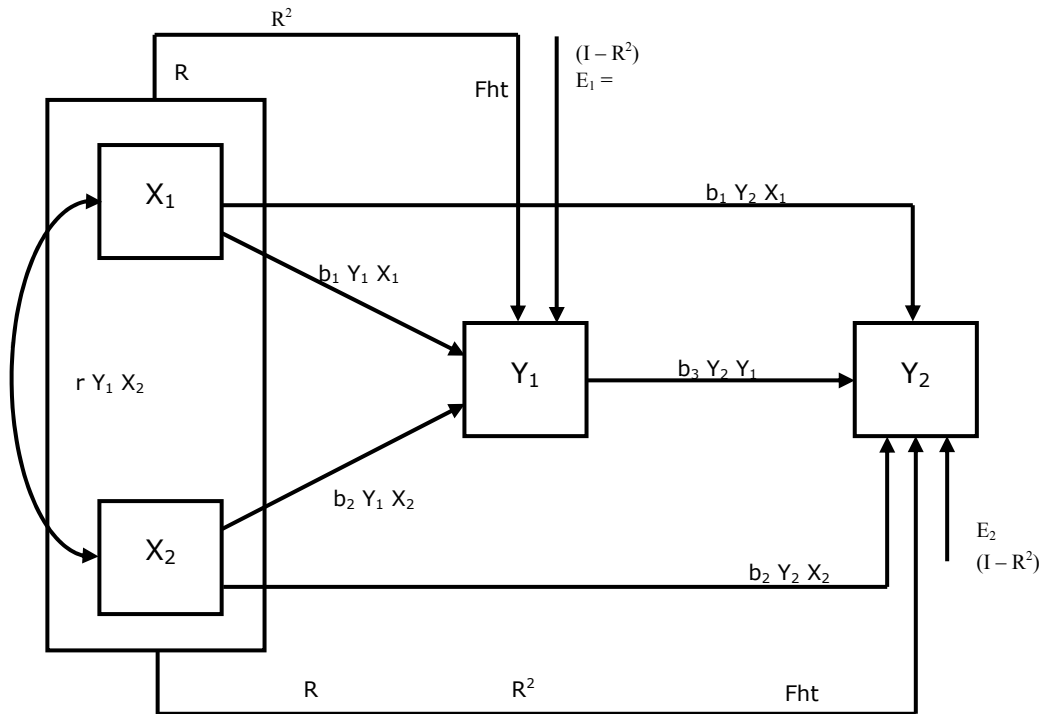


Figure 1. Relation of X1 and X2 structures towards Y1 and Y2

- Legend: X1 = Trainee's achievement motivation
 X2 = Trainer's performance
 Y1 = Cooperative learning
 Y2 = Trainee's Vocational competency

3. Findings and Discussion

3.1 Hypothesis Testing

Hypothesis 1. There is a significant effect on the trainees' achievement motivation and the trainer's performance partially towards vocational competencies. Hypothesis testing was done with the t test.

The amount of predictor coefficients on trainee' achievement motivation (X1) and trainer's performance (X2) in effect on the competence of vocational trainees (Y2) can be partially seen in the column *standardized coefficients* (Beta) SPSS output version 18 in Table 1, i.e. $b_1 = 0.430$ and $b_2 = 0.460$.

Tabel 1.

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	72.235	7.995		9.035	.000
	X1	.672	.137	.430	4.911	.000
	X2	.323	.062	.460	5.249	.000

3.1.1 Predictor Coefficients Significance Test on Trainee's Achievement Motivation (X1)

Based on the output, SPSS calculations version 18, t value for the coefficient predictor of achievement motivation, equals to 4.911 with 0,000 or 0% significance. Because $t = 4.911 > t_{table} = 2.649$ then H_0 is rejected, meaning that the value of the oriented regression coefficient predictor of motivation has a significant influence on trainees' vocational competencies. The total influence is 0.430. (Shown by the standardized coefficient (Beta))

3.1.2 Predictor Coefficients Significance Test on Trainer's Performance (X2)

Based on the output, SPSS calculation version 18, t value for the coefficient of the trainer's performance predictors (b_2) equals to 5.249 with 0,000 or 0% significance. Because $t = 4.911 > t_{table} = 2.649$ then H_0 is rejected, meaning that the value of the oriented regression coefficient predictor of motivation (b_1) has a significant influence on trainees' vocational competencies. The total influence is 0.460. (Shown by the standardized coefficient (Beta))

Hypothesis 2. There is a significant effect on the trainees' achievement motivation and the trainer's performance simultaneously towards vocational competencies.

Based on the SPSS calculations, F value is equal to 56.799 and has a 99% significance level as seen in Tabel 2.

Tabel 2.

Model		ANOVA ^b				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2239.777	2	1119.888	56.799	.000 ^a
	Residual	1419.610	72	19.717		
	Total	3659.387	74			

Based on SPSS calculations, F value is equal to 56.799 and has a significance level of 0,000 or 0%. Thus, the trainees' regression coefficient predictors of achievement motivation value and the coach's performance simultaneously has quite a significant influence on trainees' vocational competencies, because $F = 56.799 > F_{table} = 2.93$, with a $0\% < \alpha = 1\%$ significance level.

Hypothesis 3. There is a significant effect on the trainees' achievement motivation and the trainer's performance simultaneously towards vocational competencies through cooperative learning.

Based on SPSS calculations, the calculated value of $F = 42.907$ and has a 0,000 or 0% significance level as seen in Tabel 3.

Tabel 3.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2358.491	3	786.164	42.907	.000 ^a
	Residual	1300.895	71	18.322		
	Total	3659.387	74			

Based on SPSS calculations, the calculated value of $F = 2.907$ and has a 0,000 or 0% significance level. The regression coefficient predictor of achievement motivation and the trainer's performance value simultaneously has a significant influence on trainees' vocational competence, because F equals to $42.907 > F$ table = 2.93, with a $0\% < \alpha = 1\%$ significance level.

Tabel 4.

Correlations				
		X1	X2	Y2
X1	Pearson Correlation	1	.546**	.681**
	Sig. (2-tailed)		.000	.000
	N	75	75	75
X2	Pearson Correlation	.546**	1	.694**
	Sig. (2-tailed)	.000		.000
	N	75	75	75
Y2	Pearson Correlation	.681**	.694**	1
	Sig. (2-tailed)	.000	.000	
	N	75	75	75

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4. There is a significant and positive relationship between trainee's achievement motivation and trainer's performance partially with trainee's vocational competence.

Results of the calculation show that the correlation coefficient between trainee's achievement motivation (X1) and trainee's vocational competence (Y2) is 0.681 while the coefficient of correlation between the performance of the coach (X2) with trainee's vocational competence (Y2) is 0.694. Such correlation coefficients indicate a strong positive criteria with a significance of 99%.

Hypothesis 5. There is a significant positive relationship between trainee's achievement motivation and trainer's performance simultaneously with trainee's vocational competence.

The SPSS calculations show that the multiple correlations between trainee's achievement motivation and trainer's performance simultaneously without cooperative learning is 0.782 which shows a strong positive criteria, with a significance level of 0.000 or 0%. The coefficient of determination (R square) is 0.612 or 61.2%, which means that the variables of achievement motivation and performance are able to explain the effects on the change of variables of trainee's vocational competence simultaneously by 61.2% and the remaining 38.8% is explained by other variables.

Hypothesis 6. There is a significant positive relationship between cooperative learning and trainee's vocational competencies.

Results of the SPSS calculation show that the correlation between cooperative learning (Y1) and trainee's vocational competence (Y2) is 0.627 with a significance level of 99%, indicating that the relationship between the two variables are highly significant.

4. Conclusions and Recommendations

Based on the discussion above, several conclusions can be drawn as follow:

- a) Partially, there is a significant difference between the trainees' achievement motivation and the trainer's performance individually on the trainees' vocational competencies. These effects occur directly.
- b) Meanwhile, the indirect effect of influence the motivation variable on the trainees' vocational competencies through cooperative learning indicates a value of 0.540, while the indirect effect of the trainer's performance of the trainees' vocational competencies variable through cooperative learning indicates a value of 0,625.
- c) Simultaneously, there is a significant relationship between the trainees' achievement motivation and the trainer's performance on trainees' vocational competencies. These effects occur directly.
- d) Simultaneously, there is a significant effect on the trainees' achievement motivation and the trainer's performance on trainees' vocational competencies through cooperative learning.
- e) There is a significant relationship between trainee's achievement motivation and trainer's performance partially with trainee's vocational competence. The higher the degree of trainee's achievement motivation the higher the degrees of trainee's vocational competence will be. Similarly, the higher the degree of trainer's performance the higher the degree of trainee's vocational competence.
- f) There is a significant relationship between trainee's achievement motivation and trainer's performance simultaneously towards trainee's vocational competence as indicated by multiple correlation coefficients (R) which has a strong positive criteria with a significance level of 99%, and the coefficient of determination (R square) which means that the variables of achievement motivation and trainer's performance can explain their effects on the changes of trainee's vocational competence jointly by 61.2% and the remaining 38.8% is explained by other variables.
- g) There is a significant relationship between cooperative learning and trainee's vocational competence. A higher degree of cooperative learning is associated with a higher degree of trainee's vocational competence.

Based on the findings and discussion of this study, the author would recommend the followings:

- a) The curriculum developers and the BPSBR managers are suggested to, that in addition to manage learning materials, they should also give technical and vocational aspects and entrepreneurial insight to the trainees, so that they can apply the knowledge, attitude, and entrepreneurs-based skills, so that the trainees do not only focus on looking for a job after completing the training.
- b) Improving the trainees' achievement motivation can be done by using motivational techniques integrated with the provision of entrepreneurial perception.
- c) Cooperative learning should be done by focusing on achieving the outcomes of learning practice, and focusing on group and individual achievement.
- d) BPSBR leadership training programs should be evaluated on a regular basis, i.e. for each generation, so that the strengths and weaknesses in training events can be identified in order to improve the training program on an ongoing basis.
- e) Providing guidance to the training program graduates by the district's/city's social services, for example by participating relevant agencies and social workers in the village, so that the training graduates do not incur loss, especially right after they are certified by BPSBR after completing the training.

References

- Abdulhak, I. (1995). *Metodologi Pendidikan Orang Dewasa*. Bandung: PLS FIP.
- Arifin, Z. (2011). *Konsep dan Model Pengembangan Kurikulum*. RemajaRosda-karya: Bandung.
- Avis, J. et. al. (2010). *Teaching in Lifelong Learning A Guide To Theory and Practice*. The McGraw-Hill Companies: London.
- Baharudin, M. (1982). *Putus Sekolah dan Penanggulangannya*. Jakarta: Yayasan Kesejahteraan Keluarga Pemuda 66.

- Burkley, R., & Dan Caple, J. (2004). *The Theory and Practice of Training*. London: Kogan Page.
- Creswell, J. W. (2010). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Edisi Ketiga. Terjemahan Achmad Fawaid. Yogyakarta: Pustaka Pelajar.
- Dilt, R. (1989). *Belajardari Pengalaman Panduan Latihan Pemandu Pendidikan Orang Dewasa untuk Pengembangan Masyarakat*. P3M: Jakarta.
- Kamil, M. (2010). *Model Pendidikan dan Pelatihan (Konsep dan Aplikasi)*. Bandung: Alfabeta.
- Kartasasmita, G. (1977). "Power dan Empowerment: Sebuah Telaah mengenai Konsep Pemberdayaan Masyarakat". *Perencanaan Pembangunan*, Nomor 07 Jan. 1977, 1-8.
- Kindervatter, S. (1979). *Nonformal Education as An Empowerment Process*. Amherst, Massachusetts: Center for International Education.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2007). *Implementating The Four Level*. San Francisco: Berret-Koehler Publishing, Inc.
- Knowles, M. S. (1990). *The Adult Learner A Neglected Species*. Houston: Gulf Publishing Company.
- McClelland, D. C. (1987). *Motivating Economic Achievement*. New York: The Free Press.
- Mujiman, H. (2009). *Manajemen Pelatihan Berbasis Belajar Mandiri*. Yogyakarta: Pustaka Pelajar.
- Nadler, L. (1982). *Design Training Program, The Critical Events Model*. Philippines: Addison-Wesley Publishing Company.
- Sanjaya, W. (2008). *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*. Kharisma Putra Utama: Jakarta.
- Sanjaya, W. (2010). *Kurikulum dan Pembelajaran Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan*. Kharisma Putra Utama: Jakarta.
- Sudjana, S. (2005a). *Metode & Teknik Pembelajaran Partisipatif*. Falah Production: Bandung.
- Sudjana, S. (2005b). *Strategi Pembelajaran Pendidikan Luar Sekolah*. Falah Production: Bandung.
- Sugiyono. (2008). *Statistika untuk Penelitian (Revisi Terbaru)*. Alfabeta: Bandung.
- Sugiyono. (2011). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta: Bandung.
- Universitas Pendidikan Indonesia. (2011). *Pedoman Penulisan Karya Ilmiah*. UPI: Bandung.
- Wahjosumidjo. (1994). *Kepemimpinan dan Motivasi Cetakan Keempat*. Jakarta: Ghalia Indonesia.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).