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Analysis of Interests Level of Employability Skills Indicators in Automotive Business Activities by Labor Graduate of SMK in Makassar City, Indonesia

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Abstract:
The rapid changes and dynamics of employment in the Indonesian labor sector are the effects of globalization and the technological revolution. The dynamics of work has implications for the importance of adding new skills in the face of competition in the world of work and industry. As a result of the dynamics of technological developments in the rapidly changing world of work, the contribution of vocational education should be optimized with the orientation of employability skills cultivation. Employability skills are closely related to the skills needed by a person, including graduates of SMK (Vocational High School) to be better prepared to enter and compete in the job. Employability skill is an important necessity implanted in vocational students as a prospective workforce to face changes in demands and job structure.

This study uses a quantitative approach to explain the perception of automotive workforce of graduates of SMK on the importance of employability skills variable. The research variables consisted of teamwork skills, problem solving, ability to communicate, use of information technology, and implementation of occupational health and safety (OHS) programs. The sample of research as many as 200 people workforce automotive graduate of SMK. Instruments used to collect research data consisted of: questionnaires, observation sheets, and documentation. To analyze the research data used descriptive analysis techniques through the size of a centralized tendency consisting of the lowest score, highest score, mean value, median, and deviation standard. Before the instrument is used to collect research data in advance conducted a trial process with the criteria of analysis using the level of significance of instrument reliability that is Cronbach's Alpha> 0.6. To process the data is done by using SPSS 20 for Windows program.

The conclusion of this research is employability skills indicator is considered very important according to vocational automotive business workforce graduate. Thus, consideration should be given to early employability skills for students of SMK as a potential employee by integrating employability skills indicators into the curriculum. Indicators employability skills of the highest level of importance according to the automotive workforce is the skills to use information technology followed by skills to implement OHS programs and communication skills. While the employability skills indicator of the lowest level of importance according to the workforce of automotive business services graduates of SMK are the skills of teamwork.

Keywords: Employability Skills Indicators, Automotive Business, Graduate of SMK.

1. Introduction

The rapid changes and dynamics of employment in the Indonesian labor sector are the effects of globalization and the technological revolution. The dynamics of work has implications for the importance of adding new skills in the face of competition in the world of work and industry. Globalization and technological revolution are opportunities and challenges that can be utilized to live parallel and side by side with the world community. The challenge is according to Naanda (2010) in the form of providing relevant skills for workers that allow flexible and adaptable in the workplace.

Globalization such as the Asia-Pacific Economic Cooperation (APEC), AFLA (Asean Free Labor Area), and AEC (ASEAN Economic Community) on the one hand open the opportunity to accelerate the pace of development, and on the other hand will be a challenge in the face of increasingly fierce competition (Darmawang, 2016). This means that in the face of globalization and the era of

competition requires new skills as a solution to face the challenges and opportunities of industrial society. The development and increasing competition of the industrial world requires that the workforce must have the skills needed to face various kinds of work in the form of technical skills (hard skills) and soft skills (Fitri, 2014). Changes in work dynamics and employment structure need to be accompanied by new skills forms to improve productivity and utilization of technological innovation in the workplace (Naanda, 2010).

As a result of the dynamics of technological developments in the rapidly changing world of work, the contribution of vocational education must be optimized with the orientation of the demands of the world of work and industry (Bukit, 2014). The exposure of Sailah (2008: 9) to the results of Neff and Citrin's research concludes that what makes a person successful at work is 80% determined by the mind set of employability skills and only 20% of job success is determined by ability in the technical skills aspect. That is why today the workforce is more likely to assess the prospective workforce than the ability of the soft skills aspect, without putting aside the hard skills as the competence of expertise in a particular field. Employability skills are important aspects of competence possessed by prospective workers to be skilled and able to face work competition. Thus, the preparation and development of SMK graduates needs to be optimized through employability skills empowerment.

Employability skill is closely related to the skills needed by a person, including a vocational high school graduate to be better equipped to enter and or to get a job, more easily achieve achievement in work, and eventually succeed and succeed in his work (Sudjimat, 2013: 22, Putriatama, et al. , 2016). Sumarno's research (2008, Putriatama, 2016) concludes that employability skill is an important necessity implanted in vocational students to face the changing demands and structure of the labor market.

SMK as one of the middle-level vocational education institutions that produce graduates to work in the industry needs to prepare themselves as well as possible in order to be able to produce competitive graduates both at home and abroad (Ali, 2010). The challenge of SMK providers nowadays is the acceptability of graduates in the industrial business world with the quality that suits the needs of the job as well as a vehicle for competition in entering the work field.

2. Identification of Problems
The ability of employability skills is an ability related to employee motivation, communication skills, interpersonal skills, critical thinking, problem solving and entrepreneurial skills (Rasul, *et al*, 2013). Thus, it can be said that if the vocational students as prospective workers in the industry have a good understanding of employability skills, it will have a high ability to compete enter the employment, as well as success in the job. The employability skills indicators according Darmawang (2016) consist of skills: teamwork, problem solving, communications, use of information technology, self-management, implementation of OHS programs, and skills to initiate work. Based on the identification, the employability skills indicators studied in this study include: (1) teamwork skills, (2) problem-solving skills, (3) communication skills, (4) information technology skills, and (5) skills implementing of occupational health and safety program.

3. Research Question
Based on the description of the background and problem identification, the following research questions are asked: are the employability skills indicators considered important in the automotive business activities according to the labor of SMK graduates in Makassar City?

4. Literature Review
Employability skills became popular since 1980 and are known by the term generic skills associated with non-technical skills (Zaharim, et.al, 2010). Employability skills can be interpreted as the ability to adjust a person to a job that allows to survive and realize the possibility of success in work (Hanafi, 2014). Employability skills is an important competency aspect of all employees to become skilled workers to be able to explore the world of work (Mastura and Imam, 2013). Thus, it can be said that employability skills are skills that can adjust workforce with work.

Bennett (2006) defines employability skills as generic skills that enable students to gain and keep progress in doing the work. The same statement revealed by Kleeman (2011) that employability skills for school graduates is one of the most important topics in the 21st century education agenda. Employability skills are considered important to be implanted in each individual student as a prospective workforce in order to be successful and productive (Kazilan et al., 2009; Overtoom, 2013). The consequence of this statement is that some countries in facing globalization have introduced the profile of labor through promoting the concept of employability skills at all levels of the education. This definition frames that employability skills are nontechnical skills necessary for the workforce to achieve optimum success in the job.

Another explanation is expressed by Overtoom (2000; Khalid, *et.al,* 2014) employability skills as a core skills group, describing the main function of knowledge, skills, and attitudes of individuals required in the workplace. Based on this understanding, it was revealed that employability skills are core skills that can improve the quality of the individual self to face of situations various at workplace. Thus, it can be said that employability skills is one of the skills that can help individuals to enter the employment.

The implications of the above statement reinforce that employability skills are skills and abilities that enable graduates of SMK to get a job and gain optimum success. Darmawang (2016) identifies aspects of employability skills consisting of teamwork, job-related issues, communication, use of information technology, self-management, implementation of occupational health and safety (OHS) programs, and skills to work initiative.

5. Research Methods

This study uses a quantitative approach to explain the perception of automotive workforce of SMK graduates on the importance of variable employability skills. The research variables consisted of teamwork skills, problem solving, ability to communicate, use of information technology, and implementation of occupational health and safety (OHS) program. The sample of research as many as 200 people workforce of automotive business of SMK graduate. Instruments used to collect research data consisted of: questionnaires, observation sheets, and documentation. To analyze the research data used descriptive analysis techniques through the size of a centralized tendency consisting of the lowest score, highest score, mean value, median, and deviation standard. Before the instrument is used to collect research data in advance conducted a trial process with the criteria of analysis using the level of significance of instrument reliability that is Cronbach's Alpha> 0.6. To process the data is done by using SPSS 20 for Windows program. Reliability level of the instrument test results is presented in Table 1.

No.	Variable	Items	Reliability *Cronbach's Alpha*	Conclusion
1	Skills to use information technology	15	0,95	Reliable
2	Skills to apply occupational health and safety program	17	0,92	Reliable
3	Communication skills	12	0,91	Reliable
4	Problem solving skills	11	0,90	Reliable
5	Teamwork skills	12	0,87	Reliable

Table 1: Summary Reliability test of Employability Skill Indicators

Table 1 shows the results of the reliability test (Cronbach's Alpha) instrument items against five indicators employability skills of automotive workforce. The highest score is the skill of using information technology (0.95), followed by the skill of applying K3 program (0,92), communication skill (0,91), problem solving skills (0,90), and skill of teamwork (0,87). All the variables used in this study showed that the Cronbach Alpha value was greater than 0.6. This indicates the items that are organized are consistent and reliable to use.

6. Research Result

Description of each research variable is done according to the respondent's answer and analyzed with reference to the size of the centralized tendency as follows.

6.1. Teamwork Skills

The variables of cooperative skills are outlined in 6 indicators and 12 question items. The size of the centralized tendency is presented in Table 2 below.

Variable	N	Lowest score	Highest score	Median	Average	Deviation standard
Teamwork Skills	200	23	39	31	31.12	2.82

Table 2: Size of Centralized Tendency Teamwork Skills
Note: N = Number of respondents

Table 2 shows the range of instrument scores for team skill variables located between 23-39. A minimum score of 23 indicates there are respondents who consider teamwork skills unimportant. The average score of 31.12 is even greater than the median value of 31. This illustrates that most respondents perceive teamwork skills as open to the opinions of others, receive and give feedback, and contribute through information sharing is a necessity important labor. The standard deviation score of 2.82 indicates the likelihood of respondents performing activities at workplace, but not accompanied by good cooperation such as coaching and mentoring programs, and not prioritizing compromise in solving problems.

6.2. Problem Solving Skills

The problem solving skills variable is outlined in 5 indicators and 11 question items. The size of the centralized tendency is presented in Table 3 below.

Variabel	N	Lowest score	Highest score	Median	Average	Deviation standard
Problem solving skills	200	26	41	34	34.04	3.22

Table 3: Size of Centralized Tendency of Problem Solving Skills
Note: N = Number of respondents

Table 3 shows the range of instrument scores for problem solving skill variables located between 26-41. A minimum score of 26 indicates that there are respondents who consider problem solving skills unimportant. The average score of 34.04 is even greater than that of the median of 34. This shows that respondents perceive problem-solving skills such as identifying problems, making decisions quickly, and making decisions based on business demands are important. The standard deviation score of 3.22 illustrates the allegations of respondents performing activities at work, but no attempt to resolve if faced with problems such as using science and technology in solving problems, being open in solving problems, and solving problems according to job responsibilities.

6.3. Variable Communication Skills
Variable communication skills are spelled out in 5 indicators and 12 question items. The size of the centralized tendency is presented in Table 4 below.

Variable	N	Lowest score	Highest score	Median	Average	Deviation standard
Problem solving skills	200	25	38	32	32.06	2.31

Table 4: Size of Centralized Tendency of Communication Skills
Note: N = Number of respondents

Table 4 shows the range of instrumental skills scores for communicating variables located between 25-38. A minimum score of 25 indicates there are respondents who consider communication skills unimportant. The average value of 32.06 is greater and almost coincides with the median value of 32. This shows that most respondents perceive communication skills such as: listening and understanding other people's conversations, understanding the needs of internal and external customers, and writing down customer needs is an important requirement. The standard deviation score of 2.31 indicates that there are allegations of respondents doing activities at workplace, but there is no attempt to communicate well with others such as: delivering information in the form of presentations, conveying ideas in writing, and developing attitudes and delivery styles Ideas according to workplace situations and conditions.

6.4. Variable Skills Using Information Technology
Variable skills using information technology are spelled out in 6 indicators and 11 items of questions. The size of the centralized tendency is presented in Table 5 below.

Variable	N	Lowest score	Highest score	Median	Average	Deviation standard
Information Technology skills	200	37	51	43	43.09	2.44

Table 5: Size of Centralized Tendency of Using Information Technology Skills
Note: N = Number of respondents

Table 5 shows the range of scores for the instrument of skill variables using information technology located between 37-51. A minimum score of 37 describes a respondent who considered of using information technology skills is unimportant. The average score of 43.09 is above and almost coincident with the median value of 43. This suggests that most respondents consider of using information technology skills such as: speaking clearly, listening and understanding other people's conversations, and understanding customer needs is an important need of the workforce. The standard deviation of 2.44 indicates there are allegations of respondents performing activities at workplace, but no attempt to use information technology such as: delivering information in the form of direct presentations, negotiating effectively, and sharing information in everyday activities.

6.5. Variable Skills Applying Occupational Health and Safety Program
The skill variables of the occupational health and safety (OHS) program are outlined in 7 indicators and 17 items of questions. The size of the centralized tendency is presented in Table 6 below.

Variable	N	Lowest score	Highest score	Median	Average	Deviation standard
Occupational health and safety skills	200	42	55	49	48.96	2.83

Table 6: Measures of Centralized Skill Skills Implementing Occupational Health and Safety Programs
Note: N = Number of respondents

Table 6 shows the range of scores for the instrument skill applying the OHS program located between 23-39. The minimum score of 23 indicates that the respondent considers the skills of applying OHS program is not important. The average score of 48.96 is below the median of 49. This shows that most respondents consider the skills of applying OHS programs such as: understanding the hazards, understanding the procedures for using the work equipment, understanding the OHS procedures, and how the waste treatment is not Essential needs. The standard deviation score of 2.83 indicated the allegation of respondents having an understanding such as: the use of personal protective equipment, occupational diseases, and first aid in accidents, but there is no effort to apply according to the procedure.

The determination of the rating of research variables is done by calculating the percentage of score achievement between the empirical average value and the highest ideal value that can be achieved by the score of the instrument. Based on these references, the rating of research variables from highest to lowest is presented as follows.

Ratings	Variables	Highest score	Empirical average score	Achievement score (%)
1	Problem solving skills	44	34.04	77.36
2	Skills to apply OHS program	68	48.96	72.00
3	Skills to use information technology	60	43.09	71.81
4	Communication skills	48	32.06	66.79
5	Teamwork skills	48	31.12	64.83

Table 7: Ratings of Research Variables

Table 7 shows the ranking of research variables with the highest scores of problem solving skills (77.36%), followed by skill to apply of occupational health and safety programs (72.00%) and skills to use information technology (71.81%). While achieving the lowest score is variables of teamwork skills (64.83%).

7. Discussion and Conclusion
The results show that teamwork skills are important for the workforce. The results of this study are in accordance with the findings of Kadafi's research (2010) which concludes the work culture (teamwork and result orientation) should be the values that serve as the employee's guidance to help improve the company's performance and objectives. The results of this study according to the findings Istiningtyas (2015) which states in carrying out the task, employees must have the ability problem solving creatively. Employees must be skilled and required to have the ability to solve customer problems.

The results of this study indicate that problem-solving skills are considered important by the workforce in conducting automotive business activities. The findings of this study are in accordance with the conclusions of Silpa, et. al. (2016) that by communicating with each other, then the workforce is able to share ideas and provide feedback that is very important in looking at the goals to be achieved and can be successful in the workplace. The results of this study also in accordance with the findings of Ashianti and Fani (2013) that the suitability of technology tasks, information system beliefs, and the effectiveness of information systems simultaneously have a significant effect on employee performance. The results of research Fitrisehara, *et al.* (2009) to SMK students found that employability skills are including the moderate category. The findings also reveal that information skills have the highest scores and personal qualities including those with the lowest scores.

In addition, it was found that there are significant differences in employability skills between fields of study in SMK. The ability to access information systems technology processes can improve performance better. In addition, it was found that there are significant differences in employability skills between fields of study in SMK. The ability to access information systems technology processes can improve performance better. While research findings Busyairi, et al. (2014) concluded that the safety variables (work environment, safety equipment, way of work) and health variables including (health examination, break time, ergonomics) have a positive and significant contribution to the high and low work productivity.

Based on the discussion of the results of this study, it can be concluded that the indicator of employability skills is considered very important according to the automotive business workforce graduates of SMK. Thus, consideration should be given to early employability skills for students of SMK as a potential employee by integrating of employability skills indicators into the subject curriculum in SMK. The highest employability skills indicator of importance level according to the automotive business workforce is the problem solving skills, followed by skill variables apply OHS program and skills of using information technology. While the achievement of the lowest score is variables of teamwork skills.

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