Talent Scouting Program for Student' Perceptions on Vocational High School

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Abstract— **Student' perceptions is important for learning process. Positive perception during the learning will create a conductive learning atmosphere. The goals of this research is to describe the student' perceptions in the beginning, during and in the end of the teaching and learning process. Besides, the goal is also to obtain the relationship between implementation of Talent Scouting program and student' perceptions on Vocational High School. This research is a descriptive and correlation research. The techniques of data analysis are descriptive analysis and simple analysis of linear regression. Based on the data analysis results, there were four conclusions. First, the student' perception in the beginning of teaching and learning process was in the medium category 51,52%. Second, the student' perception during the teaching and learning process was also in the medium category that 48,49%. Third, the student' perception in the end of teaching and learning process was in the high category 42,49%. Forth, there is a positive and significant relationship between implementation of Talent Scouting program and student' perceptions on Vocational High School. This rate was (R 0,662 and sig. 0,000).**

Keywords— student' perceptionl; talent scouting

I. Introduction

Since 2008 the Ministry of Education through the Directorate of Teachers and Education Personnel (P2TK) Directorate General of Secondary Education has rolled Talent Scouting program in order to help the productive teacher at SMK on USB (New School Unit) . Talent Scouting based [1] Talent Scouting is a program conducted by the Higher Education Institutions that have experience and competence to provide guidance and services for development vocational high school, improving the quality of learning, development of innovation and learning tools, build learning resources, help extracurricular activities and school administrative arrangement.

SMK Negeri 1 Pujon is one of the schools that received teacher from Talent Scouting in the Motor Cycles Program. Based on observations, there was indicated that psychological student interest in the productive courses still low. It was evidenced from the results of the mid test score in the second semester of 2013/2014. This condition indicates that student' perceptions in productive courses need to be improved and made more positive in order to support learning more leverage. This is in line with the opinion of [2] which states that it is impossible creating a good education without qualified teachers who are able to carry out effective learning to achieve educational goals.

Studies conducted by Heynemen & Loxley 1983 in 29 countries found that among the various inputs that determine education (indicated by learning outcomes) was determined by one-third of teachers [3]. [4] suggests that the main role of a teacher is to present science as a cultural heritage of the past that are considered useful and should be preserved. This is supported by the opinion of [5] which states that effective learning can only happen if the teacher determines the method, form, and meaning of learning that will be delivered to students by taking into account the characteristics of the students. Furthermore Bandura [6] found that effective learning can affect reception theory knowledge to students.

[7], Perception is a process that is preceded by a process of sensing, which is the process of receipt of the stimulus by the individual through the senses or also called sensory processes. According to Gestalt [8] states that the perception is important for the learning process. This is supported by [9] which states that perception is important because the perception is not limited to what the students see at the first time, but there is a process in it. Accordingly [10] states that the positive perception during the learning will create a conducive learning atmosphere. This study aims to examine about students' perception after implementation Talent Scouting program.

II. Method

This research used a descriptive and correlation research. This study consisted of two variables: Talent Scouting and student' perceptions. The population of this research is X class Motor Cycles Program at SMK Negeri 1 Pujon as many as 33 students . The instrument used in this study is a questionnaire with Likert Scale 1-4. The trials instrument using validity and reliability test. Test requirements analysis using normality and linearity test. The techniques of data analysis are descriptive analysis and simple analysis of linear regression.

III. RESULT AND DISCUSSION

A. *Student' Perception in the Beginning of Teaching and Learning Process*

The results of the descriptive analysis for student' perception in the beginning of teaching and learning process (KBM) shown in Table 1 .

The student' perception in the beginning of teaching and learning process was in the medium category. It was evident from the 33 students who studied there were 17 students have a perception in the medium category (51.52%). This indicates that most students have sufficient perception when teachers provide motivation, ask questions about previous learning, linking the learning with everyday life, and understand the purpose of leraning. The results of this analysis were supported by research [11] which also describes the perception of students at the beginning of learning activities in the medium category.

B. *Student' Perception During the Teaching and Learning Process*

The results of the descriptive analysis for student' perception during the teaching and learning process (PBM) shown in Table 2 .

TABLE I.   DESCRIPTION OF STUDENT' PERCEPTION IN THE BEGINNING KBM

No	Interval	Classification	Frequency	Percentage
1	15-16	Very High	2	6,06%
2	13-14	High	12	36,36%
3	11-12	Medium	17	51,52%
4	9-10	Low	2	6,06%
	Total		33	100,00%

TABLE II.   DESCRIPTION OF STUDENT' PERCEPTION DURING PBM

No	Interval	Classification	Frequency	Percentage
1	47-50	Very High	3	9,09%
2	43-46	High	5	15,15%
3	39-42	Medium	16	48,49%
4	35-38	Low	9	27,27%
	Total		33	100,00%

TABLE III.   DESCRIPTION OF STUDENT' PERCEPTION IN THE END KBM

No	Interval	Classification	Frequency	Percentage
1	15-16	Very High	6	18,18%
2	13-14	High	14	42,43%
3	11-12	Medium	12	36,36%
4	9-10	Low	1	3,03%
	Total		33	100,00%

TABLE IV.   OUTPUT MODEL SUMMARY USED SIMPLE ANALYSIS OF LINEAR REGRESSION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662[a]	.439	.421	4.525

[a.] a. Predictors: (Constant), Talent Scouting

The student' perception during the teaching and learning process was in the medium category. It was evident from the 33 students who studied there were 16 students have a perception in the medium category (48,49 %). This may imply that teacher quality and professionalism enough to be able to convey some of the indicators related to learning. [12] suggested that teachers must understand the principles of learning, selection and use of instructional media, selection and use of teaching methods, have an ability to assess, as well as selecting and using learning strategies.

C. *Student's Perception in the End of Teaching and Learning Process*

The results of the descriptive analysis for student' perception in the end of teaching and learning process (KBM) shown in Table 3 .

The student' perception in the end of teaching and learning process was in the high category. It was evident from the 33 students who studied there were 14 students have a perception in the high category (42,43 %). Differences in perception caused by factors that influence it. In detail Pareek [13] divides the factors for perception into two categories: internal factors consist of psychological needs, background, experience, personality, attitudes and believes, as well as the acceptance of self and external factors consisting of intensity, size, contrast, movement, repetition, familiarity, as well as something new. [14] argues that the closing activity is an activity that teachers do to end learning. In this activity teacher should strive to understand the formation of competence and achievement of learning objectives as well as an understanding of the subject matter students have learned and ending learning activities.

D. *Relationship between Implementation of Talent Scouting Program and Student' Perceptions for Productive Courses*

The results of the hypothesis testing used simple analysis of linear regression shown in Table 4.

As a basic for measuring the strength of the relationship between two variables, Sugiyono [15] specifies the range to provide interpretation of the correlation coefficient.

Based on Table 4. the value of R 0.662 which means there was a strong relationship because its value was in the range from 0.600 to 0.799 . The results of hypothesis testing can also be seen in Table 6 .

TABLE V.　　CRITERIA CORRELATION

Range of Values	Validity
0,800 – 1,000	Very Strong
0,600 – 0,799	Strong
0,400 – 0,599	Medium
0,200 – 0,399	Low
0,000 – 0,199	Very Low

TABLE VI.　　*OUTPUT COEFFICIENTS* HYPOTHESIS TEST RESULTS SIMPLE LINEAR REGRESSION ANALYSIS

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	17.662	9.890		1.786	.084
	Talent Scouting	.745	.151	.662	4.922	.000

b. a. Dependent Variable: Persepsi Siswa

Table 6. obtained significance value of 0.000, which means there was a significant relationship between Talent Scouting Program and Student' Perception. One of study about Talent Scouting program was researched by [16] who obtained finding that the implementation of Talent Scouting program in general has been pretty good. However, there was still need for improvement in some aspects in order to provide optimum benefit to vocational high school that were targeted.

Talent Scouting program that adopts the concept of PPL allows its implementation as the implementation of PPL in general. [17] conducted a study on the readiness of students to manage learning in the implementation of PPL. Research results show that most of the students of Mechanical Engineering Department FT UM was ready to manage the learning during the PPL at the school.

Another study conducted by [18] which shows there was a relationship between students' perception of classroom management with learning outcomes. This study reinforced by [19] which showed that there was a significant relationship between students' perception of the implementation of learning with learning outcomes.

IV. CONCLUSION

Based on the data analysis results, there were four conclusions. *First*, the student' perception in the beginning of teaching and learning process was in the medium category 51,52%. *Second*, the student' perception during the teaching and learning process was also in the medium category that 48,49%. *Third*, the student' perception in the end of teaching and learning process was in the high category 42,49%. *Forth*, there is a positive and significant relationship between

implementation of Talent Scouting program and student' perceptions on Vocational High School. This rate was (R 0,662 and sig. 0,000).

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