

## ATTITUDE DEVELOPMENT WITH COACHING COOPERATIVE IN VOCATIONAL EDUCATION CADETS

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### ABSTRACT

*This study aims to determine the impact of the application of attitudes with cooperative coaching model on vocational education cadets. This type of research uses experimental research with statistical tests, while the research design that will be used is the pretest-posttest control group design (pretest-posttest control group design), the research subjects are 45 cadets of Surabaya Polytechnic Aviation class of 2020. Data collection tools using interviews, questionnaires, documentation and observation. The results showed that the development of a cooperative coaching model for cadets based on the results of this study showed a significant impact of the attitudes of cadets. The attitude of cooperation, the attitude of responsibility and also the attitude of discipline displayed by the cadets in the form of achievement of the learning outcomes of the cadets, so that the attitudes developed by the cooperative coaching model can be increased effectively.*

**Keywords:** Attitude, Cooperative, Coaching, Vocational

### INTRODUCTION

Vocational education as a part of the national education system plays a strategic role in realizing a skilled workforce, the opportunity to experience high and sustainable economic growth from a country will be even greater if it is supported by human resources who have, namely: (1) Having basic knowledge and skills for adaptation to current development needs and dynamics; (2) Higher education levels; (3) Skills with a background in science and technology (science and technology); and (4) Ability to produce products of both quality and price, able to compete with other products in the global market. Therefore competencies developed through the learning process must be related to the skills needed by the industrial world.

Based on data from the last year's report, Central Bureau of Statistics reported that unemployment had increased by 60 thousand people. In February 2020, it viewed from the level of higher education, the open unemployment rate is still the highest among other education levels, it's 8.49% (Statistics, 2020). This shows that the number of highly educated unemployed people with a bachelor's degree is still a major problem. This high unemployment rate is due to the fact that there are still graduates whose quality is not in accordance with the demands and needs of the business world and industry. The high number of educated unemployment is one of the thoughts that the relevance and competitiveness of higher education still needs to be improved and efforts need to be made to adapt universities to the needs of the world of work.

Most of the tertiary education graduates who enter the job market (60%) work in professions that fall into the category of white collar jobs (managers, professionals) that require special knowledge or high skills and mastery of special sciences, such as engineers, doctors, teachers, etc. . To reduce the problem of unemployment educated, the role of universities is

very important, especially in the field of vocational or vocational education. Vocational training plays a strategic role in achievement of a skilled workforce, because in the world of vocational education in developing countries, increasing work performance according to market needs is the main objective of providing vocational education. Newhouse & Suryadarma in their article, the Indonesian Ministry of Education also discusses its interest in vocational education in line with the government's efforts to reduce the high rate of unemployment among educated youth so that the government increases the number of students in vocational education to 70% of students must take vocational education.

Vocational education can produce a workforce that meets market needs. Therefore, it can be said that the Vocational education process is successful, if "Expanding access to vocational education can be an attractive option for policymakers in developing countries seeking to improve labor market outcomes" (Newhouse & Suryadarma, 2014). The importance of greater access to vocational education is one of the right decisions to improve the country's economy. Vocational education developed in this study is vocational education which in the implementation of learning is one way for institutions to reorganize their resources by utilizing various competences of cadets. Vocational education is also part of higher education needed by industry, because "Vocational Education and Training (VET) is the part of tertiary education and training which provides accredited training in job related and technical skills" (Shrestha, 2016).

Vocational education has two important things, there are education and training, this means that education must "focus on delivering skills and knowledge required for specific industries" (Queensland, 2015). Meanwhile, according to Triyono (2017) Vocational education prioritizes the preparation of the workforce for graduates of secondary education and higher education. Vocational education also aims to prepare a professional workforce in their field. On the other hand, vocational education is the basic of any human resource development process by increasing competence to master learning outcomes, especially in universities must pay more attention to the needs of the community and the world of work. In the future, education will begin to shift from the education system to educational inventions that more refer to the needs of the community, so vocational education is an education that is very suitable in preparing graduates who are able to work and ready to work.

Vocational education has educational characteristics that can combine the functions of education and training. Vocational education has the opportunity to develop a "whole person" with a sufficient theoretical and academic base, and at the same time develop work competencies in accordance with established competency standards. The preparation of human resources still needs to be improved, so choosing vocational education to become a model as well as developing human resources in Indonesia with competitive capabilities and adequate competencies is the right policy. Vocational education must prepare career guidance and career development for cadets, prioritize the competence of graduates over degrees, and provide access to global education that can improve personal development, especially regarding social skills (Triyono, 2017). The importance of a competency or ability is used to support knowledge in the exploration and creativity of cadets.

The basic that used to develop cadets' competencies or abilities is in seven domains, namely "teaching design, teaching and learning guidance, research on teaching content, research on teaching methods, career and interpersonal relationship guidance, management support for school and class, cooperation" (Jeon & et al, 2017). UNESCO (2001) also recommends that vocational education in general is developing the capacity to function as team members and to communicate technical information. In addition, Jessup (1984) also states that competence in the world of work is seen not only in aspect of competence in form of technical skills, but

also in ability to work with other people and often solve problems or complete tasks with a team. To be able to work as a youth team, it is necessary to have an attitude of mutual respect among fellow members, so that the team is able to work effectively. To be able to develop this attitude requires a pattern of guidance or coaching that is very suitable and in line with that in vocational education.

Seeing the competencies that workers in 21st century must have, in the form of the ability to work together in teams must be developed in every vocational education system with a cooperative coaching model. The term cooperative learning itself is “referring to students working in teams on an assignment or project under conditions in which certain criteria are satisfied” (Felder & Brent, 2007). While coaching in general is coaching or guidance. So the cooperative coaching model is one of the learning models that refers to cadets to be able to work together in teams so that the tasks or projects they are working on can achieve their goals. The importance of applying the cooperative coaching model in learning process of cadets is because of the attitudes that exist in cadets are still very unstable, so they need to be guided. This can be seen from the results of the initial study given to cadets, it was found that some cadets were early adults in their development stages. Early adulthood is a developmental process between adolescence to adulthood. It is often said that adolescents according to Latin is adolescence or referred to as to grow or to grow maturity (Golinko, 1984, Rice, 1990 in Jahja, 2011). Which adolescence is a process in the development of cadets who will later move to become adults. Learning process in adults requires the right approach and model to streamline learning outcomes.

Learning outcomes are the main reason for research on the development of cadets' attitudes, because cadets will be in the process of becoming a workforce that is ready to compete in 4.0 industrial era. The process of changing the attitude of cadets towards adults requires a fairly short time, during which cadets will face the real world of work and if cadets do not learn to be more productive with new things in the world of work, they will have difficulty to finding a place in the labor market. Based on the opinion of Supriyanto (2007), adult learning is an effort that shown for self-development carried out by individuals without legal coercion, without making any effort to make it the main field of activity. In general, the problems that are still faced in the achievement of learning outcomes are rooted in learning. The idea of this paper is still at the conceptual level to find a link between attitude development and cooperative coaching among cadets.

So that, attitude development is a professional attitude to be ready to work. Attitude can be defined as a tendency to approach or avoid, positive or negative towards various social conditions, whether it is personal institutions, situations, ideas, concepts and so on. Howard and Kendler (1974), say that attitude is an internal condition that affects the choice of individual action on several objects, persons, and events. The development of attitudes in cadets will be based on the adult learning process, in which in this learning process the cadets will actually be faced with a real situation about how to work with time constraints and a skilled attitude in solving any existing problems. According to Čižikienė & Urmanavičienė (2016) one of the biggest problems in adult learning is “learning is the compatibility of learning supply and demand and if those learning really find accessible, proper learning services that meet their personal and public needs in the learning market as well as if they are offered required knowledge satisfying their skills ”.

So the development of attitudes is one way to improve the skills of cadets so that they are ready to become workers in accordance with market needs. However, there are attitudinal limitations that must be known before applying the cooperative coaching model, it is the attitude of having the same viewpoint, this attitude is an internal state or a state that still

exists in humans. This internal state is in the form of beliefs obtained from the process of accommodation and assimilation of the knowledge they get, as well as opinions about the process of human cognitive development. In line with the understanding of attitude described above, it can be understood that attitudes are grown and studied throughout the development of person concerned in relation to certain objects. Attitudes are the result of human learning, so that attitudes can be grown and developed through the learning process, attitudes are always related to objects, so they do not stand alone, attitudes can relate to one object, but can also related to a series of similar objects, attitude has a relation with aspects of motivation and feelings or emotions.

The implication of developing attitude is that a person's behavior changes lead to a conclusion to that person that their attitude has changed. Understanding attitude was originally defined as a condition for the emergence of an action. The concept then developed more broadly and was used to describe the existence of a specific or general intention, related to control over the response in certain circumstances (Chung & Joung, 2014). Cooperative coaching model is learning by working together in small groups accompanied by coaching from teachers, lecturers or instructors. Coaching in learning process is aimed at coaching in terms of attitudes or soft skills that support the world of work.

The purpose of this model, is it's hoped that cadets will have positive interdependence, individual accountability, promotive interactions, appropriate use of social skills, and group processing (Johnson & Johnson, 2009). Cooperative coaching is considered an effective model to reduce the workload of lecturers, especially in increasing knowledge and improving skills as outlined in the opinion of Aoyagi, et al. (2016) "the teachers' perspectives reveal a number of benefits for teachers and students in using external coaches". This opinion is also strengthened by another opinion which states that "The use of external coaches is considered an effective method for reducing the workload burden and improving the teachers' knowledge and coaching skills "(Williams & Macdonald, 2015). Interdependence in a positive direction, namely the existence of complementary roles and group contingency. People who are in a cooperative situation, are oriented towards the desired results, namely the goal to achieve results together, interdependence includes resources, roles, and task interdependence. Positive interdependence is proposed to create a "power of responsibility" that increases group members' feelings of responsibility and accountability for: (a) completing one part of the work and (b) facilitating the work of other group members.

Adopting the theory of Felder & Brent (2007) for the application of cooperative coaching model must be based on the criteria for team building in cooperative learning, (1) Form teams of 3-4 students for almost assignments. When students work in pairs, the diversity of ideas and approaches that lead to many benefits of cooperative learning may be lacking. In teams of five or more, some students tend to be inactive unless the assignments have distinct, well-defined roles for each team member; (2) Make team heterogeneous in ability level. The injustice of forming groups with weak students is obvious, but groups with strong students are equally undesirable. Such team members tend to share homework and only communicate cursorily with each other, avoiding interactions that lead to most of the proven benefits of cooperative learning. In heterogeneous groups, weaker students benefit from seeing how better students approach a problem, and stronger students gain a deeper understanding of the subject by teaching it to others; (3) If assignments require work to be done outside of the classroom, form a team whose members have equal blocks of time to meet during the week; (4) When students in a certain demographic category are historically at risk of leaving, do not isolate members of that category in a team. Students who fall into the population at risk are also at risk of being marginalized or adopting a passive role when they are isolated in a team. However once they reach their third year, they are very likely to graduate. The focus should

then shift to preparing them for a professional world where no one will protect them, so that this criteria can be removed.

So the development of attitudes in vocational education with a cooperative coaching model based on cooperative learning in learning process is carried out with a pattern of guidance for cadets. Coaching carried out in learning is tailored to the needs of labor recipients and cadets (Surabaya Polytechnic Aviation). The development of cadets based on cooperative learning implies the organization of group work in the class sequentially to achieve academic, affective and social goals at the same time (Pablo & Saboridob, 2015).

## **METHOD**

This research is an experimental research. The aim is to determine whether there is an impact or nothing of the cooperative coaching model on cadets in vocational education. The research design that will be used is the pretest-posttest control group design. This design states that in the pretest-posttest control group design, there are two groups selected by cluster random sampling and tested by statistical techniques. According to Dimitrov & Phillip D. Rumrill (2003) The pretest-posttest design is widely used in behavioral research, especially for the purposes of comparison between groups and measuring changes resulting from experimental treatment. This means that this design is appropriate and suitable for use in attitude development research in vocational education cadets.

Meanwhile, the research design used according to Bellini & Rumrill (1999) is Y1 is the pretest score, T is the experimental treatment, Y2 is the posttest score, while D is the Y2-Y1 score. So that the randomized design is used to compare the experimental and control groups, which will produce two things, namely (a) posttest scores, while controlling for differences in pretest, (b) the mean score, which is the difference between the mean posttest and the pretest mean (Dimitrov & Phillip D Rumrill, 2003). The development of attitudes with Coaching Cooperative model for cadets shows that there is a significant difference in the results of hypothesis testing, this means that the Coaching Cooperative model applied to the experimental class has a good effect on cadets.

This research was conducted on cadets at Surabaya Polytechnic Aviation. The research time is in the odd semester of 2020/2021 school year taking vocational education. The population used in this study were all cadets of Surabaya Polytechnic Aviation class of 2020. As for the sample selected from the population using the cluster random sampling model, 45 cadets from two classes would later become the control class and the experimental class.

In this study, data collection techniques were carried out using test and non-test techniques. The test is used to obtain data from the pretest and posttest results in advocacy education courses. The test used in this study was in the form of multiple choice with a total of 25 items. As for the non-test technique using an observation sheet or questionnaire whose purpose is to measure the level of competence possessed by cadets during the research process.

The test instruments were in form of pretest and posttest questions. Where the pretest questions are given before learning activity takes place, the goal is to measure the level of the initial abilities of cadets. While the posttest questions will be given after learning activities have been implemented, the goal is to measure the final level of the cadets after receiving treatment. For non-test instruments or observation sheets, this is in form of a learning implementation sheet that is filled in by the lecturer in the form of a questionnaire and an observation sheet for attitude skills filled out by lecturers and cadets.

The data collection instrument consists of several assessments, including an assessment of learning instrument. Instruments used in learning process to achieve the basic competencies that have been defined in the content standards in accordance with cooperative coaching model. As for the assessment of this cadet worksheet contains activities of cadets in process of applying the cooperative coaching model.

## **RESULTS AND DISCUSSION**

The cooperative coaching model based on the research results shows that there is a significant influence on the attitudes of cadets. The attitudes developed with this model are in form of an attitude of cooperation, an attitude of responsibility and an attitude of courage to face global challenges. The results of the study were based on data from tests and non-tests which showed a significant difference from the experimental class, where the experimental class posttest results showed a greater percentage difference than the control class. The pretest average value of the experimental class was 18.50 and the posttest average value was 20.25 so that it increased by

Quoting from Slavin (2011) that cooperative model is divided into two main categories, namely (1) structured team learning which involves rewards for team based on learning progress of group members and individual responsibility, which means that the success of the group depends on each individual which means it is not the result of the group. . (2) Informal group learning models, including models that focus more on social dynamics, projects, and discussions than on mastery of defined content. This means that the application of cooperative coaching model after a statistical test shows that there is an impact on attitude skills between the control class and the experimental class.

Furthermore, Arends (2012) states that cooperative learning is characterized by: 1) students working together to achieve learning goals, 2) consisting of low achieving students, 3) team members consisting of a mixture of ethnicity, gender or culture, and 4) giving rewards by educators both in groups and individually. Cooperative learning activities take place in a trusting, open and relaxed interaction among group members. In such a situation, the role and function of cadets will be seen. The involvement of all cadets can provide an active and democratic atmosphere. This means that each cadet has a role and provides his or her learning experience to other cadets. The cooperative strategy in learning in higher education allows for interaction and communication between lecturers and cadets, cadets and cadets and cadets and lecturers.

The application of cooperative coaching model in the implementation of existing cooperative learning, in its implementation, the lecturers provide guidance to cadets in developing attitudes, knowledge and skills. Coaching in learning is carried out during the activity. Coaching is carried out primarily in attitude of cadets, which includes the ability to work together in teams, mutual respect in team, and discipline. Thus it can be formulated that learning with cooperative coaching model is a learning activity designed to deliberately develop sharing interactions and help cadets' learning outcomes through the ability to work together in groups.

According to several studies, one of them Singhanayok & Hooper (1998) explained the results of their research that cooperative learning was able to improve the attitude of cadets. (Terry, 1884) explained that coaching was able to shape the attitudes of cadets in terms of democracy, mutual respect and society. Coaching based on research from Bowman & McCormick (2000) shows positive results on the attitudes of cadets compared to conventional learning. Vaughan (2002) states that cooperative learning has been able to improve the attitude of cadets. The results of research from Rabgay (2018) show that the attitudes of

cadets have increased as shown by an increase in the level of interest, understanding, and satisfaction.

King & Eaton (1999) stated that training in procedures and skills is an attitude of mind. With some core principles, namely (1) people know more than they think, (2) everyone has the resources to improve performance, (3) useful questions are worth more than commands, (4) Everyone is responsible for their own contribution to the company, (5) each setback represents a learning opportunity, (6) experimentation precedes learning, and (7) challenging (but attainable) goals produce the best in people.

Attitude is an important issue in the form of learning outcomes in the form of behavior. Attitude is a term that is often used in studying or discussing human behavior in everyday life. The attitude that is in a person will bring color and style to the action, both accepting and rejecting in response to something that is outside of him. Robbins (2010) states that attitudes are evaluative statements, both favorable and unfavorable to objects, humans or events. Attitude according to Sarlito (1995) is a person's tendency or willingness to behave in a certain way, when he faces certain stimuli.

So what is meant by a cooperative attitude is when cadets can work together with their team to solve assignments given by the lecturer. For the attitude of responsibility for cadets in form of doing tasks both independently and in groups. As for the discipline attitude is to collect assignments on time and also be guided in various matters related to being ready to face challenges in the world of work. Development of attitudes in cadets to act or react to the academic load in group discussions. This situation is formed on the basis of knowledge, feelings and experiences as a form of one's learning outcomes. When group discussion activities that can be applied by cadets.

## **CONCLUSION**

The results of research on the application of attitudes that have been carried out by researchers can be concluded as follows, the impact of cooperative coaching model, based on the results of this study, shows a significant effect on the attitudes of cadets. Coaching is carried out primarily in the attitude of cadets, which includes the ability to work together in teams, an attitude of team responsibility, and discipline. Each cadet shows the application of an attitude with coaching and shows a positive attitude towards group discussion activities.

Attitude development with cooperative coaching should be carried out by lecturers to carry out learning that meets the demands of the needs and developments in science and technology which can also be applied in cooperative learning. Several things become recommendations for implementing cooperative learning in developing cadets' attitudes. For example, a lecturer instills a strong motivation to learn continuously encourages learning with anyone in a conducive learning environment, develops a reward system for the results of student learning activities.

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