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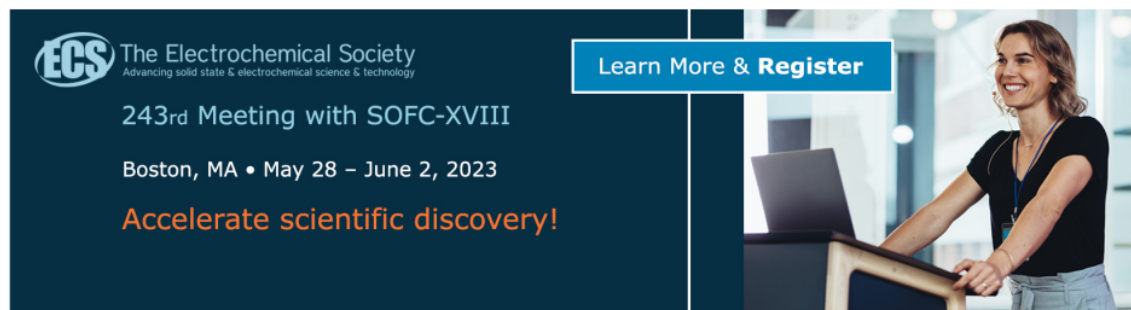
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Communication Skill Attributes Needed for Vocational Education enter The Workplace

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Abstract. Communication skills are generic skills which need to be developed for success in the vocational education entering the workforce. This study aimed to discover the attributes of communication skill considered important in entering the workforce as perceived by vocational education students. The research was conducted by survey method using questionnaire as data collecting tool. The research population is final year student of D3 Vocational education Program and D4 Managerial Vocational education in academic year 2016/2017 who have completed field work practice in industry. The sampling technique was proportional random sampling. Data were analyzed with descriptive statistics and independent sampel t-test. Have ten communication skills attributes with the highest important level required to enter the workplace as perceived by the vocational education diploma. These results indicate that there was the same need related communication skills to enter the workforce

1. Introduction

Preparing the workforce with competence that meets the industry requirements is the challenge that must be dealt by the vocational higher education today. The human resources produced by the colleges often fail to meet the industry needs. As a result, many college graduates become unemployed as no industry can provide jobs for them. Particularly in vocational education, on to ⁵ of knowledge and technical skills in vocational education, the vocational education study pro⁵ram graduates need to be equipped with some general skills that will help them successful at work. Based on the survey of the industry employing the graduates, the industry demands not only vocational education skills but also communication. Several types of research have shown, that generic skill is important for the career of the graduates at work [1,2]. The business sees the importance of the generic skills of the applicants when they enter the employment [3,4].The OECD survey results show that occupation-specific skills or what is known as specific skills at the certain field of work are no longer sufficient for a worker to fulfil the job market. An employee in the industrial era is expected to have additional skills known as generic skills [5].

Communication skill is one of the generic skill required for a fresh graduate to be successful at their job. Some research has shown that communication skills give benefits to the employee and organization alike [6,7]. For a business organization, different sources reported that commun¹ication skill is crucial for a successful career and give a significant contribution to the success of the



organization [8]. Regarding academics, several studies shown that the communication skill plays an important role in the shaping the students' successful career [9,10]. In academia, research has shown faculty and administrators perceive that communication skills are very important to students' eventual career success [11,12].

The program in the curriculum that develops the communication skill of students at vocational education is evidence in the Business Communication course. The participants of this course are expected to improve their oral and written communication skills as well as other contexts of communication through planning, formulating, composing, and applying effective interpersonal or organizational communication. ³

Business Dictionary defines the business communication as sharing of information between people within an enterprise that is performed for the commercial benefit of the organization. Also, business communication can also refer to how a company shares information to promote its product or services to potential consumers. In the business landscape, communication skills are divided into organizational communication, interpersonal communication, and leadership communication. Communication skill in is the skill to direct, control the activities, understanding future organization's goal. Through effective communication, everyone in the organization will have the same understanding and perspective in apprehending vision and mission of the organization.

Interpersonal communication is the communication takes place in a face-to-face situation between two people or more, either in an organized way or the crowds. One of the communication types that frequently occurs is the interpersonal communication. It potentially plays an instrumental function as a tool to influence or persuade other people, as we can use all five of our senses to enhance the power of our persuasion in the message that we send across to our recipients. As the most complete and perfect communication, interpersonal communication plays an important role anytime, so long as the humans still have the emotion. Interpersonal communication is a type of communication not for everyone, only a few of our communications that can be identified as interpersonal communication. Everyone has different capabilities of performing interpersonal communication. Not everyone can communicate well interpersonally. Interpersonal communication will be possible only with several skills. There are some skills that one should master in interpersonal communication" among others: (1) speaking skill; (2) questioning skill; (3) opening communication skill; (4) maintaining the courtesy/manner; (5) the skill to ask for an apology when feeling guilty, (6) responsive and responsible; (7) attentive and care; (8) empathy; (9) listening skill.

Communication skill in the leadership is the skill of the leaders to speak effectively, to be an effective listener, the capability to build informal and nonverbal communication within the organization. These skills are expected to give useful the company or other organizations. Several publications have proven the importance of developing students' communication skill through the curriculum, as part of their efforts to develop their professional skills [12,13], mentioned continuous communication skill development as the main objective of the professional learning in business education, including vocational education.

The analysis of the business communication syllabus for Vocational education have shown some principal elements that need review. The competency standard of the graduates needs some adjustments with the need to develop students' communication skills to prepare them for a competitive job market. Expanding the standard of competency into several basic competencies will be helpful in the implementation of curriculum program. Learning achievement indicator at each basic competency needs to be formulated in detail, by adopting communication skill attributes according to the current and future job markets.

These studies have shown that the communication skill of the graduates is critical for their success in the job market. To close the gap of in the communication skill of the graduates, it is deemed necessary to develop a conceptual framework as a reference to develop a curriculum program for the students' communication skill. It is this research objective to identify these communication skill attributes required by the current jobs market and to establish a list of references in developing the learning achievements of the graduates in Business Communication course.

Based on this background, a research problem is then formulated "What are the communication skill attributes considered as important according to the students of the vocational education?" This study tries to reveal the attributes of important communication skills to enter the workforce according to students of the vocational education diploma program study.

2. Research Method

This research uses quantitative non-experiment approach. The quantitative research underlines the study of the objective phenomenon through quantitative data and statistical analysis. The objective phenomenon studied is the perception of the respondents on the research variables related to the communication skill. The research was performed using survey method with a questionnaire as the data collector. The population of the research is the final year students of Accounting Diploma 3 Study Program and Managerial Accounting Diploma 4 Study Program, Accounting Department, State Polytechnic of Bali who has completed the field work practice in an industry or company. There are 74 students of Diploma 3, and 84 students of Diploma 4 participated in this research.

The data on communication skill attributes are obtained with Communication Skill Questionnaire, developed and adapted from previous [6,14]. Based on the result of the previous research, the communication skill construction was elaborated in 3 indicators: (1) organizational communication skills, (2) leadership communication skills, and (3) interpersonal communication skills. On each indicator, a more specific description is provided. These specific skill attributes are then used as the questions in the Communication Skill Questionnaire (KKK). The KKK instrument was developed to find out the attributes of communication skill required at work. The instruments use Likert scale with five alternative answers 1 = not important, 2 = less important, 3 = quite important, 4 = important, and 5 = very important.

The validity test (t-test) of the research instrument was performed through expert's judgment and using Pearson Product Moment correlation using significance $\alpha 5\%$. The reliability of the research instrument was tested using Cronbach's Alpha. The research instrument will be reliable if the value of Cronbach's Alpha is $\alpha 0.7$. The validity and reliability of the research instrument were performed with the help of IBM SPSS Statistics 21 program. The validity test shows two questions that did not meet validity criteria (significance at the level of $\alpha=5\%$). The question was Q1 = Initiating the discussion and providing arguments, and Q20 = Building the self-esteem of others. Therefore, there are 28 questions that meet the validity and reliability criteria with the range of Pearson Product Moment correlation coefficient of 0.421 (lowest) to 0.739 (highest), and reliability score (Cronbach's Alpha) of 0.934.

The data were analysed using the descriptive statistics, by calculating the average score (mean) and standard deviation of each question in the communication skill questionnaire instrument (KKK). This average score is then put in descending orders, indicating the level of significance of the communication skill attributes according to the perception of the students of Accounting Diploma 3 Study Program and Managerial Accounting Diploma 4 Study Program. Additionally, two free sample tests were intended to test or compare the average of communication skill attributes required to enter the between the perception of the students of Accounting Diploma 3 program study with the students of Accounting Managerial Diploma 4. The null hypothesis developed is H_0 : No significant difference in the average of the communication skill attributes between the perception of the students of Accounting Diploma 3 program study with the students of Accounting Managerial Diploma 4. The null hypothesis is if the probability or its significance number is bigger than 0.05.

3. Result and Discussion

3.1 The Description of the Research Results

The description of the research data is presented in the form of average (mean) and standard deviation from every question in the research instrument. The average is then put in descending order showing the level of significance of communication skill attribute according to the perception of the students of Accounting Diploma 3 program study with the students of Accounting Managerial Diploma

This analysis is intended to test or compare the average of communication skill attributes required to enter the workforce among the students of Accounting Program Diploma 3. The null hypothesis develops: H0: There is no significant difference in the average of the communication skill attributes between the perception of the students of Accounting Diploma 3 program study with the students of Accounting Managerial Diploma 4. The null hypothesis is accepted if the probability or its significance number is bigger than 0,05

The average score of the level of significance in the communication skill attributes according to the perception of students of Accounting Diploma 3 is 4.1187, as for the students of Managerial Accounting Diploma 4, the average score is 4.1311 (Table 1). The average of t-test result of the two research samples is available on Table 2.

Table 1. Statistical description of perception accounting D3 and managerial accounting D4 students

	Code	N	Mean	Standard Deviation	Standard Error Mean
Average Score	Perception of D3 Students	28	4.1187	.2788	.0527
	Perception of D4 Students	28	4.1311	.2849	.0538

Table 2. t-Test analysis result of perceptions accounting D3 and managerial accounting D4 students

		Equal variances assumed	Score Average	Equal variances not assumed
Levene's Test for Equality of Variances	F		.102	
	Sig.		.751	
t-test for equality of Means	T		-.164	-.164
	Df		54	53.975
	Sig.(2-tailed)		.870	.870
	Mean Difference		-.0124	-.1234

The result of Levene's Test for Equality of Variances (Table 2) shows that both variants of the population are identical (Sign = 0.751 > 0.05). Based on this result, the t-test using the basic of Equal variances is assumed. The result of analysis on Table 4 shows that the Sign (=0.870) is bigger than 0.05, which means statistically there are no significant differences between the perception of the students of Accounting Diploma 3 and the students of Managerial Accounting on the level of significance of communication skill attributes to enter the workforce.

3.2 Discussions

Based on the average analysis of the communication skill attributes between the students of Accounting D3 and the students of Managerial Accounting D4 (Table 1 and Table 2), it was found that of ten attributes with the highest average score, one attributes different between the two student groups. The skill attribute of "Teach the skills to the other employees (Q4)" did not make it to the ten attributes with the highest average score according to the perception of students of Managerial Accounting D4. Meanwhile, the skill attribute "Motivate individual or group to achieve the expected objectives (Q15)" did not make it to the ten attributes with the highest average score according to the perception of students of Accounting D3. As for the remaining, nine attributes were perceived almost equal and included in the ten attributes with the highest average score despite with different rank. There are three attributes ranked in the same top three: 1) Build teamwork to achieve common objectives; 2) Create a harmonious relationship through mutual communication; 3) Make the team interact and synergize. The results show that the communication skill attributes like building the

team's cohesiveness, create a harmonious relationship, and make the team to interact are crucial according to both Accounting D3 students and Managerial Accounting D4 students.

The result of a t-test of two independent samples also shows that both Accounting D3 students and Managerial Accounting D4 students have a similar perception of the importance of communication skill attributes to enter the workforce. The research result is consistent with the previous research indicating that the accounting program graduates other than its accounting skill, also equipped with the communication skill [1,2]. The communication skill is one of the generic skills required for a graduate to be successful in the entering the workforce. Some research has shown that communication skills give benefits to the employee and organization a like [5,6]. For a business organization, different sources reported that communication skill is crucial for a successful career and give a significant contribution to the success of the organization.

The unavailability of perception of the level of significance between the students of Accounting D3 and Managerial Accounting D4 program has shown that communication skill is perceived equally important by both groups of students. This becomes the entry point to develop the communication skill of the accounting students of a diploma program in State Polytechnic of Bali in the form of Business Communication course. The participants of this course are expected to improve their oral and written communication skills as well as other contexts of communication through planning, formulating, composing, and applying effective interpersonal or organizational communication.

4. Conclusion

This research concludes that there is ten communication skill attributes with the highest average score, there are nine attributes that can be found both on the Vocational education. They are: 1) Build teamwork to achieve common objectives; 2) Create a harmonious relationship through mutual communication; 3) Make the team to interact and synergize; 4) Provide the support and improve self-confidence; 5) Build optimism and spirit of the team at work; 6) Utilize the information system to exchange information; 7) Motivate individual or group to achieve the expected objectives; 8) Resolve conflicts through negotiation, mediation, and diplomacy process; 9) Build the trust from others; 10) Build the relationship with people from different backgrounds.

The suggestion that can be put forward in this research is the direction towards the development of communication skill through existing curriculum for vocational education by revitalizing the business communication learning program.

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