

The Influence of Education System Performance, Innovative Learning Models and Work Motivation on Student Competitiveness at VHC Center of Excellence Tangerang City

Jamaluddin¹, Erna Kusumawati^{2*}

Abstract

The success of education implementation can be seen from the quality of students in completing studies at school and the results of examination competencies and the level of relevance of graduate absorption with the field of work in accordance with their respective fields of expertise. This study aims to obtain empirical data and examine the effect of education system performance, innovative learning models and work motivation on VHC Center of Excellence Tangerang City student competitiveness. This form of research is a form of quantitative research with hypothesis testing using path analysis. The population of this study amounted to 313 students of VHC CoE in the city of Tangerang. The results of the study stated that 1) The performance of the education system on the competitiveness of VHC CoE students in Tangerang City, 2) The innovative learning model on the competitiveness of VHC CoE students in Tangerang City, 3) Work motivation for the competitiveness of VHC CoE students in Tangerang City, 4) The performance of the education system on the work motivation of VHC CoE students in Tangerang City, 5) Innovative learning model for the work motivation of VHC CoE students in Tangerang City and 6) The performance of the education system in Tangerang City innovative learning model of VHC in Tangerang City.

Keywords: *Education System Performance, Innovative Learning Models, Work Motivation, Student Competitiveness.*

INTRODUCTION

Vocational High School (VHC) is an academic unit aiming to produce graduates who are competent to work according to expertise. The absorption of graduates in the business world, the industrial world, and the world of work is a challenge faced by VHC and education stakeholders. Strengthening technical skills and non-technical skills is the key to increasing the employment rate of vocational graduates. Direct learning in the world of work is a need for vocational students to hone competencies and strengthen work culture. This is built by cooperation between VHC and the world of work. The Center of Excellence Vocational High School Program (VHC CoE) is a vocational development program through certain skill competencies to improve quality and performance by strengthening partnerships and aligning with the business world, the industrial world and the world of work. VHC CoE is a reference and functions as a driving school and center for improving the quality and performance of other vocational schools. There is a mentoring program designed to assist VHC CoE in achieving output. The implementation of mentoring is carried out by universities that have met the criteria.

¹ Universitas Hasanuddin, Jamaluddin12345az@gmail.com

² Universitas Muhammadiyah Prof. DR. HAMKA, erna.ekm1903@gmail.com

The success of education implementation can be seen from the quality of students in completing studies at school and the results of examination competencies and the level of relevance of graduate absorption with the field of work in accordance with their respective fields of expertise. The context of exam competence emphasizes learning processes and outcomes in mastering and achieving a material or competency. The success of education is an important factor in the economic development of a country. If the implementation of vocational education or VHC CoE is successful, it will be a success in the field of education. If it does not succeed, there can be a failure in the provision of education.

VHC CoE is integrated with local governments, industry, and the community in order to be able to improve the quality of the system in accordance with Law No. 20 of 2003 concerning the National Education System that each region must have at least one education unit that has a program based on local excellence. Local excellence is defined as the needs of the community that are being needed in the industrial world. This is so that the integration that runs well and smoothly between VHC CoE, local governments, DUDI and the world of work, and the community can produce quality graduates (HR) from the collaboration results. Therefore, VHC CoE students can have strong competitiveness in the framework of the VHC CoE Competition, which is the core of an institution's success or failure. Competition determines the accuracy of institutional activities that can support performance characterized by innovation and good management implementation. The company can use several advantages: price, market share, brand, product quality, consumer satisfaction and distribution channels (Wibowo et al., 2015). Competitiveness is often identified with power to compete or the ability to compete. If meaning is drawn into the competitiveness of vocational students, the result is the ability of vocational students to compete for achievements with peers. This competitiveness is referred to as real competition or peer-to-peer competition. There are two spheres of real competition for students: competition to get achievements and competition to get jobs. Competitiveness in the educational environment can be divided into three scopes: real competition, preceived competition, and self-competition (Cretsingher, 2005).

Increasing the competitiveness of vocational students requires a climate of collaboration between competition and cooperation (Tebeanu & Macarie, 2013). Both of these have a positive impact on students if managed properly. Both require teaching skills by teachers in the classroom who can collaborate on a competitive climate and proportional cooperation. The corporate world, industry and work will look for individuals with the best skills. Increasing the ability of individuals' ability to demonstrate the superiority of abilities at every career level is very important (Miller et al., 2013). Increasing employability skills can also build competitiveness to face job competition. Employability skills are basic skills that every worker has to adapt in the world of work. Employability skills are needed in workers to increase competitiveness. Employability skills are a number of basic skills needed to acquire, maintain and do a good job. It can also be understood as a skill set consisting of communication, interaction, computer, social, ethics, and self-management (Buntat et al., 2013). The importance of this is because the performance of educational institutions is a determining factor for the employability of students' skills through the combination of a more intensive internship program (Wye et al., 2012).

Some indicators of employability skills are fundamental, personal management, and teamwork skills (Sermsuk et al., 2014). Fundamental skills are students' ability to communicate, organize and manage information, operate numbers, and think to solve problems (problem solving). Management skills include positive behavior, responsibility, adaptability, learning, and prioritizing safety work. Teamwork skills are the ability to work with members of the organization and the ability to participate in a task or project. Personal management skills or the ability to manage themselves is the most important

skill among other indicators of employability skills. These skills make vocational and college graduates to succeed in job interviews. Abilities related to the ability of graduates to face job interviews need to be learned in the educational process (Lord et al, 2019). Employability skills can be built with work integrated learning or a strategy to integrate theory with practice in learning (Rowe & Zegwaard, 2017). Provision of communication skills and other technical competencies is very important before the Prakerin program is implemented. The majority of internship program participants who are satisfied with the internship program they carry out are because they feel that improving soft skills is one of the aspects offered by the internship program (Martín-Lara et al, 2019). Internship programs can be interrelated with classroom learning. Classroom learning is a complement for interns to undergo their internship program. As for the results of the internship program itself, it is proven capable of producing new abilities and necessary competencies. This means the internship program or Prakerin can improve competence and employability skills (Stansbie et al. 2016).

The factor affecting VHC CoE students' competitiveness is the education system's performance. Performance means more broadly, not only the results of work, but also includes how the work process takes place" (Majid, 2014). Byars and Rue suggest that performance is "is the result a person's efforts are determined by the ability of individual characteristics to their role in the work they do" (Byars et al., 2000). Performance is the result of a person's efforts determined by the ability of the individual characteristics towards his role in the work he performs. A person's ability is seen from his characteristics. One must understand the role so that one can do each job well, a sense of responsibility for the work produces good work, and gets achievements and appreciation. Everyone understands the their in carrying out job responsibilities so that they will like every job done in accordance with their abilities.

Performance is expressed in various definitions such as performance, work performance or work performance. The definition of performance boils down to two approaches: the process approach and the results approach. The process approach assumes that performance can be seen from the performance displayed by individuals in achieving the desired results. The second approach is that performance can be seen from a person's products. According to Colquitt in his book entitled "Improving Performance and Commitment in the Workplace" "Performance is the set of explicit obligations that an employee must fulfill to receive compensation and continued employment. mereka juga Kinerja yang kreatif yaitu "Creative task performance is the degree to which individuals develop ideas or physical outcomes that are both novel and useful" (Colquitt et al., 2015).

Both internal and external factors influence optimal performance. Internal factors strongly suspected to influence current performance, one of which is due to the supporting HR information system facilities, the application of accurate, relevant, complete and timely HR information systems. Good performance is a measure of success in managing all resources owned. Performance is one of the goals of the organization's goals or productivity. Good performance is inseparable from the quality of good human resources (Subekhi, Akhmad, 2012). Performance is an achievement achieved by a person in carrying out a task or job in accordance with the standards or criteria set by the job. Performance is the result of an individual or can result from group work in one organization. Performance as a result of work achieved by individuals is adjusted to the role or task of the individual in an agency at a certain period of time, which is periodh a certain measure of value or standard of the company where worked. (Wiadnyana et al., 2021)

The national education system can ensure equal distribution of educational opportunities, quality improvement, and the relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global life. Article 20, Article 21, Article 28 C paragraph (1), Article 31, and Article 32 of the Constitution of the Republic of Indonesia Year 1945 and Law of the Republic of

Indonesia Number 20 Year 2003 concerning the National Education System. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. National education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.

The national education system is a whole of interrelated components integrated to achieve national education goals. National education standards consist of standards for content, processes, competencies of graduates, education personnel, facilities and infrastructure, management, financing, and assessment of education that must be improved in a planned and periodic manner. National education standards are used as a reference for curriculum development, education personnel, facilities and infrastructure, management and financing. The development of national education standards, monitoring and reporting of national achievement is carried out by a body for standardization, assurance and quality control of education. National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In addition to the performance of the education system that affects the competitiveness of VHC COE students, an innovative learning model can be interpreted as a model that is made to find solutions to a problem in learning inside and outside the classroom. This is because the learning program has never been carried out or similar learning programs are being carried out but need improvement. An innovative learning model is a learning program that directly solves class problems based on classroom conditions (Santayasa, 2007). Innovative learning is learning made by learners based on the encouragement of new ideas which are products of learning how to learn to carry out learning steps, so as to obtain progress in learning outcomes (Tabany, 2017) This learning model will contribute to efforts to improve the overall quality of the school. Innovative learning is expected so that students have the canitically and are skilled in solving problems. Innovative learning outcomes make students able to use enable students to use clear reasoning in d being careful in making choices and making decisions because of the understanding of interconnections between systems or subsystems related to the problems faced. Students can identify and find the right questions that can lead to better problem solving. The information obtained will be framed, analyzed, and synthesized in order to answer questions well (Fathurrohman, 2017)

Innovative learning is reflected in the results shown by communicative and collaborative students in articulating thoughts and ideas clearly and effectively through writing and oral. Students with this kind of characteristics can demonstrate the ability to work effectively in diverse teams, to play flexibility and willingness to compromise in achieving common goals (Warimun, 2012) Broadly speaking, innovative learning can be explained as follows: a. Students engage a variety of activities in developing their understanding and abilities with an emphasis on learning through doing. b. Teachers use a variety of tools and various ways to raise spirits, including using the environment as a learning resource toto make learning interesting, fun and ate for students. c. The teacher organizes the class by showing more interesting books and study materials. d. Teachers apply more cooperative and interactive ways of teaching, such as group learning. e. Teachers encourage students to find ways to solve a problem, express ideas and involve students in creating a school environment (Rahayu & Firmansyah, 2019).

Not only innovative learning models, another factor that affects the competitiveness of VHC COE students is student work motivation. Work motivation can be defined as the psychological force that determines the direction of a person's behaviour in an

organization effort level, and persistence in the face of obstacles (George, 2008). Work motivation possessed by a person will determine behavior in behaving, trying to face obstacles or obstacles. How far they will survive and try to face those obstacles. Robbins defines work motivation as a willingness to strive optimally in the achievement of organizational goals that are influenced by the ability of the business to satisfy some individual needs. Work motivation as “a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity and duration (Robbins, Stephen & Judge, 2013)

The theory developed by Herzberg is known as the theory of two factors: motivational factors and hygiene or maintenance factors. Motivational factors are drives for achievement that are intrinsic, which means they come from within a person, while hygiene or maintenance factors are extrinsic factors which mean they come from outside oneself (Zahara Mustika, 2022) Motivation is a set of attitudes and values that influence the individual to achieve a specific thing according to the individual's goals (Rivai, 2013). In line with (Mukhtar et al., 2017) Motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. This aligns with (Ismail, 2017) that motivation is a person's drive to act in a certain way.

Teachers will work earnestly if they have high motivation. If motivated positively, he will show interest, have attention, and want to participate in a task or activity. In accordance with this opinion, teachers who are still less successful in teaching because they are less motivated to teach so that it has an impact on decreasing teacher productivity or performance. For this reason, the role of the principal is needed to motivate teachers to improve their performance (Alhusaini et al., 2021). Work motivation is a process to move someone so that their behavior can be directed to real efforts to achieve predetermined goals. He also said that motivation is closely related to work behavior and performance. This means that the better a person's motivation in doing his job, the better his work performance, and vice versa (Ramanda et al., 2020).

In educational organizations, there are two concepts mentioned as sources of motivation. These concepts are internal and external motivation. Internal motivation consists of: The responsibility of the teacher in carrying out the task, carrying out tasks with clear targets, having clear and challenging demands, having feedback on the results of work, having a feeling of pleasure in working, always trying to turn back to others, prioritizing the achievement of what he does. External motivation consists of: always trying to meet the needs of life and work needs, happy to get praise for what he does, working in the hope of getting incentives, working in the hope of getting attention from friends and superiors. Various characteristics that can be observed in someone who has work motivation are: a. his performance depends on the effort and ability he has compared to group performance, b. can complete difficult tasks, c. there is often concrete feedback on how he should carry out the task optimally, effectively, and efficiently (Uno et al., 2012).

RESEARCH METHODS

The purpose of the study obtained empirical data and tested the influence of: 1) The performance of the education system on the competitiveness of VHC CoE students in Tangerang City, 2) Innovative learning model on the competitiveness of VHC CoE students in Tangerang City, 3) Work motivation on the competitiveness of VHC CoE students in Tangerang City, 4) The performance of the education system on the work motivation of VHC CoE students in Tangerang City, 5) Innovative learning model on the work motivation of VHC CoE students in Tangerang City and 6) System performance education on the innovative learning model of VHC in Tangerang City. The influence between research variables using a mediating model which is part of path analysis. The design of the constellation of research problems is illustrated as follows:

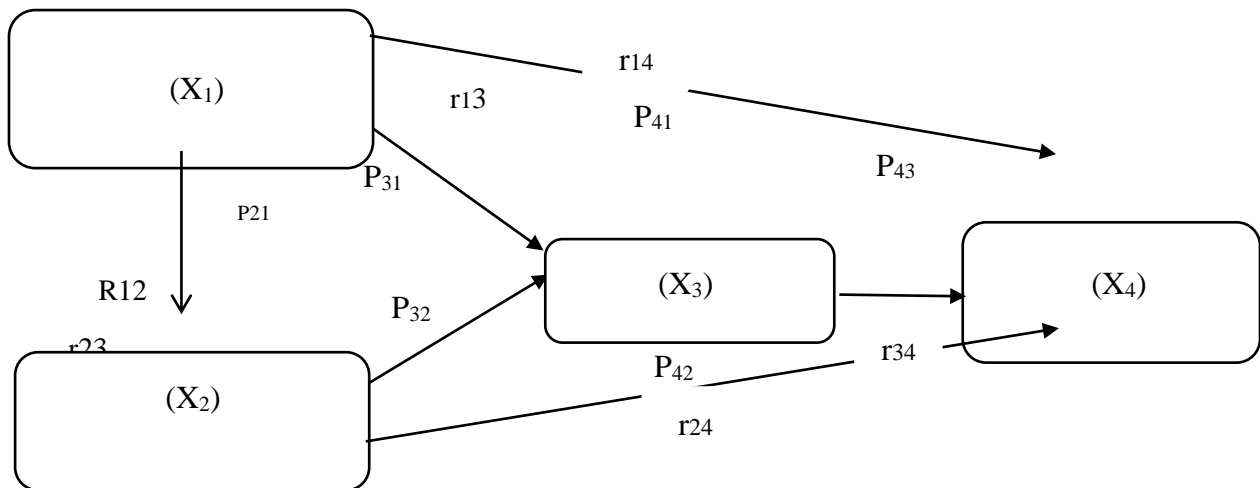


Figure 3 Constellation Between Research Variables

Information:

X4 = competitiveness of VHC CoE students

X1 = Education System Performance

X2 = Innovative Learning Model

X3 = Student Work Motivation

β_{41} = Effect of X1 on X4

β_{42} = Effect of X2 on X4

β_{43} = Effect of X3 on X4

β_{31} = Effect of X1 on X3

β_{32} = Effect of X2 on X3

β_{21} = Effect of X1 on X2

This form of research is a form of quantitative research with hypothesis testing using path analysis. The population of this study amounted to 313 students of VHC CoE in the city of Tangerang. The sampling in this study was based on the formula developed by Slovin with a margin of error of 5% (0.05) so that a sample of 176 students was obtained. The research instruments are as follows:

The dimensions of competitiveness are: fundamental skills, personal management skills, and teamwork skills. Fundamental skill indicators are students' ability to communicate, organize and manage information, operate numbers, and think to solve problems (problem solving). Management skills include positive behavior, responsibility, adaptability, learning, and prioritizing safety work. Teamwork skills are the ability to work with members of the organization and participate in a task or project.

The dimensions of the Education Performance System are: content standards, processes, competencies of graduates, education staff, facilities and infrastructure, management, financing, and education assessment. Standard indicators content: material components and a minimum level of competence. The standard indicator of the process is the process of implementing learning. Indicators of graduate competence are attitude abilities, knowledge, and skills. Indicator educators and education personnel are qualifications and competencies. Indicators of facilities and infrastructure are tangible and intangible. Management indicators are management standards by education units, management standards by local governments, and management standards by the government.

Financing indicators are investment costs that include the provision of facilities and infrastructure, costs for human resource development, and costs for fixed working capital., and indicators Education assessment is an assessment of learning outcomes by educators, assessment by education units (schools), and assessment by the government.

Dimensions Innovative learning model with indicators: a. Students engage various activities in developing their understanding and abilities, emphasizing learning through doing. b. Teachers use a variety of tools and various ways to raise spirits, including using the environment as a learning resource to learning interesting, fun and appropriate for students. c. The teacher organizes the class by showing more interesting books and study materials. d. Teachers apply more cooperative and interactive ways of teaching, such as group learning. e. Teachers encourage students to find their way of solving a problem, to express ideas and involve students in creating a school environment.

Dimensions of student work motivation: a. responsibility, b. achievements achieved, c. self-development and d. independence in acting with indicators Responsibility in work are: 1. Able to work hard, 2. Have responsibility, 3. Have a strong desire to achieve goals and 4. Integrate with various tasks given. Dimensions of achievement achieved with indicators: 1. Encouragement for success, 2. Provision of feedback and 3. Have an advantage. Dimensions Self-development with indicators: 1. Improvement of skills, 2. Encouragement to progress. The dimensions of self-reliance in acting with indicators: 1. Independent in work and 2. Love challenges.

RESEARCH RESULTS

Before conducting a hypothesis test, the instrument is tested for prerequisites first to determine the normality, homogeneity and linearity level. The normality test is intended to determine whether the samples taken in the study are normally distributed. The normality test is performed with one sample Kolmogorov - Smirnov each variable is declared normal if the normally distributed residual value has a probability of significance greater than 0.05.

Table 1. Calculation of Normality Test X4 over X1

One-Sample Kolmogorov-Smirnov Test

		X4 over X1
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	11,73378955
Most Extreme Differences	Absolute	,065
	Positive	,065
	Negative	-,045
Test Statistic		,065
Asymp. Sig. (2-tailed)		,066 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 2 Calculation of X4 normality test over X2
One-Sample Kolmogorov-Smirnov Test

		X4 over X2
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	11,83533705
Most Extreme Differences	Absolute	,046
	Positive	,034
	Negative	-,046
Test Statistic		,046
Asymp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 3 Calculation of Normality Test X3 over X4
One-Sample Kolmogorov-Smirnov Test

		X3 over X3
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,23834402
Most Extreme Differences	Absolute	,039
	Positive	,027
	Negative	-,039
Test Statistic		,039
Asymp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 4 Calculation of Normality Test X3 over X1

One-Sample Kolmogorov-Smirnov Test

		X3 over X1
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	13,51669528
Most Extreme Differences	Absolute	,032
	Positive	,032
	Negative	-,031
Test Statistic		,032
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 5 Calculation of Normality Test X3 over X2

One-Sample Kolmogorov-Smirnov Test

		X3 over X2
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	13,46432675
Most Extreme Differences	Absolute	,037
	Positive	,032
	Negative	-,037
Test Statistic		,037
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 6 Calculation of Normality Test X2 over X1
One-Sample Kolmogorov-Smirnov Test

		X2 over X1
N		176
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	14,03703627
Most Extreme Differences	Absolute	,035
	Positive	,035
	Negative	-,033
Test Statistic		,035
Asymp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 7 Normality Test Results (Kolmogorv-Smirnov)

No.	Variable	Z price calculate	Price Z table	Conclusion
1	X4 over X1	0,066	0.065	Normal
2	X4 over X2	0.200	0.049	Normal
3	X3 over X1	0.200	0.039	Normal
5	X3 over X2	0.200	0.037	Normal
6	X2 over X1	0.200	0.035	Normal

The homogeneity test is performed using the Levene test. Data is said to be homogeneous if it has a significance value (p) ≥ 0.05 . The homogeneity test results using Lavene's formula below.

Table 8 X4 over X1 Homogeneity Test

Test of Homogeneity of Variances

X4 over X1

Levene Statistic	df1	df2	Sig.
1,316	35	136	,136

Table 9 X4 over X2 Homogeneity Test

Test of Homogeneity of Variances

Competitiveness of VHC COE Students

Levene Statistic	df1	df2	Itself.
1,454	38	132	,063

Table 10 X4 over X3 Homogeneity Test

Test of Homogeneity of Variances

Competitiveness of VHC COE Students

Levene Statistic	df1	df2	Itself.
1,406	38	134	,081

Table 11 X3 over X1 Homogeneity Test

Test of Homogeneity of Variances

Teacher Work Motivation

Levene Statistic	df1	df2	Itself.
,835	35	136	,727

Table 12 X3 over X2 Homogeneity Test

Test of Homogeneity of Variances

Teacher Work Motivation

Levene Statistic	df1	df2	Itself.
1,389	38	132	,126

Table 13 X2 over X1 Homogeneity Test

Test of Homogeneity of Variances

Innovative Learning Models Teachers

Levene Statistic	df1	df2	Itself.
1,350	35	136	,115

Table 14 Conclusion of Homogeneity Test Results (Levene)

Group Variance	Dk1/dk2	syg count	Syg table lavene	Information
X over Xi				
X4 over X1	35/136	0.136	1,316	Homogeneous
X4 over X2	38/132	0,063	1,454	Homogeneous
X4 over X3	38/101	0,081	1,406	Homogeneous
X3 over X1	35/136	0,727	0,835	Homogeneous

X3 over X2	38/132	0,126	1,389	Homogeneous
X2 over X1	35/136	0,115	1,350	Homogeneous

The linearity test was carried out by looking for the regression line equation of the variables Education System Performance (X1), Innovative Learning Model (X2) and Work Motivation (X3) to Competitiveness (X4). Based on the regression line that has been made, then tested the meaning of the regression line CoEfficient and linearity using intervariables for linearity at a signification level of 0.05. The criterion in the linearity test is that two variables are said to have a linear relationship if the signification (linearity) is less than 0.05.

Table 15 X4 Linearity Test Results over X1

ANOVA Table

		Sum of Squares	df	Mean Square	F	Itself.
Competitiveness Between of VHC COEGroups students *	(Combined)	16078,93272		223,318	1,804	,003
	Linearity	4732,864	1	4732,864	38,239	,000
	Deviation from Linearity	11346,06871		159,804	1,291	,117
Education System Performance	Within Groups	12748,250103		123,769		
	Total	28827,182175				

Table 16 X4 Linearity Test Results over X2

ANOVA Table

		Sum of Squares	df	Mean Square	F	Itself.
Competitiveness Between of VHC COEGroups Students *	(Combined)	14912,48264		233,008	1,859	,002
	Linearity	4314,021	1	4314,021	34,414	,000
	Deviation from Linearity	10598,46163		168,230	1,342	,088
Innovative Learning Model	Within Groups	13914,700111		125,358		
	Total	28827,182175				

Table 17 X4 Linearity Test Results over X3

ANOVA Table

		Sum of Squares	df	Mean Square	F	Itself.
Competitiveness Between of VHC COEGroups Students *	(Combined)	18893,59860		314,893	3,645	,000
	Linearity	10483,0361		10483,036	121,361	,000
	Deviation from Linearity	8410,562	59	142,552	1,250	,121
Work Motivation						

Within Groups	9933,583	115	86,379		
Total	28827,182	175			

Table 18 X3 Linearity Test Results over X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Itself.
Work Motivation * System Performance	Between Education Groups	(Combined)	16602,858	72	230,595	1,352	,080
		Linearity	2202,174	1	2202,174	12,908	,001
		Deviation from Linearity	14400,684	71	202,827	1,189	,210
	Within Groups		17572,000	103	170,602		
Total		34174,858	175				

Table 19 X3 Linearity Test Results over X2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Kerja Guru Model Pembelajaran Inovatif	Between *Groups	(Combined)	14339,675	64	224,057	1,254	,148
		Linearity	2449,441	1	2449,441	13,707	,000
		Deviation from Linearity	11890,233	63	188,734	1,056	,395
	Within Groups		19835,183	111	178,695		
Total		34174,858	175				

Table 20 Linearity Test Results X2 over X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Itself.
Innovative Learning * Education System Performance	Between Model Groups	(Combined)	16794,706	72	233,260	1,236	,161
		Linearity	1748,322	1	1748,322	9,265	,003
		Deviation from Linearity	15046,384	71	211,921	1,123	,293
	Within Groups		19435,333	103	188,693		
Total		36230,040	175				

Table 21 Lineraitas Test Results Conclusion

No.	Variable	Syg price calculate	Price table	Conclusion
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1	X4 over X1	0,000	0.005	Linear
2	X4 over X2	0.000	0.005	Linear
3	X3 over X1	0.000	0.005	Linear
5	X3 over X2	0.001	0.005	Linear
6	X2 over X1	0.003	0.005	Linear

Test the Hypothesis of the Effect of X1 on X2

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Education System Performance ^b		Enter

a. Dependent Variable: Innovative Learning Model

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	,220a	,048	,043	14,077

a. Predictors: (Constant), Education System Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	1748,322	1	1748,322	8,822	,003b
	Residual	34481,718	174	198,171		
	Total	36230,040	175			

a. Dependent Variable: Innovative Learning Model

b. Predictors: (Constant), Education System Performance

CoEfficients^a

Model		Unstandardized CoEfficients		Standardized CoEfficients		Itself.
		B	Std. Error	Beta	t	
1	(Constant)	92,949	7,142		13,015	,000
	Education System Performance	,190	,064	,220	2,970	,003

a. Dependent Variable: Innovative Learning Model

How X1 and X2 Affect X3

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Innovative Learning Models Teachers, Education System Performance ^b	.	Enter

a. Dependent Variable: Work Motivation

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	,334 ^a	,112	,101	13,247

a. Predictors: (Constant), Innovative Learning Models, Education System Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	3815,340	2	1907,670	10,871	,000 ^b
	Residual	30359,518	173	175,489		
	Total	34174,858	175			

a. Dependent Variable: Motivasi Kerja Guru

b. Predictors: (Constant), Innovative Learning Models, Education System Performance

CoEfficients^a

Model		Unstandardized CoEfficients		Standardized CoEfficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	70,381	9,441		7,455	,000
	Education System Performance	,172	,062	,205	2,790	,006
	Innovative Learning Models Teachers	,216	,071	,223	3,032	,003

a. Dependent Variable: Work Motivation

Effects of X1, X2 and X3 on X4

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Work Motivation, Education System Performance, Innovative Learning Models		Enter

a. Dependent Variable: Competitiveness of VHC COE Students

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	,685a	,469	,460	9,431

a. Predictors: (Constant), Work Motivation, Education System Performance, Innovative Learning Models

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	13527,587	3	4509,196	50,693	,000b
	Residual	15299,595	172	88,951		
	Total	28827,182	175			

a. Dependent Variable: Competitiveness of VHC COE Students

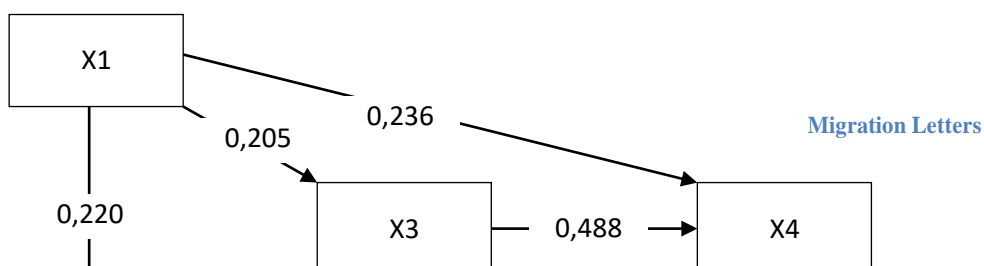
b. Predictors: (Constant), Work Motivation, Education System Performance, Innovative Learning Models

CoEfficientsa

Model		Unstandardized CoEfficients		Standardized CoEfficients		t	Itself.
		B	Std. Error	Beta			
1	(Constant)	30,040	7,726			3,888	,000
	Education System Performance	,183	,045	,236		4,061	,000
	Innovative Learning Model	,182	,052	,204		3,494	,001
	Work Motivation	,449	,054	,488		8,286	,000

a. Dependent Variable: Competitiveness of VHC COE Students

Path Analysis



1. Direct positive and significant influence of Education System Performance on Competitiveness

Based on the research above, the Performance of the Education System has a direct positive effect on the competitiveness of VHC CoE in Tangerang City. This is evidenced from the results of the r test statistical test for Education System Performance with the acquisition of a value of $\beta = 0.236$ and a value of $t = 4.061$ with a significant value of 0.000 which is smaller than 0.05. This means that the performance of the Education System has a direct positive effect on competitiveness. The results of this study have implications for school community teachers to increase their work motivation so that student competitiveness increases.

2. Direct positive influence of innovative learning models on Competitiveness

Based on the research results above, it can be stated that the Innovative Learning Model has a direct positive effect on the competitiveness of VHC CoE in Tangerang City. This is evidenced from the results of the t test statistical test for the Innovative Learning Model with the acquisition of a calculated t value of 3.494 with a significant value of 0.001 which is smaller than 0.05, r value and $\beta = 0.204$. This means that the Innovative Learning Model has a direct positive effect on competitiveness. The results of this study have implications for the school community to improve the Innovative Learning Model so that student competitiveness increases.

3. Direct positive influence of Work Motivation on Competitiveness

Based on the research results above, Work Motivation has a direct positive effect on the competitiveness of VHC CoE in Tangerang City. This is evidenced from the results of the statistical test t test for Work Ethic with the acquisition of a calculated t value of 8.286 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.488$. This means that work motivation has a direct positive effect on competitiveness. The results of this study have implications for students to increase work motivation so that student competitiveness increases.

4. Positive Direct Effect of Education System Performance on Work Motivation

Based on the research results above, it can be concluded that the Performance of the Education System has a direct positive effect on the Work Motivation of VHC CoE Students in Tangerang City. This is evidenced by the results of the t test for Education System Performance statistical test with the acquisition of a calculated t value of 2.790 with a significant value of 0.006 which is smaller than 0.05, and $\beta = 0.205$. This means that the Performance of the Education System has a direct positive effect on Work Ethic. The results of this study have implications for the school community to implement Education System Performance to increase Student Work Motivation.

5. The direct positive influence of Innovative Learning Models on Work Motivation

Based on the research results above, it can be stated that the Innovative Learning Model has a direct positive effect on the Work Motivation of VHC CoE Students in Tangerang City. This is evidenced by the results of the t test statistical test for the Innovative Learning Model with the acquisition of a calculated t value of 3.032 with a significant value of 0.003 which is smaller than 0.05, and $\beta = 0.223$. This means that the Innovative

Learning Model has a direct positive effect on Work motivation. The results of this study have implications for the school community to increase student work motivation.

6. Direct Positive Influence of Education System Performance on Innovative Learning Models

Based on the research results above, the Performance of the Education System directly affects the Innovative Learning Model of VHC CoE in Tangerang City. This is evidenced from the results of the statistical test t test for Education System Performance with the acquisition of a calculated t value of 2.970 with a significant value of 0.003 smaller than 0.05, and $\beta = 0.220$. This means that the Performance of the Education System directly affects the Innovative Learning Model. The results of this study have implications for the school community to implement Education System Performance

CONCLUSION

Based on the results of the study, it can be concluded as follows: 1) The performance of the education system on the competitiveness of VHC CoE students in Tangerang City, 2) Innovative learning model on the competitiveness of VHC CoE students in Tangerang City, 3) Work motivation on the competitiveness of VHC CoE students in Tangerang City, 4) The performance of the education system on the work motivation of VHC CoE students in Tangerang City, 5) Innovative learning model on the work motivation of VHC CoE in Tangerang City students and 6) The performance of the education system on the innovative learning model of VHC in Tangerang City.

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