MUKADIMAH
Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial
Program Studi Pendidikan Sejarah FKIP - Universitas Islam Sumatera Utara, Medan
e-Journal: http://jurnal.uisu.ac.id/index.php/mkd | e-mail: mukadimah@fkip.uisu.ac.id
sinta S4 ISSN: 2622-1373 (Online) ISSN: 2614-1159 (Print)
Vol. 8 No. 2 August 2024

Role of Technical Knowledge and Family Socio-economic Status on Occupational Attainment of Vocational High School (SMK) Graduates

Muhammad Rizki Pratama*, Universitas Airlangga, Indonesia

ABSTRACT

This research seeks to conduct studies related to the level of occupational attainment of vocational graduates correlated with the level of technical knowledge and family socio-economic status in Sidoarjo Regency. The sample taken was 100 respondents with the criteria of having graduated from SMK for more than 3 years and having worked or had worked. This study produces several results. First, technical knowledge and family socio-economic status have a significant correlation with occupational attainment of vocational school graduates. Second, occupational aspirations have a significant contribution in strengthening the previous two correlations. This result suggests that the level of technical knowledge and family socio-economic status remain the main variables contributing to the level of occupational attainment. However, the level of occupational aspirations is an important factor to develop in order to stimulate better occupational attainment.

ARTICLE HISTORY

Received 24/06/2024
Revised 09/07/2024
Accepted 29/07/2024
Published 30/08/2024

KEYWORDS

Occupational attainment; technical knowledge; socio-economic status; occupational aspirations; vocational graduates.

***CORRESPONDENCE AUTHOR**

emailnya.rizkipratama@gmail.com

DOI: https://doi.org/10.30743/mkd.v8i2.9475

INTRODUCTION

Work is an important part of the life of individuals who have reached adulthood. This is because work is an implementation of individual existence and identity (Lee & Byun, 2019). Occupational attainment is a process carried out by individuals who are included in the workforce to be able to achieve a position in their field of work (Ueno & Krause, 2020). This causes occupational attainment to become an indicator in assessing the level of welfare for individuals. Occupational attainment for individuals has implications at the societal, occupational, and individual levels. At the societal level, individuals who have an appropriate occupation position, in this case with the skills they have mastered, will find it easier to adapt to the work environment. At the occupation level, individuals with technical knowledge appropriate to a job position will be more productive while working. Productive employees will influence company performance. At the individual level, occupation positions that match abilities will help individuals achieve decent wages and better occupation satisfaction. This has implications for better individual conditions, both in physical and mental aspects (Austin & Hanisch, 1990).

The government provides a vocational education model to equip individuals with the knowledge and skills needed in the world of work. Vocational education in Indonesia is institutionalized through Sekolah Menengah Kejuruan (SMK). According to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, SMK is a form of formal education unit that provides vocational or vocational education at secondary school level as a continuation of junior high school (SMP) and its equivalent. The aim of implementing Vocational Schools is to prepare skilled students in their chosen field of expertise. The vocational school curriculum provides more practical activities. This is done as an effort to equip vocational school graduates to be able to work according to the technical knowledge learned while at vocational school (Ariyanti & Bowo, 2018).

The reality that occurred turned around with the hope of holding vocational school education. Vocational school graduates are known to have lower employment outcomes than graduates of other levels of education. This is an anomaly in the implementation of vocational schools which are expected to equip graduates with the knowledge and skills needed in the world of work. This low

educational attainment can be seen in data from the Central Statistics Agency (BPS) regarding the national open unemployment rate (TPT). The Open Unemployment Rate (TPT) for vocational school graduates is always higher than for high school graduates. In 2019, the TPT rate for high school graduates was 7.87%, while the TPT rate for vocational school graduates was 10.36%. In 2020, the TPT rate for high school graduates was 9.86%, while the TPT rate for vocational school graduates was 13.55%. And in 2021, the TPT rate for high school graduates will be 9.09%, while the TPT rate for vocational school graduates will be 10.36% (Badan Pusat Statistik, 2021).

The data shown above shows worrying results. This implicitly illustrates there is a mismatch between the technical knowledge taught in schools and industry needs. Mismatch between technical knowledge taught in schools and those required by industry is a serious problem in the implementation of vocational education. Several studies have succeeded in analyzing links and matches in the context of vocational school administration. Suharno et al. explained that link and match is only a slogan and cannot be implemented comprehensively in the vocational school curriculum. In fact, the majority of companies in Indonesia are not ready and willing to collaborate consistently and continuously with SMK. This then causes a mismatch between the SMK curriculum and industrial needs (Suharno et al., 2020). Ali, Triyono, & Koehler shows that the implementation of vocational school education policies is still not optimal. The vocational school education curriculum taught to students does not meet the competency standards required by industry. Apart from that, vocational schoolwork culture is still synonymous with a culture of delinquency and has not yet led to a culture of productivity (Ali et al., 2020).

Personal technical knowledge refers to an individual's understanding and ability to perform specific tasks required for a job. Every job demands a particular set of specialized skills. Possessing strong technical knowledge enables individuals to execute their tasks in accordance with the competency criteria required by the job (Sari et al., 2021). Lack of technical knowledge, especially caused by weak link and match, suspected to be the reason why vocational school graduates are one of the biggest contributors to unemployment in Indonesia (Rahayu et al., 2021). Mismatch will affect the income or wages they receive for the work they do. This will result in decreased occupation satisfaction, decreased productivity, and increased chances of experiencing unemployment (Puspasari, 2019). While attributing occupational attainment solely to a lack of technical knowledge is an oversimplification. It is important to recognize that various other factors also significantly influence occupational performance.

Another factor deemed to contribute significantly to an individual's occupational attainment is their family socio-economic status. The significance of family socio-economic status on individual career attainment has been demonstrated in several studies that have been conducted. The significance of family socio-economic status on individual career attainment has been demonstrated in several studies that have been conducted. Lee & Byun explained that a person's socio-economic background has an influence on occupational attainment after completing education. This research shows that the influence between these two variables is moderated by a person's occupational aspirations and academic performance in high school (Lee & Byun, 2019). Bumpus et al. in their research explains that a black person in the United States tends to get lower benefits compared to a white person even though they are from the same socio-economic background. These two studies explain that a person's background, both socioeconomic status and race, has implications for a person's occupational attainment (Bumpus et al., 2020).

Both findings above indicate that family background, especially family socio-economic status, is one of the contributing factors to an individual's occupational attainment. In 1976, Bowles and Gintis explained that social class background is one of the main factors that influences educational attainment. Even though every level of society has been able to access education and can also apply for occupations freely, Bowles and Gintis believe that there are some groups that have greater opportunities than other groups. Someone from an upper-class background or with power is more

likely to achieve competence and better occupations than other social classes (Haralambos & Holborn, 2008). Therefore, it can be inferred that an individual's family socio-economic status influences their opportunities for employment and career initiation.

This study aims to identify alternative variables that explain occupational attainment. Prior research has predominantly focused on the importance of technical knowledge. Technical knowledge acquired in vocational schools has been demonstrated to facilitate graduates in securing well-paying occupations (Akkermans et al., 2020; Bol et al., 2019; Hondonga et al., 2021). Studies examining the issue of skill mismatch and minimal occupational attainment implicitly suggest the criticality of possessing technical skills aligned with industry requirements (Puspasari, 2019; Rahayu et al., 2021; Schweri et al., 2020). This research will also investigate the extent to which family socio-economic status correlates with occupational attainment, as discussed by Bowles and Gintis.

This study will also investigate the role of occupational aspirations as a moderating variable. Occupational aspirations, identified as a socio-psychological factor in the Wisconsin Model, are crucial for understanding an individual's status attainment (Sewell et al., 1969). Aspirations can be defined as behaviors reflecting one's attitudes towards their level of attainment, shaped through self-reflection and environmental influences. This variable offers insight into a person's future goals and plans. Possessing strong occupational aspirations can significantly guide individuals toward their desired career paths (Haller & Portes, 1973). This study aims to evaluate the extent to which occupational aspirations influence the relationship between technical knowledge, family socio-economic status, and occupational attainment.

This research offered three research questions which also serve as hypotheses to be tested. The four hypotheses in question are: (1) is there any correlation between the level of technical knowledge with the level of occupational attainment among vocational school graduates?; (2) is there any correlation between family socio-economic status with the level of occupational attainment among vocational school graduates?; and (3) is there any correlation between the level of technical knowledge and family socio-economic status with the level of occupational attainment of vocational school graduates, moderated by the level of occupational aspirations?

RESEARCH METHOD

This Research uses a quantitative approach. A quantitative approach will be used to research a group of samples with the hope that the research results can be generalized to a certain population. The data collection process with a quantitative approach will use instruments and data analysis using statistics. The research results are expected to be able to answer hypotheses that explain the causes of a phenomenon (Sarantakos, 1998). Population of this study were vocational school graduates in Sidoarjo Regency. Determination of the sample in this study used convenience sampling. Convenience sampling is a technique for determining a sample that is part of the target population that meets several criteria, such as ease of accessibility, geographical proximity, availability at a certain time, or willingness to take part in research (Etikan, 2016). Several sample criteria were determined to be able to filter samples that were relevant to the research objectives. The criteria referred to include: (1) domiciled in the Sidoarjo Regency area; (2) have graduated from a Vocational High School (SMK) for more than 3 years; and (3) have worked, are currently working, or are being entrepreneurs. Primary data was collected using a questionnaire instrument, while secondary data was collected through various literature relevant to this research. The data processing process is carried out after the data from the questionnaire is complete. The data then goes through the coding process. The coded data will be analyzed using SPSS software version 25. The statistical analysis used are Pearson's Product Moment and partial correlation.

FINDINGS

Bivariate Test Results Using Pearson's Product Moment Test

This test will answer the first hypothesis formulation, is there any correlation between the level of technical knowledge with the level of occupational attainment among vocational school graduates? The answer to this question is related to the presence or absence of correlation, the direction of correlation, and the strength of correlation between variables. Testing was carried out using the Pearson's Product Moment statistical test.

Table 1. Results of the Pearson's Product Moment test on the Correlation between Level of Technical Knowledge and Occupational Attainment

		Technical Knowledge	Occupational Attainment
Technical Knowledge	Pearson Correlation	1	,500**
	Sig. (2-tailed)		,000
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Source: primary data

Table 1 shows the results of statistical tests using Pearson's Product Moment. If the sig value is smaller than the significance level, then there is a correlation between the two variables. From the table above, the sig value is smaller when compared to the significance level value (0.000 < 0.05). These results indicate that the first hypothesis can be accepted, and it can be stated that there is a correlation between family socio-economic status and the level of occupational attainment. The table above also shows a correlation coefficient of 0.500. The coefficient value is in the range of 0.400 – 0.599. Level of this coefficient explained that the correlation between level of technical knowledge and occupational attainment has moderate strength.

This test will answer the second hypothesis, *is there any correlation between family socio-economic status with the level of occupational attainment among vocational school graduates?* The answer to this question is related to the presence or absence of correlation, the direction of correlation, and the strength of correlation between variables. Testing was carried out using the Pearson's Product Moment statistical test.

Table 2. Results of the Pearson's Product Moment test on the Correlation between Family socio-economic status and Occupational Attainment

		Family socio-economic status	Occupational Attainment
Family socio-economic status	Pearson Correlation	1	,359**
	Sig. (2-tailed)		,000
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Source: primary data

Table 2 shows the results of statistical tests using Pearson's Product Moment. If the sig value is smaller than the significance level, then there is a correlation between the two variables. From the table above, the sig value is smaller when compared to the significance level value (0.000 < 0.05). These results indicate that the second hypothesis is acceptable, and it can be stated that there is a correlation between family socio-economic status and the level of occupational attainment. The table above also shows the correlation coefficient is 0.359. The coefficient value is in the range of 0.200 – 0.399. This large coefficient can explain that the correlation between family socio-economic status variables and the level of occupational career attainment has a low correlation strength.

Multivariate Test Results Using Partial Correlation Test

This section will answer the third hypothesis, is occupational aspirations functioned as a moderating variable for the correlation between skill mastery level and family socio-economic status with occupational attainment among vocational highschool graduates? The answer to this question is related to the presence or absence of correlation, the direction of correlation, and the strength of correlation between variables. Testing was carried out using the partial correlation statistical test.

Table 3. Results of the partial correlation test on the Correlation between Level of Technical Knowledge and Occupational Attainment Moderated by Occupational Aspiration

Control Variables			Technical Knowledge	Occupational Attainment
Occupational Aspiration	Technical Knowledge	Correlation	1,000	,525
		Significance (2-tailed)	.	,000

Source: primary data

Table 3 shows the results of statistical tests using partial correlation. If the sig value is smaller than the significance level, then there is a correlation between the two variables. From the table above, the sig value is smaller when compared to the significance level value (0.000 < 0.05). These results indicate that the third hypothesis is acceptable and suggested that correlation between the level of technical knowledge and the level of occupational attainment moderated by occupational aspiration. The table above also shows the correlation coefficient is 0.525. The coefficient value is in the range of 0.400 – 0.599 and has moderate correlation strength. The coefficient value is greater when compared to the bivariate test coefficient value (0.525 > 0.500). This proves that the occupational aspiration variable strengthens the relationship between the level of technical knowledge and the occupational attainment.

Table 4. Results of the partial correlation test on the Correlation between Family socio-economic status and Occupational Attainment Moderated by Occupational Aspiration

Control Variables			Family socio-economic status	Occupational Attainment
Occupational Aspiration	Family socio-economic status	Correlation	1,000	,365
		Significance (2-tailed)	.	,000

Source: primary data

Table 4 shows the results of statistical tests using partial correlation. If the sig value is smaller than the significance level, then there is a significant correlation. From the table above, the sig value

is smaller when compared to the significance level value (0.000 < 0.05). These results indicate that the third hypothesis is acceptable, and it can be stated that correlation between family socio-economic status and occupational attainment moderated by occupational aspiration. The table above also shows the correlation coefficient is 0.365. The coefficient value is in the range of 0.200 – 0.399 and has low correlation strength. The coefficient value is greater when compared to the bivariate test coefficient value (0.365 > 0.359). This proves that the occupational aspiration variable strengthens the relationship between the level of skill mastery and the level of occupational attainment.

DISCUSSION

Correlation between Technical Knowledge with Occupational Attainment

Work is an activity carried out by individuals or society to meet daily needs. Some fields of work, in a local context, are considered to have a higher position than other fields of work. This is because there is a prestige behind a field of work. A civil servant is considered to have greater prestige because he is considered to have a comfortable life and has guarantees from the government when entering retirement in old age. On the other hand, being a builder is not considered a prestigious field of work. This is because the work done is considered too hard, the wages paid are not commensurate with the family's labor, and there is no guarantee of life if they are no longer able to work again.

Education is known as one of the social institutions which is the main driver in helping individuals achieve a position in the social structure. This means that education cannot simply be ignored in studies of social mobility, including in the field of education. Occupations that are considered to have high prestige are thought to only be achievable when someone has good educational capital. Someone who has a higher education will have a greater chance of getting a occupation with better prestige. It can be concluded that education has a major contribution to individual social mobility, including in the field of work (Swift, 1989).

Assumptions about association between social mobility and education have begun to emerge since development of modern era. Social status in modern times is no longer determined by the ascribed status obtained through an individual's family socio-economic status but is more influenced by the achieved status obtained through the efforts and struggles made by the individual. Education is a social institution that disseminates knowledge, skills and values which become capital for individuals to achieve better social status (Swift, 1989). Haller & Portes (1973) provide an example related to the reality that occurs in the United States. The distribution of wealth, prestige and power is no longer achieved solely based on family socio-economic status or inherited status, but rather on individual efforts to achieve prosperity for themselves. In modern society, wealth will come if individuals are serious and have sufficient personal competence. This has led to the assumption that modern society is a society formed based on the principle of meritocracy.

Bowles and Gintis explained this phenomenon as the 'correspondence principle'. Education has the function of serving capitalist interests solely as an agent for the reproduction of labor power. The formal education curriculum was created to meet capitalist needs by creating a surplus of workers who have quality knowledge and skills. This causes education to only play a role in perpetuating capitalist domination, rather than creating emancipation for subordinate groups. This reality explains that education is in a position under the shadow of the interests of capitalist groups (Haralambos & Holborn, 2008).

Education is increasingly being pushed to adapt to changes occurring in the industrial world. The link and match concept were put forward to re-emphasize the role of education in forming individuals with competencies that are in line with industry interests. Linearity between the educational curriculum and industry needs to be maintained by implementing a link and match policy. This policy is generally implemented in educational institutions that focus on developing

student expertise and skills. Vocational School is one of the educational institutions that plays an important role in creating a quality workforce. It is hoped that the linearity of the vocational school curriculum with industry needs will create graduates who are ready to compete in the occupation market while reducing unemployment due to a workforce that lacks competency (Azman et al., 2020).

The educational function above is achieved by using what Bowles and Gintis call the hidden curriculum. This curriculum is not based on the content or contents of teaching and learning activities, but rather on the form of interaction processes that occur in the school environment. The hidden curriculum instills values and norms through students' experiences while attending school, both through learning activities, interactions between peers, and interactions between teachers and students. This process is carried out latently and is not manifested openly in the written vision and mission of educational institutions (Haralambos & Holborn, 2008). From an interpersonal perspective, vocational school forms attitudes regarding relationships with superiors and other colleagues. Someone who has a personality that is relevant to the world of work will find it easier to achieve a better occupational attainment (Bühler et al., 2020).

Vocational education, including SMK, is a concrete form of the correspondence principle as envisioned by Bowles and Gintis. This is clearly seen in the aim of organizing vocational schools as a place for preparing students as skilled workers. Vocational school graduates are expected to immediately work armed with the technical knowledge and personality taught at school. The findings of this study demonstrate a significant correlation between technical knowledge and job performance, with a correlation coefficient of 0.500. This finding suggests that individuals with technical knowledge relevant to industry needs are likely to achieve better job performance. The role of education, particularly vocational education, is to ensure that graduates are well-prepared to meet industry demands and become an immediately employable workforce.

The findings in this research are supported by several studies that have been conducted previously. The level of attainment in an occupational is largely determined by the possession of knowledge and mastery of technical skills, one of which is obtained through learning activities carried out at school. Someone who has technical knowledge and skills tends to have better occupational performance. The intended achievements are related to occupation prestige, wages, and ease of obtaining work (Choi, 2021; Özer & Suna, 2020; Verhaest et al., 2018). The possibility of obtaining higher occupational attainments will be greater if the knowledge and skills from school match the needs of the world of work. This has implications for the possibility of getting a decent occupation in the competitive world of work (Akkermans et al., 2020; Bol et al., 2019; Hondonga et al., 2021).

Correlation between Family Socio-economic Status with Occupational Attainment

Haller & Portes explained that occupational attainment is the main element in the process of achieving status for individuals. Work, in modern times, is a means for individuals to obtain material achievements in the form of economic wealth. Someone who works hard will get better results than those who don't work hard. This assumption is very different from what happened in Europe before the Renaissance, which prioritized lineage in determining an individual's social position. The emergence of this assumption seems to indicate that there is meritocracy in modern society which has succeeded in opening opportunities for individuals to carry out social mobility (Haller & Portes, 1973). However, it cannot be denied that achieving social status is still influenced by other variables, one of which is the individual's socio-economic background.

Sewell & Shah explained that an individual's socio-economic background is one of the main variables that contributes to a person's level of status attainment. This indicates that someone who comes from a family with a higher socio-economic status will have a higher opportunity to achieve a more satisfying occupational. The sociological study that initiated the study of the relationship between socio-economic backgrounds was carried out by Peter M. Blau and Otis Duncan (Sewell &

Shah, 1967). Blau & Duncan found that the father's occupation will also determine his child's future occupation. Individuals whose father is a fisherman will tend to choose fishing as the occupation they will pursue in the future. Blau and Duncan finally concluded that there was a correlation between the family's socio-economic background and the level of status attainment (Blau & Duncan, 1967).

Several previous studies have shown that there is a correlation between an individual's socio-economic background and their future status attainment. Lee & Byun found that there is indeed a correlation between an individual's socio-economic background and their occupational attainments, both directly and indirectly (Lee & Byun, 2019). Bumpus et al. further found that a person's ethnic background also has a correlation with their occupational attainment. This conclusion was drawn based on the reality that occurred in the United States. Individuals who have black skin have a smaller opportunity to achieve academic attainment when compared to those who have white skin (Bumpus et al., 2020). Assari & Caldwell came to similar conclusions to Bumpus and colleagues. In general, this research shows that there is a correlation between the level of parental education and a person's academic attainment. However, differences will emerge if respondents' answers are grouped based on ethnicity. The white group has higher academic attainment than the non-white group (Bumpus et al., 2020). These three studies show that there is a correlation between an individual's socio-economic background and their future attainments. This reality was further conceptualized by Bowles and Gintis as the illusion of meritocracy.

The illusion of meritocracy is a reality that occurs in societies living in modern times. Modern society believes in meritocracy, that a person's attainments are only influenced by the individual's ability and sincerity to achieve something. This is because every individual is considered to have the same opportunities. Bowles and Gintis reject this assumption and say that social class background is the main factor that determines an individual's future level of attainment. They believe that some groups have greater opportunities than other groups. Individuals who come from the upper social class, who have power and material resources, tend to have higher attainments even though they are not equipped with adequate abilities and expertise. Bowles and Gintis then concluded that there is a direct relationship between an individual's social class background and individual attainment, as stated by Blau and Duncan (Haralambos & Holborn, 2008).

The results of the second hypothesis test in this study show that there is a correlation between family socio-economic status and the level of occupational attainment. The findings of this study demonstrate a significant correlation between technical knowledge and job performance, with a correlation coefficient of 0.359. The results of this analysis show that the condition of society does not fully demonstrate the character of meritocracy. Family is still an important variable that determines a person's attainments, including in terms of occupational. Bowles and Gintis explain that education reproduces inequality by emphasizing that wealth and poverty are each person's individual business (Haralambos & Holborn, 2008).

The learning process in schools often uses the 'language' of middle to upper social classes. Individuals who are raised in an upper middle-class culture will more easily accept and follow the learning process carried out in school. Similar cultures in the family and school cause the individual to be more familiar with the learning atmosphere. They are encouraged to become more creative and proactive individuals in school activities. The opposite happens to individuals from the lower classes. The learning atmosphere is not an ideal situation for them. They are alienated from the learning process at school. Alienation occurs due to differences in values and norms held at home and school. They receive more demands to be conformist and accept established social hierarchies (Ballantine, 1997).

Role of Occupational Aspiration as a Moderating Variable

The Wisconsin model provides improvements to the status attainment model proposed by Blau and Duncan. The Wisconsin model adds several socio-psychological variables as moderator variables in the correlation between socio-economic background variables and individual status attainment. Variables added to the Wisconsin Model include occupational aspirations, educational aspirations, academic performance, and support from people closest to them. Through this variable, the Wisconsin Model succeeded in providing an alternative explanation regarding the correlation between socio-economic background and individual status attainment (Sewell et al., 1969). This research will use one of the added variables, namely the occupational aspirations variable.

Occupational aspirations are an individual's attitude related to his future orientation in the future, especially those related to his work career. Occupational aspirations can describe an individual's desires regarding their life in the future. Aspirations are formed based on personal reflection regarding past experiences. Aspirations can also be formed due to the influence of the environment in which individuals operate. Occupational aspirations contribute to the attainment of individual status, even though occupational aspirations are not concrete attainments of the individual itself. Lee & Byun explained that occupational aspirations have a positive contribution in mediating the correlation between family socio-economic background and an individual's level of occupational attainment. High occupational aspirations are created in a healthy social environment. This is because individuals can feel that there are other people who support and help them to achieve their dreams. Aspirations in general can be a reference for individuals as a guide to living life. Someone who has low occupational aspirations will tend to experience difficulties in achieving work when they reach maturity (Lee & Byun, 2019).

The role of the occupational aspiration variable in mediating the relationship between family socio-economic background variables and the level of occupational career attainment has been stated in several studies. Hadjar et al. explains that individuals who come from low socio-economic family socio-economic status will tend to have low occupational aspirations as well (Hadjar et al., 2021). Dräger & Wicht confirm the results of this research and add that low occupational aspirations result in low occupational attainment as well. Low occupational attainment is characterized by inadequate occupational positions and wages (Dräger & Wicht, 2023).

Occupational aspirations can be influenced by other variables, such as education level. Basler & Kriesi agree with the view of the structuralist group and argue that the social structure in which individuals exist also influences the creation of individual personalities and actions. Someone who has attended higher education tends to have high occupational aspirations as well. This is a consequence of the learning process experienced when studying at school (Basler & Kriesi, 2019). Bittmann & Schindler in their research highlight how educational institutions can create quality student personalities. Quality students are characterized by student performance in carrying out learning activities. Students who have good academic performance tend to have the desire to achieve something more. This shows that education has a contribution in creating good occupational aspirations too (Bittmann & Schindler, 2021).

CONCLUSION

Based on the data analysis of the sample conducted in the previous section, several conclusions can be drawn. First, there is a significant correlation between technical knowledge and occupational attainment, with a correlation coefficient of 0.500, indicating a moderate level of correlation strength. The occupational attainment of vocational school graduates is largely determined by their mastery of skills relevant to industry needs. This finding underscores the crucial role vocational schools play in equipping their graduates with skills essential for achieving successful careers. Second, there is a significant correlation between family socio-economic status and occupational attainment, with a

correlation coefficient of 0.359, reflecting a weak level of correlation strength. Despite the weaker correlation, the data still indicates that family socio-economic status contributes to job attainment, with individuals from higher socio-economic backgrounds having a greater likelihood of securing better careers. Third, occupational aspirations significantly strengthen the two previously mentioned correlations, as evidenced by the increased correlation coefficients of 0.525 and 0.365, respectively. This highlights the importance of fostering occupational aspirations among vocational school students, as such aspirations can serve as a motivator for achieving better job outcomes in the future.

REFERENCES

Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behavior*, *119*, 103434. https://doi.org/10.1016/j.jvb.2020.103434

Ali, M., Triyono, B., & Koehler, T. (2020). Evaluation of Indonesian Technical and Vocational Education in Addressing the Gap in Job Skills Required by Industry. *2020 Third International Conference on Vocational Education and Electrical Engineering (ICVEE)*, 1–6. https://doi.org/10.1109/ICVEE50212.2020.9243222

Ariyanti, Y., & Bowo, A. (2018). Pengaruh Prakerin, Status Sosial Ekonomi Keluarga, dan Efikasi Diri terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, *7*(2), 671–687. Retrieved from http://journal.unnes.ac.id/sju/index.php/eeaj

Assari, S., & Caldwell, C. H. (2019). Parental Educational Attainment Differentially Boosts School Performance of American Adolescents: Minorities' Diminished Returns. *Journal of Family & Reproductive Health*, *13*(1), 7–13.

Austin, J. T., & Hanisch, K. A. (1990). Occupational attainment as a function of abilities and interests: A longitudinal analysis using Project TALENT data. *Journal of Applied Psychology*, *75*(1), 77–86. https://doi.org/10.1037/0021-9010.75.1.77

Azman, A., Ambiyar, A., Simatupang, W., Karudin, A., & Dakhi, O. (2020). Link and match policy in vocational education to address the problem of unemployment. *International Journal of Multi Science*, *1*(07), 76–85. Retrieved from https://multisciencejournal.com/index.php/ijm/article/download/78/60

Badan Pusat Statistik. (2021, November 5). Keadaan Ketenagakerjaan Indonesia Agustus 2021. Retrieved April 5, 2022, from Berita Resmi Statistik.

Ballantine, J. H. (1997). *The Sociology of Education: A Systematic Analysis*. New Jersey: Prentice-Hall.

Basler, A., & Kriesi, I. (2019). Adolescents' development of occupational aspirations in a tracked and vocation-oriented educational system. *Journal of Vocational Behavior*, *115*, 103330. https://doi.org/10.1016/j.jvb.2019.103330

Bittmann, F., & Schindler, S. (2021). Analysing Diversion Processes in German Secondary Education: School-Track Effects on Educational Aspirations. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, *73*(2), 231–257. https://doi.org/10.1007/s11577-021-00789-1

Blau, P. M., & Duncan, O. D. (1967). *The American Occupational Structure*. New York: Wiley.

Bol, T., Ciocca Eller, C., van de Werfhorst, H. G., & DiPrete, T. A. (2019). School-to-Work Linkages, Educational Mismatches, and Labor Market Outcomes. *American Sociological Review*, *84*(2), 275–307. https://doi.org/10.1177/0003122419836081

Bühler, D., Sharma, R., & Stein, W. (2020). Occupational Attainment and Earnings in Southeast Asia: The Role of Non-cognitive Skills. *Labour Economics*, *67*, 101913. https://doi.org/10.1016/j.labeco.2020.101913

Bumpus, J. P., Umeh, Z., & Harris, A. L. (2020). Social Class and Educational Attainment: Do Blacks Benefit Less from Increases in Parents' Social Class Status? *Sociology of Race and Ethnicity*, *6*(2), 223–241. https://doi.org/10.1177/2332649219854465

Choi, S. (2021). The impact of education levels and paths on labor market outcomes in South Korea: Focusing on vocational high school graduates. *Social Sciences & Humanities Open*, *4*(1), 100152. https://doi.org/10.1016/j.ssaho.2021.100152

Dräger, J., & Wicht, A. (2023). Misconceptions of earnings and their consequences for social stratification in vocational aspirations and attainment. *Journal of Vocational Education & Training*, *75*(5), 949–970. https://doi.org/10.1080/13636820.2021.1989620

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Fernandez, F., & Liu, H. (2019). Examining relationships between soft skills and occupational outcomes among U.S. adults with—and without—university degrees. *Journal of Education and Work*, *32*(8), 650–664. https://doi.org/10.1080/13639080.2019.1697802

Hadjar, A., Scharf, J., & Hascher, T. (2021). Who aspires to higher education? Axes of inequality, values of education and higher education aspirations in secondary schools in Luxembourg and the Swiss Canton of Bern. *European Journal of Education*, *56*(1), 9–26. https://doi.org/10.1111/ejed.12435

Haller, A. O., & Portes, A. (1973). Status Attainment Processes. *Sociology of Education*, *46*(1), 51–91. https://doi.org/10.2307/2112205

Haralambos, M., & Holborn, M. (2008). *Sociology Themes and Perspectives* (7th ed.). London: HarperCollins Publishers.

Hondonga, J., Ramaligela, M. S., & Makgato, M. (2021). Investigation on possible mismatch between TVET skills acquired in high school and workplace skills needed by Zimbabwean migrants in Botswana: a case study of Botswana's South East District. *Diaspora, Indigenous, and Minority Education*, *15*(3), 208–220. https://doi.org/10.1080/15595692.2021.1937601

Lee, B., & Byun, S. (2019). Socioeconomic Status, Vocational Aspirations, School Tracks, and Occupational Attainment in South Korea. *Journal of Youth and Adolescence*, *48*(8), 1494–1505. https://doi.org/10.1007/s10964-019-01056-5

Özer, M., & Suna, H. E. (2020). The Linkage between Vocational Education and Labor Market in Turkey: Employability and Skill Mismatch. *Kastamonu Eğitim Dergisi*, *28*(2), 558–569. https://doi.org/10.24106/kefdergi.704878

Puspasari, S. (2019). Educational Mismatch dan Pengaruhnya terhadap Pendapatan Lulusan Sekolah Menengah Kejuruan di Indonesia. *Konferensi Nasional Ilmu Administrasi*, *3*(1), 1–8. Retrieved from https://knia.stialanbandung.ac.id/index.php/knia/article/view/152

Rahayu, A., Wibowo, L. A., & Sulastri, S. (2021). Skill Mismatch and Industry Involvement in Improving the Job Readiness of Vocational School Graduates. *Proceedings of the 5th Global Conference on Business, Management and Entrepreneurship (GCBME 2020)*, 771–774. https://doi.org/10.2991/aebmr.k.210831.145

Sarantakos, S. (1998). *Social Research* (Second). Melbourne: MacMillan Publishers Australia.

Sari, K. A. D. P., Suryandari, N. N. A., & Putra, G. B. B. (2021). Pengaruh Pemanfaatan Teknologi, Partisipasi Pemakai, Kemampuan Teknik Pemakai, Pengalaman Kerja Dan Jabatan Terhadap Efektivitas Sistem Informasi Akuntansi. *Kumpulan Hasil Riset Mahasiswa Akuntansi (KHARISMA)*, *3*(1). Retrieved from https://e-journal.unmas.ac.id/index.php/kharisma/article/view/1666

Schweri, J., Eymann, A., & Aepli, M. (2020). Horizontal mismatch and vocational education. *Applied Economics*, *52*(32), 3464–3478. https://doi.org/10.1080/00036846.2020.1713292

Sewell, W. H., Haller, A. O., & Portes, A. (1969). The Educational and Early Occupational Attainment Process. *American Sociological Review*, *34*(1), 82. https://doi.org/10.2307/2092789

Sewell, W. H., & Shah, V. P. (1967). Socioeconomic Status, Intelligence, and the Attainment of Higher Education. *Sociology of Education*, *40*(1), 1–23. https://doi.org/10.2307/2112184

Stewart, F., Yeom, M., & Stewart, A. (2020). STEM and Soft Occupational Competencies: Analyzing the Value of Strategic Regional Human Capital. *Economic Development Quarterly*, *34*(4), 356–371. https://doi.org/10.1177/0891242420948604

Suharno, S., Pambudi, N. A., & Harjanto, B. (2020). Vocational education in Indonesia: History, development, opportunities, and challenges. *Children and Youth Services Review*, *115*, 105092. https://doi.org/10.1016/j.childyouth.2020.105092

Swift, D. F. (1989). *Sosiologi Pendidikan: Perspektif Pendahuluan yang Analitis*. Jakarta: Penerbit Bharata.

Ueno, K., & Krause, A. (2020). Occupational attainment and depressive symptoms in young adulthood. *Stress and Health*, *36*(2), 107–118. https://doi.org/10.1002/smi.2902

Verhaest, D., Lavrijsen, J., Van Trier, W., Nicaise, I., & Omey, E. (2018). General education, vocational education and skill mismatches: short-run versus long-run effects. *Oxford Economic Papers*, *70*(4), 974–993. https://doi.org/10.1093/oep/gpy026