THE IMPACT OF INDUSTRY WORK PRACTICES AND WORK MOTIVATION ON WORK READINESS STUDENTS CLASS XII COMPETENCE OF ACCOUNTING IN EAST JAKARTA REGIONAL VOCATIONAL HIGH SCHOOL

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Article Info	Abstract

This study aims to determine the effect of Industrial Work Practices and Work Motivation on Work Readiness in Class XII of Accounting Skills Competency in East Jakarta Region State Vocational School. The research method used was a survey method and the data obtained were primary data from a questionnaire with a sample of 122 students. The results of the analysis requirements test show that the data is normally distributed and has a linear relationship. Based on the hypothesis test, it can be concluded that partially and simultaneously industrial work practices and work motivation have a positive and significant effect on job readiness. The magnitude of the influence of the variable industrial work practice and work motivation simultaneously on job readiness (R^2) is 70.6%.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Praktik Kerja Industri dan Motivasi Kerja terhadap Kesiapan Kerja Siswa Kelas XII Kompetensi Keahlian Akuntansi di SMK Negeri Wilayah Jakarta Timur. Metode penelitian yang digunakan adalah metode survei dan data yang diperoleh adalah data primer dari kuesioner dengan sampel sebanyak 122 siswa. Hasil uji persyaratan analisis menunjukkan bahwa data berdistribusi normal dan memiliki hubungan linier. Berdasarkan uji hipotesis dapat disimpulkan bahwa secara parsial dan simultan praktik kerja industri dan motivasi kerja berpengaruh positif dan signifikan terhadap kesiapan kerja. Besarnya pengaruh variabel praktik kerja industri dan motivasi kerja secara simultan terhadap kesiapan kerja (R^2) adalah sebesar 70,6%.

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INTRODUCTION

According to Woldometers, Indonesia is a developing country which has the fourth largest population in the world according to worldometers, amounting to 271,833,925 people, equivalent to 3.51% of the world's total population (Worldometers, 2019).. The more population in a country, it means that the more challenges the country will face. One of the challenges that will be faced is the issue of manpower and ultimately it has an impact on equal distribution of employment in all levels of society.

The more advanced science and technology, the tighter the competition in all aspects, one of which is in the aspect of labor. Employment providers demand a qualified workforce so that a competent and skilled workforce is needed. In creating competent and skilled human resources, an educational program is needed that supports these goals.

Vocational High Schools (SMK) are here to prepare graduates who are ready to enter the world of work and hopefully these graduates will be able to develop vocational skills that have been learned while studying at school for three years. However, according to the data from the Central Statistics Agency shows the Open Unemployment Rate (TPT) as of August 2019 reached 5.28 percent. The open unemployment rate has decreased, because in August 2018 the open unemployment rate reached 5.34 percent (Badan Pusat Statistik, 2019) .

Readiness is very important in carrying out an activity. If the individual has a ready attitude, it means that the individual understands what the individual will do. Likewise with work, work readiness is very important in creating quality human resources. To create a ready-to-work attitude, an industrial work practice program is needed. However, in practice it is not what was expected. According to Siti Januarsih from the Bangka Regency Education Office, she is very sad because vocational students do not get the job desks they should.

Motivation is one of the two factors that can support the creation of job readiness. Work motivation is a driving force that generates passion for work activities and desire to make a major contribution in achieving the goals and success of organizations or institutions related to the place where individuals work. According to the former Education Minister Muhadjir Effendy, the factor that causes unemployment of many SMK graduates is the lack of motivation of each individual student.

Work Readiness

Work readiness can be defined as the extent to which graduates are perceived to possess the attitudes and attributes that make them prepared or ready for success in the work environment (Caballero, Walker, & Tyszkiewicz, 2011). In line with Sulistiyarini in (Datadiwa & Widodo, 2015), work readiness is a condition in which individuals have maturity both physically, mentally and experience as well as the willingness and ability to carry out a job.

According to Nevi Indaryati (2007) in (Eliyani, 2018) states that:
Someone who has job readiness has the following characteristics.
1. A person's condition is in a state that includes a critical attitude.
2. Having logical and objective considerations.
3. Have the ability and willingness to work with others.
4. Have the courage to accept individual responsibility.
5. Easy to adapt to the environment.
6. Ambitious to move forward

As for Ndrahan (2003) (Syailla, 2017) describes several aspects of who work is as follows.
Work readiness aspects:
1. Have logical considerations
2. Have the ability to work together
3. Having a critical attitude

4. Take responsibility
5. Ambitious to move forward

Furthermore, according to Fitriyanto (2006: 9) a student who already has work readiness will have the following characteristics:

1. Having logical and objective consideration;
2. Having the ability to cooperate or coordinate with other people;
3. Able to control yourself;
4. Having a critical attitude;
5. Have the courage to accept a responsibility;
6. Have the ability to adapt to the environment, and
7. Have the willingness or ambition to advance by trying to keep up with the progress or development of the field of expertise.

Industry Work Practice

According to (Hamalik, 2005) Fieldwork Practice is the initial stage in which a student who has almost completed formal studies is working in the field with a competent administrator for a certain period of time, which aims to develop the ability to carry out responsibilities. In line with the opinion (Mudhifatul, Suswanto, & Handayani, 2016): Internship for Vocational High School students majoring any field is a program to make the students learn from professionals in workplace. It also a way to improve the quality of graduates. The importance of internship program should be understood by schools, industries students, and parents. It also must be supported by government and society.

According (Hamalik, 2005),the elements contained in the field work practice program are as follows;

a. The preparation or preparation of practical activities
b. Forms of implementing practical activities
c. Guidance activities for participants
d. Practice assessment / evaluation activities

Meanwhile, according to Nolker and Schoenfeldt (1983) in (Wena, 2009), one of the learning strategies to teach basic vocational skills is industrial training.
The learning strategies are:

a. The preparation stage
b. Demonstration stage
c. The imitation stage
d. Taha practice/implementation
e. The evaluation stage.

In line with Nolker and Schoenfeldt, according to (Nurharjadmo, 2008) in the framework of apprenticeship activities there are stages that must be carried out.
These stages include:

a. Preparation Stage
b. Implementation Stage
c. Evaluation Phase

Work Motivation

According to Cormick (2005:94) dalam (Junaedi, 2017), work motivation is defined as conditions which influence the arousal, direction, and maintenance of behaviots relevant in work settings. Furthermore, according to Sumadi Suryabrata in (Djaali, 2008), motivation is a condition in a person that encourages him to carry out certain activities in order to achieve a goal.

According to (B. Uno, M.Pd, 2007), the indicators of work motivation are divided into two types, namely internal motivation and external motivation, which can be described as follows:
1. Internal motivation

1) Responsibility in carrying out duties.
2) Carry out tasks with clear targets.
3) Have clear and challenging goals.
4) There is feedback on the results of the work.
5) Have a happy feeling at work.
6) Always try to outperform others.
7) Prioritize the achievement of what he does.
2. External Motivation
1) Always trying to meet the needs of life and work needs
2) Happy to get praise for what he did
3) Working with the hope of getting incentives
4) Working with the hope of getting the attention of friends and superiors.

In addition, according to (Sutrisno, 2009), these factors can be divided into internal and external factors:
1. Internal Factors
1) The desire to live
2) The desire to have
3) The desire to get an award
4) Desire for recognition
5) The will to power
The external factors include:
2. External Factors
1) Working environment conditions.
2) Adequate compensation.
3) Good supervision.
4) There is job guarantee.
5) Status and responsibilities.
6) Flexible regulations.

Furthermore, according to Frederick Herzberg in (Kasmir, 2018) the factors of motivation are motivational factors and hygiene or maintenance factors, which can be described as follows:
1. Motivational factors are things that encourage achievement that are intrinsic or originating from within a person, which includes: feelings of achievement, 2) recognition, 3) challenging work, 4) growth and development, 5) increased responsibility.
2. Hygiene or maintenance factors are factors that are extrinsic in nature or originate from outside a person, which includes: 1) organizational policies and management that can provide satisfaction, 2) satisfactory supervision, 3) working conditions, 4) interpersonal relationships , 5) sufficient income, 6) status, and 7) guarantees that provide peace.

The influence of industrial work practices on work readiness

According to (Apandi & Rosdianawati, 2017), Industrial Work Practice is a means for vocational students to learn, practice, and seek experience in an agency or company so that they are truly ready to face and adapt to the world of work.

The influence of work motivation on work readiness

According to (B. Uno, M.Pd, 2007), Work motivation can be interpreted as a driving force that affects the readiness to start a series of activities in a job behavior.

The influence of industrial work practices and work motivation on work readiness

According to Kardimin (2004) in (Khoiroh & Prajanti, 2018), there are two factors that affect job readiness, namely internal factors, namely factors that come from within students, including physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science and motivation. Second, external factors, namely factors

originating from outside the student, including the role of the community, family, school facilities and infrastructure, information on the world of work and work experience.

Hypothesis Formulation

From the explanation of the conceptual description and theory described in this study, the researcher formulated the research hypothesis as follows:

1. There is an industrial work practices on work readiness.
2. There is an influence between work motivation on work readiness.
   There is an influence between industrial work practices and work motivation on work readiness.

METHOD

This research was conducted in April-May in two Vocational High Schools (SMK) for Accounting expertise competency in East Jakarta, including SMK Negeri 40 and 50 Jakarta. This study was used a survey method with a correlational approach and consists of two cindependent variables (industrial work practices (X1) and work motivation (X2) and one dependent variable (job readiness (Y)). The population in this study were all students of class XII SMK N East Jakarta with Accounting Skills Competency as many as two schools with a total of 179 students as the population. The sampling technique used by researchers was the proportionate stratified random sampling technique with an error rate of 5%. The determination of the sample in this study refers to the Isaac and Michael tables that with a population of 179 people, the sample needed was 122 students.

The data obtained by the researcher were obtained from the results of distributing questionnaires that have been tested by validity and reliability tests.The data analysis techniques used are requirements of analysis, regression equation analysis, hypothesis test, multiple correlation coefficient test, and determination coefficient test

Figure 1. The Research and Development Stages of Performance Assessment-Based Authentic Assessment in Business Plan Subject

RESULTS AND DISCUSSION

Work Readiness (Y)

Based on the data obtained by researchers, descriptive data will be presented from the Y variable (work readiness). The statistical data below shows a maximum score of 155, the lowest score of 60 with an average score of 134.25. The standard deviation (S) is 13.093 and the variance (S^2) is 171.427

Table 1 Descriptive Statistic Work Readiness

Industri Work Practice (Y)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Kesiapan Kerja	122	95	60	155	16378	134.25	13.093	171.427
Valid N (listwise)	122							

Sumber : Data diolah dengan SPSS v.26 oleh peneliti (2020)

Table 2 Descriptive Statistic Industri Work Practice (Y)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Praktik Kerja Industri	122	71	54	125	12776	104.72	11.519	132.699
Valid N	122							

Based on the data obtained by researchers, descriptive data will be presented from the Y variable (work readiness). The statistical data below shows a maximum score of 125, the lowest score of 54 with an average score of 104.72. The standard deviation (S) is 11.5219 and the variance (S^2) is 132.699.

Work Motivation

Based on the data obtained by researchers, descriptive data will be presented from the Y variable (work readiness). The statistical data below shows a maximum score of 120, the lowest score of 53 with an average score of 102.99. The standard deviation (S) is 10.098 and the variance (S^2) is 101.975.

Table 3 Descriptive Statistic Work Readines

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Motivasi Kerja	122	67	53	120	12565	102.99	10.098	101.975
Valid N (listwise)	122							

Sumber : data diolah dengan SPSS v.26 oleh peneliti (2020)

Normality Test
Table 4 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
Most Extreme Differences	Std. Deviation	7.10144474
	Absolute	.077
	Positive	.044
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.075[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Sumber : data diolah oleh peneliti dengan SPSS v.26 (2020)

Kolmogorov Smirmov

Based on the results of the Kolmogorov Smirnov normality test, it can be seen that the asymp.Sig (2 tailed) value is 0.075, it shows that the significance value is > 0.05 (0.075 > 0.05) so that it can be said that the data used in the study is work practices. industry (X1), work motivation (X2) and work readiness (Y) have no problem of normality or it can be said that all data from the three variables are normally distributed.

Linearity Test

Based on the linearity test, the significance value of deviation from linearity for industrial work practice (X1) and work readiness (Y) variables is 0.57. Then based on the F count value of the ANOVA table above, it shows that the value of Fcount is 1.536 and F table is 4.12 (F = 0.05 and df 1.35), this shows that F_count < Ftable, so there is a linear and significant relationship between industrial work practices and work readiness.. As for the variables of work motivation and work readiness, the significance value of the deviation from linearity is 0.53. Then based on the F_count value of the ANOVA table above shows that the F count value is 1.546 and F table

is 4.11 (F = 0.05 and df 1.36), this shows F_count <Ftable, then there is a linear and significant relationship between work motivation and work readiness .

Multicollinearity Test

Based on the multicollinearity test results, it can be seen that the tolerance value in the X1 and X2 variables is 0.551. Both values are greater than 0.1. The VIF value on the X1 and X2 variables is 1,813. It can be concluded that the regression model in this study does not have multicollinearity problems.

Heteroscedasticity Test

Based on the results of the heteroscedasticity test, it is known that the significance value of variable X1 is 0.350 and variable X2 is 0.441. The two significance values of the variables X1 and X2> 0.05, it can be concluded that the data obtained from these two variables does not occur heteroscedasticity problems.

Multiple Regression Test

Based on the results of the multiple regression test, the coefficient values can be seen and form a linear equation as follows.

Based on the above equation, it can be seen that the constant value (a) is 17.692, it means that

$$Y = 17,692 + 0,482X_1 + 0,641 X_2$$

if industrial work practice (X1) and work motivation (X2) are 0.12 then work readiness (Y) has a value of 17.692. The coefficient value (b1) is 0.482, meaning that if industrial work practice (X1) increases in value by 1, then job readiness will increase by 0.482 with a significance level of p = 0.000 (p <0.05). The coefficient value (b2) is 0.641, meaning that if work motivation (X2) increases in value by 1, then job readiness will increase by 0.641 with a significance level of p = 0.000 (p <0.05).

Hypothesis Test

Partial Regression Coefficient Test (t Test)

Table 5 Partial Significance Test (t test)

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.692	6.959		2.542	.012
Praktik Kerja Industri	.482	.076	.424	6.338	.000
Motivasi Kerja	.641	.087	.495	7.387	.000

a. Dependent Variable: Kesiapan Kerja
Sumber : data diolah oleh peneliti dengan SPSS v.26 (2020)

The results of the t test above, it can be seen that the t count of industrial work practices is 6.338 and the t table is 1.9801. Therefore, t count of industrial work practices is greater than t table (6.338> 1.9801) and significance (0.000 <0.05). Meanwhile, t count of work motivation is 7.387 and t table is 1.9801. Therefore t count of work motivation is greater than t table (7.387> 1.9801) and significance (0.000 <0.05).

Simultaneous Regression Coefficient Test (F test)

Tabel 6 Simultaneous Significance Test (F test)

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14640.530	2	7320.265	142.756	.000[b]
Residual	6102.093	119	51.278		
Total	20742.623	121			

a. Dependent Variable: Kesiapan Kerja
b. Predictors: (Constant), Motivasi Kerja, Praktik Kerja Industri

Based on the table above, it can be seen that the value of F count is 142.756, while F table is 3.07 so that F count is 142.756 > 3.07.

Multiple Correlation Coefficient

Tabel 7 Multiple Correlation Coefficient

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.840ᵃ	.706	.701	7.161	.706	142.756	2	119	.000

a. Predictors: (Constant), Motivasi Kerja, Praktik Kerja Industri
Sumber : data diolah oleh peneliti dengan SPSS v.26 (2020)

Based on the table above, it can be seen that the multiple correlation coefficient R of industrial work practice and work motivation simultaneously or together on job readiness is 0.840. This means that the value of R is included in the very strong category (0.80 - 1,000).

Determination Coefficient
Tabel 8 Determination Coefficient

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840ᵃ	.706	.701	7.161

a. Predictors: (Constant), Motivasi Kerja, Praktik Kerja Industri
Sumber : data diolah oleh peneliti dengan SPSS v.26 (2020)

Based on the table above, it can be seen that the R Square value is 0.706, it can be concluded that the magnitude of the influence of industrial work practice variables (X1) and work motivation (X2) on job readiness (Y) is 70.6%. Meanwhile, the remaining 29.4% contributed to the influence of other factors such as student learning outcomes, soft skills abilities, career guidance and others.

Discussion

The results of the t test indicate that partially there is a positive and significant influence between industrial work practices on work readiness and between work motivation and work readiness.

The results of the F test show that simultaneously there is a positive and significant influence between industrial work practices and work motivation on work readiness.

CONCLUSIONS AND SUGGESTION

Conclusion

1. There is a positive and significant influence between industrial work practices on work readiness.

2. There is a positive and significant influence between work motivation on work readiness.
3. There is a positive and significant influence between industrial work practices and work motivation on work readiness.

Recommendation

Based on the research results and conclusions previously described, there are several suggestions that the researcher can convey in this research. The suggestions are as follows.

1. For further researchers, this study provides information that industrial work practices and work motivation affect job readiness. However, it does not mean that only these two factors have an influence on job readiness. Therefore, it is hoped that future researchers will examine factors other than those examined in this study. In addition, further researchers can expand their research with samples from departments other than financial accounting and institutions.
2. For students, students must be more active by asking various kinds of questions related to assignments related to their department to the mentor or staff in the practice. Even though they are not given the task directly, asking questions will help students adapt to the staff in the practice area because it will create good communication between students and staff. In addition, students will feel more confident in their abilities and motivated to do what they are responsible for.
3. For schools, in supporting the smooth running of apprenticeship activities, schools can add relationships with companies in order to add to the list of places that can be used as the implementation of internships. Student work motivation cannot grow instantly, it takes the role of schools, especially counseling teachers to provide career and life counseling after graduating from school so that students will be motivated and know the goals they want to achieve after graduating from school.

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