

THE EFFECT OF INDUSTRIAL WORK PRACTICES AND WORK MOTIVATION ON WORK READINESS IN CLASS XII SMK NEGERI 1 KALIANDA

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Abstract

This study aims to determine whether there is an effect of industrial work practices and work motivation on the work readiness of class XII students of SMK Negeri Jakarta. The research method used is a quantitative method. The population in this study amounted to 469 students with a sample of 150 students. Data on work readiness (Y), industrial work practices (X1), and work motivation (X2) are primary data using a Likert scale. Methods of data collection by using a questionnaire. The data analysis technique used is descriptive analysis and multiple linear regression analysis with the help of SPSS 25.0 program. The results of this study are that there is a positive and significant effect of industrial work practices on work readiness of $5.950 > 197623$, work motivation on work readiness of $0.862 > 1.97623$ and F count of 54,

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh praktik kerja industri dan motivasi kerja terhadap kesiapan kerja siswa kelas XII SMK Negeri Jakarta. Metode penelitian yang digunakan adalah metode kuantitatif. Populasi dalam penelitian ini berjumlah 469 siswa dengan sampel 150 siswa. Data kesiapan kerja (Y), praktik kerja industri (X1), dan Motivasi Kerja (X2) merupakan data primer dengan menggunakan skala likert. Metode pengumpulan data dengan menggunakan kuisioner. Teknik analisis data yang digunakan yaitu analisis deskriptif dan analisis regresi linier berganda dengan bantuan program SPSS 25.0. Hasil penelitian ini adalah terdapat pengaruh positif dan signifikan praktik kerja industri terhadap kesiapan kerja sebesar $5,950 > 197623$, motivasi kerja terhadap kesiapan kerja sebesar $0,862 > 1,97623$ dan F hitung sebesar $54,473 > F$ tabel 3,06

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INTRODUCTION

Globalization and the free market have an increasingly significant impact, but on the other hand, globalization and the free market provide extensive cooperation opportunities, both for companies and between countries. Rapid industrial development forces Indonesia to prepare human resources with superior quality so that they can compete in the free market.

Education is one of the manifestations of dynamic human art and culture and development requirements, therefore the development of education must go hand in hand with changes in the culture of human life. Vocational High School (SMK) is an educational institution that specifically aims to prepare students to be ready to work, either to work independently or to fill existing job vacancies.

Quoted from CNN Indonesia on Friday, December 11, 2020. The Minister of Manpower Ida Fauziyah said there are still problems with the vocational education model in Indonesia, this is reflected in the level of open unemployment (TPT) in the country which is still dominated by graduates of Vocational High Schools (SMK). . Data released by the Central Statistics Agency (BPS) showed that the TPT rate was 13.55%. This shows that there is no link and match between vocational education and the labor market. Many factors can affect students' work readiness, especially students at SMK Negeri 1 Kalianda, both from within students and from outside. Below is pre-research data that shows the percentage of factors that affect student work readiness

Table 1.1 Facts – Factors Affecting Work Readiness

No	Faktor Factor Yang Mempengaruhi Kesiapan Kerja	Ya	Tidak
1	Kemampuan Intelegensi	40%	60%
2	Bakat	60%	40%
3	Motivasi Kerja	70%	30%
4	Prestasi	43,3%	56,7%
5	Keterampilan	53,3%	46,7%
6	Pengalaman Kerja/Prakerin	63,3%	36,7%

From the data above, it shows that the highest percentage of factors that affect work readiness are motivation at 70% and industrial work practices at 63.3%.

Through an interview conducted on February 1, 2021 to Mr. Harminto as the Principal of SMK Negeri 1 Kalianda, he stated that his students' unpreparedness for work was caused by the incompatibility of the material being taught with the realization of practice in the field. He also stated that the work unpreparedness of the students of SMK Negeri 1 Kalianda was also caused by the lack of motivation obtained by the students. Although the school has tried to provide good work motivation, the time at school is shorter than the time students are at home or outside when students graduate, students feel less ready to work.

Based on the explanation of the pre-research results above, the researcher is sure to do further research on the title "The Effect of Industrial Work Practices and Work Motivation on Students' Work Readiness" because it is important for us as prospective educators to know the factors that influence the level of student work readiness through the scientific method.

RESEARCH THEORITICAL

Job Readiness (Y)

Farthur Ahkyat, 2019) states that "Work readiness are individuals who have the skills, knowledge, attitudes that will enable graduates to contribute productively to the business/industry world". This means that individuals who already have work readiness are individuals who have the skills, knowledge, and attitudes that enable graduates to contribute productively to the world of business or industry. stated "Work readiness is related to the propensity of the student to know what skills they have developed and matched to the criteria for a desired job". This means that job readiness is related to the tendency of students to know what skills they have developed and matched with the desired job criteria. Furthermore (Moh. Rijal Luthfi Mastur, 2020) states that job readiness is an effort to strengthen someone to prepare themselves in terms of knowledge, skills, attitudes and values needed in pursuing a job.

Then (Murtaziqotul Khoiroh, 2018) suggests that work readiness is the condition of a person who is ready or has the ability to carry out an activity or job with maximum results and in accordance with the targets achieved.

Based on the explanation above, it can be concluded that job readiness is a condition in which a person already has the knowledge, the skills and attitudes needed to pursue a job in accordance with their field of expertise, so they are able to work professionally as expected by the company or the industry.

(Lia Yuliani, 2018) stated "These three aspects will affect the readiness of someone to do something, with targets that have been determined by Sofyan so that readiness to cooperate with abilities or competencies, then said that employment opportunities involve three aspects, namely knowledge (cognitive), skills (psychomotor), and attitude (affective)". It can be interpreted that there are three aspects that affect a person's readiness to do something, which has been determined by Sofyan so that the readiness to cooperate with the ability or competence, then it is said that work readiness includes three aspects, namely:

- 1) Knowledge (cognitive)
- 2) Skills (psychomotor)
- 3) Attitude (affective)

Meanwhile, according to Pool and Sewell (2020) stated that overall self-employment readiness consists of 4 (four) aspects, namely as follows:

- 1) Skills
- 2) Understanding Science.
- 3) Personality attributes

Industrial Work Practice (X1)

(Ilias Kapareliotis, 2018) stated "Internship is viewed as a short term practical work experience in which students receive training and gain experience in a specific field or career area of their interest". This means that Industrial Work Practices are short-term practical work experiences in which students receive experience and training in a particular field or career field of interest to them.

According to Suryani (2019), Vocational Education has a close relationship with the world of work or industry, so learning and practice play a key role in equipping graduates to be able to adapt to the world of work. Laguardor (2019) states that Prakerin/On the job training (OJT) connects the part of the curriculum that connects

the gap between theory and practice, as well as between classroom education and real life in industry which provides a valuable learning experience and increases the importance of educational programs and personal and social appearance.

Then Noviana (2014) stated that internship is a training program carried out to improve students' abilities to become reliable human resources capable of supporting economic development. Prakerin can be used as an opportunity for students to improve their work skills before entering the real world of work.

Based on the explanation above, it can be concluded that industrial work practice is an activity of providing vocational education carried out by schools and the business world or industry to provide opportunities for students to test their abilities and beliefs in order to become reliable human resources in entering the world of work.

According to Rizal et al (2009) work practice indicators are as follows:

- 1) Prakerin is the organization of professional skills education that combines systematically and synchronously
- 2) Prakerin is an educational program in schools that combines a systematic and synchronized educational program in schools with the industrial/business world
- 3) Provide the necessary skills and achieve a level of professional expertise

According to Hamalik (2005:91) things about industrial work practices are as follows:

- 1) Work practice is a stage in the framework of forming professional management personnel
- 2) The work practice aims to develop professional abilities in the aspect of management skills in accordance with the objectives of the training program to be achieved
- 3) The participants are guided by administrators/supervisors who have experience and are experts in their fields of work

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Work Motivation (X2)

McCormick (2020) defined work motivation as "conditions that influence the generation, direction and maintenance of behavior related to the work environment. Furthermore, Hasibuan (2007) suggests that motivation is important because with motivation it is expected that each individual employee will work hard and be enthusiastic to achieve high work productivity.

According to (Anaroga, 2009) work motivation is something that creates enthusiasm or work motivation. Therefore, work motivation in the psychology of work is usually called a booster of work enthusiasm. The strength and weakness of a worker's work motivation will determine the size of his or her achievements.

Stanton (2009) states that "A motive is a stimulated need which a goal-oriented

individual seeks to satisfy". Motivation to enter the world of work arises because of the interests and desires from within students

According to Rifa'I and Anni (2012) psychologists use motivational methods to describe the process of work motivation, which are as follows:

- 1) Generate and encourage behavior
- 2) Provide direction and purpose and behavior
- 3) Provide opportunities for the same behavior
- 4) Leads to certain behavioral choices

According to Uno (2009: 10) motivation is an internal and external drive within a person to make changes in behavior, which has the following indicators:

- 1) There is a desire and desire to do activities
- 2) There is an urge and need to do activities
- 3) There are hopes and ideals
- 4) There is self-respect and respect
- 5) There is a good environment and interesting activities

In addition, according to Stanton in Mangkunegara (2009) which states that "A motive is a stimulated need which a goal-oriented individual seeks to satisfy". Which means that a motive is:

- 1) Stimulated needs that are oriented towards individual goals in achieving satisfaction
- 2) Motivation to enter the world of work arises because of the interests and desires of these interests and desires in the form of hopes for a better future.
- 3) Motivation to enter the world of work becomes an impetus for students to fulfill their life needs, so that later they can achieve the expected goals

METHODE

This study uses a quantitative method with data collection techniques using questionnaires. The population in this study was 469 students with a total sample of 150 respondents. The place of research was conducted at SMK Negeri 1 Kalianda. This research was conducted from January 2021 to August 2021

RESULTS AND DISCUSSIONS

Descriptive analysis is used to describe each research variable so that it is easier to understand through the results of the depiction of research data, descriptive analysis of this study is calculated by looking for intervals, so that the criteria for work readiness variables (Y), industrial work practices (X1) and work motivation (X2) are obtained.) as follows :

Table 1.2 Descriptive Value of Variable

One-Sample Kolmogorov-Smirnov Test				
		Kesiapan Kerja (Y)	Praktik Kerja Industri (X1)	Motivasi Kerja (X2)
N		150	150	150
Normal Parameters ^{a,b}	Mean	43.47	34.59	36.83
	Std. Deviation	6.904	5.308	5.532
Most Extreme Differences	Absolute	.063	.064	.057
	Positive	.044	.038	.028
	Negative	-.063	-.064	-.057

Test Statistic	.063	.064	.057
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}	.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.			

Next, test linearity by observing the significant value in the ANOVA table, where linearity shows 0.000 less than 0.05 significance. This means that the Industrial Work Practice (X1) variable with Work Readiness (Y) has a linear relationship.

Multicollinearity test was carried out using the SPSS 25.0 program. A good regression model does not have a correlation between independent variables. Based on the test results, it is known that the Tolerance value is 0.871, which is greater than 0.1 and the Variance Inflation Factor (VIF) value is 1.149, which is less than 10. It can be concluded that the regression model does not have multicollinearity problems.

Heteroscedasticity testing was carried out using Spearman's rho, it is known that the significant value of Industrial Work Practice (X1) is 0.478 and the significance value of Work Motivation (X2) is 467. Because the significance value is greater than 0.05, it can be concluded that in the variable regression model there is no heteroscedasticity problem. .

Multiple linear regression analysis was conducted to analyze the effect of industrial work practices and work motivation on the work readiness of class XII students of SMK Negeri 1 Kalianda. From the results of multiple linear regression analysis, the value of the constant is 7.486, the coefficient for the industrial work practice variable is 0.518 and the work motivation variable is 0.490. Thus, the multiple regression equation is obtained as follows:

$$= 7.486 + 0.518 X1 + 0.490 X2$$

The meaning of the multiple regression equation above is for the industrial work practice variable (X1) 0.518, meaning that if the value is increased by one point, the work readiness of SMK Negeri 1 Kalianda students will increase by 0.518. For the work motivation variable (X2) 0.490, meaning that if the value is increased by one point, the work readiness of class XII students of SMK Negeri 1 Kalianda will increase by 0.490. If you look at the regression equation, the industrial work practice variable (X1) has a larger coefficient value of 0.518, compared to the work motivation variable (X2) of 0.490. This means that industrial work practices have a greater contribution to the value of work readiness (Y).

Furthermore, hypothesis testing is carried out using the SPSS 25.0 program. The first hypothesis testing was carried out by the F test, where the decision making criteria was carried out by looking at the calculated F value in the ANOVA table. The F table value is 3.06. This means that F count 54.473 > F table 3.06, so it can be concluded that the Industrial Work Practice (X1) and Work Motivation (X2) variables have a simultaneous effect on the Work Readiness variable (Y).

The t-test was conducted to determine whether or not there was an influence between the independent variable and the dependent variable partially. The decision making criteria is done by looking at the t-count value in the coefficient table output. Based on SPSS research and calculations, the t-count for the Industrial Work Practice variable (X1) is 5.950 and the t-table is 1.97623. So it can be seen the value of tcount 5.950 > ttable 1.97623. It can be concluded that there is an influence between the

variables of Industrial Work Practice (X1) and Work Readiness (Y).

Based on SPSS research and calculations, the t-count for the work motivation variable (X2) is 5.862 and the t-table is 1.97623. So that it can be seen that the value of tcount is $5.862 > t_{table} 1.97623$. It can be concluded that there is a significant influence between the variables of Work Motivation (X2) and Work Readiness (Y).

The coefficient of determination is used to measure how far the model's ability to explain variations in the dependent variable is. Based on the output of the summary model table above, it can be seen that the value of R Square (R²) or the influence between Industrial Work Practices (X1) and Work Motivation (X2) with Work Readiness (Y) is 0.426. Because this value lies in the range of 0.400 – 0.599, the close influence between Industrial Work Practices (X1) and Work Motivation (X2) and Work Readiness (Y) has a fairly strong effect. Meanwhile, the percentage contribution of the Industrial Work Practice (X1) and Work Motivation (X2) variables to explain the Work Readiness (Y) variable simultaneously or together is 42.6%, while the remaining 57.4% is influenced by other variables. not examined.

CONCLUSION

Based on the results of data analysis on research on the influence between Industrial Work Practices and Work Motivation on Work Readiness of Class XII Students of SMK Negeri 1 Kalianda, it can be concluded as follows;

1. The results of the first hypothesis test show that there is a positive and significant effect between Industrial Work Practices (X1) on Work Readiness (Y) with a t-count value showing 5.950, which is greater than t-table 1.97623 ($5.950 > 1.97623$).
2. The results of the second hypothesis test indicate that there is a positive and significant effect between the variables with Work Motivation (X2) on Work Readiness (Y) with the t-count value showing 5.862 which is greater than t table 1.97623 ($5.862 > 1.97623$).
3. The results of the third hypothesis test indicate that there is a simultaneous influence between Industrial Work Practices (X1) and Work Motivation (X2) on Work Readiness (Y). (X1) and Work Motivation (X2) have a simultaneous effect on the Work Readiness variable (Y). Furthermore, the value of the coefficient of determination is 0.426. Because this value lies in the range of 0.400 – 0.599, the close relationship between Industrial Work Practices (X1) and Work Motivation (X2) and Work Readiness (Y) has a fairly strong influence.

IMPLACITIONS

Based on the results of this study, it can be seen that there are problems regarding work readiness experienced by students of SMK Negeri 1 Kalianda. The lower the industrial work practice and work motivation, the lower the student's work readiness, on the contrary if the industrial work practice and work motivation are low, the higher the level of work readiness will be. Therefore, students must maintain and improve industrial work practices and work motivation so that their level of work readiness will increase as well.

Based on the results of the calculation of the average indicator score that has been carried out in the previous chapter, the industrial work practice variable has experienced indicators with the highest percentage of 34.10%. Meanwhile, the work motivation variable has an indicator of the existence of ideals with the highest percentage of 33.58%. The size of the indicators for each independent variable explains that the indicators of experience in industrial work practices and the existence of ideals on work motivation have a strong relationship with the dependent variable, namely work readiness.

This shows that if students have a high level of industrial work practice, especially on experienced indicators, the existence of industrial work practice activities certainly provides experience and a real picture of the conditions of a real job, if the school or the students themselves do not take the activities seriously. In practice, students must be prepared to accept the risk that they do not have mature work readiness so that they do not have a real picture of the real world of work.

Then if students have high work motivation, especially on indicators of ideals, such as students wanting to buy something or students wanting to be successful for themselves, their families and others, of course this will be the motivation of the students themselves to improve their work readiness. To maintain or increase work motivation itself students can see figures, friends, family or other people who have achieved success so that students can also be motivated.

Not only industrial work practice factors and work motivation can affect the level of work readiness, there are other factors that also have an influence on work readiness, but were not examined in this study. However, this research has proven empirically that industrial work practices and work motivation are one of the factors that can affect the level of job readiness.

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