

WORK MOTIVATION, ORGANIZATIONAL ACTIVENESS, AND FIELDWORK PRACTICE: PREDICTORS OF WORK READINESS IN STUDENTS

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ABSTRACT

The success rate of a university can also be measured from the level of readiness of its students in the world of work. The purpose of this study is to measure how much effect the experience of organizational activity, and the experience of implementing Field Work Practices accompanied by Work Motivation has on Student Work Readiness. This research method uses a quantitative approach and the data obtained is primary data using survey data collection with a sampling technique of proportional random sampling. The population used was undergraduate students of Office Administration Education, Faculty of Economics, Jakarta State University with a sample size of 232 people. The data collected was then processed using SmartPLS software version 3.0 using inner models, outer models and hypothesis testing. The findings of the study showed that work motivation had a significant positive effect on student Work Readiness. Organizational activity had a positive effect on work readiness. Field Work Practice had a positive and significant effect on Work Readiness. Simultaneously, work motivation, organizational activity, and field work practice also had an effect on work readiness.

Keyword: Work motivation, Organizational activeness, Field work practice, Work readiness

ABSTRAK

Tingkat keberhasilan suatu perguruan tinggi dapat diukur dari tingkat kesiapan mahasiswanya dalam dunia kerja. Tujuan penelitian ini yakni untuk mengukur seberapa besar efek dari pengalaman keaktifan berorganisasi, dan pengalaman pelaksanaan Praktek Kerja Lapangan disertai Motivasi Kerja terhadap Kesiapan Kerja Mahasiswa. Metode penelitian ini menggunakan pendekatan kuantitatif dan data yang didapatkan merupakan data primer menggunakan pengumpulan data survei dengan teknik pengambilan sampel *proportional random sampling*. Populasi yang digunakan adalah mahasiswa S1 Pendidikan Administrasi Perkantoran Fakultas Ekonomi Universitas Negeri Jakarta dengan jumlah sampel sebanyak 232 orang. Data yang terkumpul kemudian diolah menggunakan *software* SmartPLS versi 3.0 menggunakan *inner model*, *outer model* dan uji hipotesis. Temuan penelitian menunjukkan motivasi kerja berpengaruh positif signifikan terhadap Kesiapan Kerja mahasiswa. Keaktifan berorganisasi berpengaruh positif terhadap kesiapan kerja. Praktik Kerja Lapangan berpengaruh positif dan signifikan terhadap Kesiapan Kerja. Secara simultan motivasi kerja, keaktifan berorganisasi, dan praktik kerja lapangan juga berpengaruh terhadap kesiapan kerja.

Kata kunci: Motivasi kerja, Keaktifan berorganisasi, Praktik kerja lapangan, Kesiapan kerja

INTRODUCTION

In order to produce a workforce that is capable, innovative, and able to adapt in the digital age, a high level of education is now necessary in the Industrial Revolution 4.0 era. This has to do with how crucial the community's work is in terms of its maturity or preparedness. Work readiness is an important element that is a measure of success in higher education. This research discusses the equal of work willingness of scholars who in their daily lives are active in organizational activities and have carried out field work practices which can be said to be experienced in work (Syifa et al., 2023).

An individual who is superior and more experienced with qualifications that suit the Company's needs will certainly be preferred compared to an individual who is still lacking in job vacancy criteria. In this way, we can see the suggestion between the importance of work readiness and occupation competition, and the quality of human resources that needs to be improved. Especially in higher education environments which must provide students with not only academic learning, but universities also need to improve the quality of facilities on their campuses for non-academic activities. Supported by research results Muktiani (2014), which show how important it is to form work readiness so that students will be clever to contend in entering the ecosphere of work. Based on data on unemployment rates based on education, it can be concluded that the target for high school graduates in Indonesia has not been achieved and based on these results (Muspawi and Lestari, 2020).

Work readiness and work experience are important for students to be able to make career transitions in the future (Aprile & Knight, 2019). Furthermore, work readiness and attitude can have a major influence on a graduate's ability to obtain employment. Universities need to prepare prospective graduates who are ready to work, with various efforts to improve human resources. Improving the quality of human resources can help organizations to fully realize their potential in utilizing or mastering existing opportunities (Rahmawati et al., 2019). Learning is the key to improving the quality of underprivileged human resources. One way to develop intelligence, flying hours, creativity, and other skills that can be used throughout life is through formal, non-formal, and informal education. One way that can be implemented is to encourage students to be active in organizations, various studies state that students who have organizational experience have good work readiness (Maretha et al., 2022). Organizational activity is a person's contribution both mentally, emotionally, and physically in providing ideas and concepts in activities planned by an organization (Hardiansah, 2019). Various studies also state that students' experiences in participating in field work practice programs can improve students' work readiness (Endrawati, 2024). Field Work Practice is a form of collaboration between two institutions, which in this case are usually educational institutions such as schools or universities with other corporate institutions that are usually engaged in the industrial sector. Officially, field work practices are carried out by colleges or universities to help students become more skilled workers by involving them in direct work practices, which usually last between one and five months. Various studies also state that work readiness is closely related to work motivation (Rochmayanti et al., 2021). Work Motivation is an action that encourages someone to do something, which in this case is working Liyasari and Suryani (2022). Work motivation creates enthusiasm to work in order to achieve a goal, namely the work being done.

Research on student work readiness has been widely conducted (Liyasari & Suryani, 2022), but there are still some gaps that have not been explored. First, the influence of work motivation on work readiness is often ignored, even though motivation is an important factor in directing work behavior. Second, research on student organizational experience often focuses on soft skills rather than work readiness. This study attempts to fill this gap by exploring the interaction of these three factors in influencing student work readiness comprehensively. Therefore, this study aims to determine whether or not there is an influence

of work motivation, experience from student organizational activities and field work experience on student work readiness.

LITERATURE REVIEW

Work Motivation

Motivation is an reassurance of wishes within an employee that necessity to be satisfied so that the employee can adjust to his situation and be intelligent to accomplish the purpose that have been set. In further arguments, motivation is liveliness to produce reassurance within several to accomplish certain purposive (Rivai, 2018). Motivation is a established of gesture and standards that impact people to complete detailed belongings in appropriate with people goals. Work motivation is a state or condition that urges or motivates someone to complete a task that has been assigned to them in order for them to meet the objectives of their company. Hidayah and Hendarsjah (2021) states that motivation is a progression where needs encourage a person to carry out a many activities that lead to accomplishing convinced goals. Rahmiyati (2014) explained that work motivation is an action that encourages someone to do something, which in this case is work. Work motivation raises the enthusiasm to work to achieve a goal, namely the work being done (Junaidi et al., 2018).

Organizational Activeness

Hardiansah (2019) defines organizational activity as a member's contribution physically and mentally to the activities planned by the organization and contributing to support so that activities can run smoothly in order to achieve the organization's goals. Organization as a social entity that is consciously coordinated, with rules that have a common goal (Setyaningrum et al., 2018). According to Lintang et al, (2024) stated that activeness is an activity carried out by someone that is physical or non-physical. This can be interpreted as organizational activity being the extent to which students are actively involved in activities in a student organization.

Field Work Practice

Field work practice rendering to Karunaratne and Perera (2019) is a training model that has the aim of providing the skills desired for a specific occupation in accordance with the ability demands of workers. Industrial Work Practices are training in the workplace which is intended to provide special instructions to workers to carry out their duties and work, where direct training is carried out in the workplace, and in the form of practical training in actual work situations (Dau et al., 2019). Field work practice is an action that was before called dual system education, namely tutoring and training carried out in schools and practiced in the industrial world. Positions that Field Work Training is a form of activity that is participated in by students by working straight in the world of work in a focused way with the goal of armament pupils with arrogances and skills in accord with straight learning in the creation of work or the world of industry (Kapareliotis et al., 2019).

Work Readiness

Readiness is a point of maturity to accept and then practice certain behavior. Job Readiness as how capable a person is of doing work well internally and external the workplace to produce goods or services (Metzinger, 2015). Being prepared for the workforce involves having skills and attitudes that align with societal demands and may be directly applied to students' potential in a variety of jobs. Rahmawati et al. (2019) defines work readiness as a state that displays suitability among physical, mental middle age and learning understanding, so that a student has the capability to carry out some activities in a job. Work enthusiasm is a situation that shows similarities among bodily readiness, psychological adulthood and

knowledge experiences, so that people take the competence to carry out some actions or deeds in next of kin to work (Karunaratne & Perera, 2019).

METHOD

This research method uses a quantitative approach and the data obtained is primary data using survey data collection. This research aims to examine the influence of the variables Work Motivation (X1), Organizational Activeness (X2), and Field Work Practices (X3) on Work Readiness (Y), as shown in Figure 1. The population of this study is undergraduate students of Office Administration Education, Faculty of Economics, Jakarta State University, with a sampling technique of proportional random sampling. A sample of 232 students was then obtained by applying the Slovin formula with a 5% error rate.

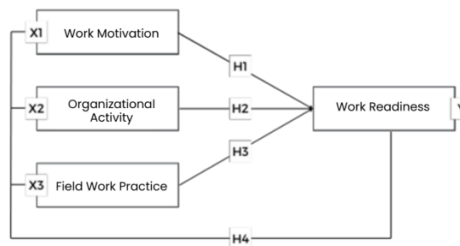


Figure 1. Research Model

The research questionnaire used a Likert scale with 6 alternative answers. The research questionnaire was developed based on indicators from previous literature and has been used before. The work motivation questionnaire was developed based on indicators from Uno (2010); and Mangkunegara (2019). Meanwhile, the organizational activeness questionnaire was modified from Muflihin (2015). The indicators presented by Putra (2015) were used for the field work practice questionnaire, and the indicators used by Karunaratne and Perera (2019) were adapted in this study. The data collected was then processed using SmartPLS software version 3.0 using inner models, outer models and hypothesis testing.

RESULTS AND DISCUSSION

Outer Model

When analysing the measurement model or what is so-called the external model, academics carry out three types of challenging consisting of convergent validity, discriminant validity and composite reliability (Goodridge, 2019).

Convergent Validity

Founded on the outcomes of the outer model, it can be got that all indicators for separately variable, both the independent variable. Based on Figure 2 and Table 1, it can be decided that all constructs in this study are valid because they meet the loading factor value requirements.

Table 1. Loading Factor

	Organizational Activeness (X2)	Work Readiness (Y)	Work Motivation (X1)	Field Work Practice (X3)
X1.1			0.845	
X1.10			0.840	
X1.11			0.831	
X1.12			0.832	
X1.13			0.749	
X1.14			0.724	
X1.2			0.841	
X1.3			0.842	

	Organizational Activeness (X2)	Work Readiness (Y)	Work Motivation (X1)	Field Work Practice (X3)
X1.4			0.761	
X1.5			0.714	
X1.6			0.863	
X1.7			0.824	
X1.8			0.843	
X1.9			0.742	
X2.1	0.869			
X2.2	0.862			
X2.3	0.904			
X2.4	0.873			
X2.5	0.843			
X2.6	0.900			
X2.7	0.868			
X2.8	0.813			
X3.1				0.879
X3.10				0.890
X3.11				0.857
X3.2				0.857
X3.3				0.869
X3.4				0.871
X3.5				0.897
X3.6				0.907
X3.7				0.879
X3.8				0.854
X3.9				0.873
Y.1		0.851		
Y.10		0.881		
Y.11		0.870		
Y.12		0.850		
Y.13		0.821		
Y.14		0.858		
Y.2		0.853		
Y.3		0.848		
Y.4		0.826		
Y.5		0.850		
Y.6		0.812		
Y.7		0.839		
Y.8		0.852		
Y.9		0.851		

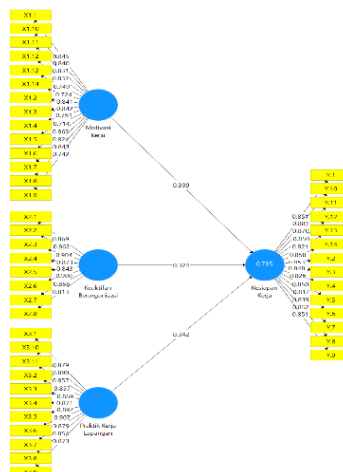


Figure 2. Research Model

Cronbach's Alpha

Over the Cronbach's alphas, it can be realized that wholly variable quantity in this learning received a Cronbach's alpha point directly upstair 0.7 (See Table 2), so it can be concluded that entirely variables in this research are said to be valid.

Table 2. Cronbach's Alpha

	Cronbach's Alpha
Organizational Activeness (X2)	0.953
Work Readiness (Y)	0.970
Work Motivation (X1)	0.958
Field Work Practice (X3)	0.970

Discriminant Validity

In the HTMT discriminant validity (Table 3), all of variables get a score of <0.9. It can be concluded is that the total duos of variables above ensures not have a strong relationship and the discriminant validity outcomes of HTMT have been met. Based on Table 4, it can be realized that all value are better than the values of further variables below it thus that the fallouts of Fornell Larcker's discriminant validity have been satisfied.

Table 3. Discriminant Validity HTMT

	Organizational Activeness (X2)	Work Readiness (Y)	Work Motivation (X1)	Field Work Practice (X3)
X2				
Y	0.849			
X1	0.708	0.794		
X3	0.860	0.851	0.724	

Table 4. Discriminant Validity Fornell Larcker

	Organizational Activeness (X2)	Work Readiness (Y)	Work Motivation (X1)	Field Work Practice (X3)
X2	0.867			
Y	0.816	0.848		
X1	0.678	0.768	0.805	
X3	0.827	0.827	0.701	0.876

Composite Reliability

Based on Table 5, the results of the board processed by the researcher, and can remain understood that entirely variables have met the convergent validity necessities and can remain stated reliable for the reason that the compound reliability worth for all variables is directly above 0.7 and the average variance extracted (AVE) worth is directly above 0.5.

Table 5. Composite Reliability

	Composite Reliability	Average Variance Extracted (AVE)
Organizational Activeness (X2)	0.960	0.751
Work Readiness (Y)	0.973	0.718
Work Motivation (X1)	0.963	0.648
Field Work Practice (X3)	0.973	0.767

Inner Model

R-Square (R²)

Based on Table 6, it can be gotten that the R² value for variable Y (Work Readiness) is 0.785 so that it can conclude that there is an influence of 78% among variables X1 (Work Motivation), X2 (Organizational Activity), and variable X3 (Field Work Practices) together on variable Y (Job Readiness).

Table 6. R-Square (R²)

	R-Square	R-Square Adjusted	Information
Work Readiness	0.785	0.782	Strong

F-Square (F²)

Based on Table 7, it can be realized that the greatness of the effect of the variable X2 Organizational Activeness with the construct variable Y Work Readiness is 0.144 and so the two variables have a relatively small relationship and have a weak influence. Meanwhile, the influence for the variable construct And the influence of construct X3 Field Work Practices on the construct variable Y Work Readiness has a value of 0.152 which is classified as moderate.

Table 7. F-Square (F²)

	Organizational Activeness (X2)	Work Readiness (Y)	Work Motivation (X1)	Field Work Practice (X3)
X2		0.144		
Y				
X1		0.212		
X3		0.152		

Q-Square (Goodness of Fit Model)

Constructed on the information in the Table 8, the SSO worth is 3248.000 and the SSE value is 1443.373 resulting in a Q² value of 0.556. The Q² value of 0.556 indicates that the model is clever to clarify 55.6% of the variability in Work Readiness. This indicates that the model has a fairly good level of calculation of Job Readiness.

Table 8. Q-Square (Goodness of Fit Model)

	SSO	SSE	Q ² (=1-SSE/SSO)
Organizational Activeness	1856.000	1856.000	
Work Readiness	3248.000	1443.373	0.556
Work Motivation	3248.000	3248.000	
Field Work Practice	2552.000	2552.000	

Path Coefficients

Based on the Table 9, it can be decided that all variables have a positive relationship. Organizational Activeness takes a encouraging result on Work Readiness by a rate of 0.324. Work Motivation has a confident result on Work Readiness with a value of 0.309, and Field Work Practices have a positive effect on Job Readiness with a value of 0.342.

Table 9. Path Coefficients

	Organizational Activeness	Work Readiness	Work Motivation	Field Work Practice
Organizational Activeness		0.324		
Work Readiness				
Work Motivation		0.309		
Field Work Practice		0.342		

t-statistics

Based on the outcomes of the Bootstrapping calculations (Table 10), it can be resolved that the results of Hypotheses 1, 2, and 3 have a constructive and substantial result on the Work Readiness variable so that H1, H2, and H3 are accepted, because P values <0.05.

Table 10. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Organizational Activeness -> Work Readiness	0.324	0.325	0.069	4.664	0.000

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Work Motivation -> Work Readiness	0.309	0.311	0.051	6.008	0.000
Field Work Practice -> Work Readiness	0.342	0.340	0.067	5.093	0.000

Discussion

Based on the outcomes process of figuring out the path coefficient in the bootstrapping hypothesis, an Inventive Sample worth of 0.309 was gained as of the Work Motivation variable (X1) to the Work Readiness variable (Y), which then resulted in a t-statistics value of $6.008 > 1.645$ and a p-value of $6.008 > 1.645$. $0.000 < 0.05$. The result of this study are in line with previous study such as Setiawan (2024); Deanda (2024); and Fatimah (2022), which all demonstrated a positive and significant relationship between work motivation and work readiness. Thus it can be resolved that the first hypothesis situations that the Work Motivation variable can impact the Job Readiness of Undergraduate Students in Office Administration Education positively and significantly or H1 can be accepted. This indicates how students' job readiness is positively impacted by work motivation. This implies that a student's degree of work preparedness increases with their level of work motivation.

Based on the results of calculating path coefficients in the bootstrapping hypothesis test table, an Original Sample rate of 0.324 was got from the Organizational Activity variable (X2) to the Work Readiness variable (Y), which then resulted in a t-statistics value of $4.664 > 1.645$ and a p-value of $4.664 > 1.645$. $0.000 < 0.05$. The conclusions align with several similar research publications examined from various researchers, including Angelina et al. (2023); Andika (2018); Puspitarini (2020); and Novita and Armida (2022). These studies demonstrate comparable outcomes, specifically a optimistic and substantial connection among Organizational Activeness and Work Readiness. So it can be resolved that the next hypothesis states that the Organizational Activeness variable can influence the Work Readiness of Undergraduate Undergraduates in Office Administration Education positively and significantly or H2 can be accepted. This clarifies why student job readiness is positively impacted by organizational activities. This implies that a student's degree of job preparation increases with their level of involvement in organizational activities and their level of organizational experience.

Based on the results of calculating path coefficients in the bootstrapping hypothesis test, an Original Sample value of 0.342 was gained from the Field Work Practices variable (X3) to the Work Readiness variable (Y), which then for the t-statistics value was $5.093 > 1.645$ and for the p-value equal to $0.000 < 0.05$. The results presented here are consistent with multiple comparable research studies conducted by various other researchers, such as Deanda (2024); Riwayati (2022); and Syailla (2017), which demonstrated comparable outcomes, specifically a positive and noteworthy correlation between Field Work Practice and Job Readiness. So it can be concluded that the third hypothesis conditions that the Field Work Practice variable can influence the Job Readiness of Undergraduate Students in Office Administration Education positively and significantly or H3 can be accepted. This explains why fieldwork activities improve students' preparedness for the workforce. This implies that a student's degree of job preparation increases with their level of Field Work Practice activity satisfaction.

It can be seen through F-Square calculations, that a score of 0.212 is gotten from the influence of the Work Motivation variable (X1) on Work Readiness (Y), a score of 0.144 is obtained from the influence of the Organizational Activeness variable (X2) on the Work Readiness variable (Y), a score is obtained amount to 0.152 as of the influence of the Field Work Practices variable on the Work Readiness variable (Y). Then it can also be seen from the outcomes of the constant of determination or R-Square worth on the Work Readiness variable

which was create to be 0.785 so it can be concluded that there is an effect of 78.5% between the variables Work Motivation, Organizational Activeness and Field Work Practices on the Work Readiness variable while it is 21.5% others are influenced by other factors that are outside this research model. The results of the study are in accordance with the research Worakamol (2020); and Liyasari and Suryani (2022), which revealed comparable outcomes, i.e., substantial and beneficial results between the field work practice, organizational activity, and work enthusiasm factors on work readiness. Therefore the fourth hypothesis or H4 in this learning is also accepted. This explains why student work readiness is positively impacted by organizational activity and work motivation. This implies that a student's level of work readiness will increase with their level of work experience in organizational activities and fieldwork practices, as well as their level of work motivation.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the data investigation conducted, it can be concluded that work motivation has a positive and significant effect on work readiness, which means that the greater the work motivation of students, the greater the level of work readiness. Organizational activity has a positive result on work readiness, which means that the greater the equality of student organizational activities, the greater the level of student work readiness. Field work practice has a positive and significant effect on work readiness, meaning that the better the field work practice activities carried out by students, the better the level of student work readiness.

Based on the results of this study, the main contribution produced is a deeper understanding of the factors that influence students' work readiness. This study shows that work motivation, activeness in student organizations, and practical work experience significantly improve students' work readiness. These findings emphasize the importance of the role of motivation and practical experience in shaping better work readiness. In addition, this study highlights that involvement in organizational activities also contributes positively to work readiness, indicating that non-academic experiences are also important in developing work skills. This study provides valuable insights for higher education institutions to design more holistic programs, which not only focus on academic aspects but also on developing students' work motivation and practical experience. Thus, the results of this study can help in formulating more effective educational policies to improve graduates' work readiness.

Recommendation

It is intended that this study will add to the build of information and serve as a resource for the study's target audience, which is students. It is intended that the study's findings will be helpful in helping students become more motivated to work and gain experience adding provisions to their assignments in the future. and it is envisaged that the research's findings would serve as a source of information for State University of Jakarta administrators as they introduce courses to prepare students for the workforce. For instance, by creating programs to help students become ready for the workforce, improving their skills, and boosting their willingness to work by hosting job fairs, employers can encourage students to pursue employment.

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