Criteria Affecting Readiness Entering the World of Work in Vocational School Students

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Abstrak

Salah satu permasalahan terkait kualitas lulusan SMK adalah ketidaksiapan siswa memasuki Dunia Usaha/Dunia Kerja (DU/DI). Ketidaksiapan lulusan SMK dalam melakukan pekerjaan di dunia kerja berdampak pada industri pengguna tenaga kerja karena industri harus memberikan pendidikan di dalam industri untuk mempersiapkan tenaga kerja. Penelitian ini bertujuan untuk menganalisis hubungan antara pelaksanaan praktik kerja industri (Prakerin), disiplin, dan motivasi kerja terhadap kesiapan memasuki dunia kerja. Jenis penelitian ini adalah kuantitatif dengan metode penelitian korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas berjumlah 75 siswa. Teknik pengambilan sampel yang digunakan adalah total sampling, yaitu teknik pengambilan sampel, jumlah sampel sama dengan populasi 75 siswa. Analisis data dilakukan dengan uji normalitas, uji linieritas, dan uji hipotesis. Berdasarkan analisis data uji menunjukkan bahwa data tersebut normal dan linier. Hasil pengujian nilai Fhitung sebesar 65,553 dengan Ftabel 2,731 karena $F_{hitung} > F_{tabel}$. Itu berarti terdapat hubungan antara pelaksanaan praktik kerja industri, disiplin, dan motivasi terhadap kesiapan memasuki dunia kerja. Jadi, dapat disimpulkan bahwa kesiapan dan motivasi kerja siswa untuk memasuki dunia kerja sangat penting.

Kata kunci: Magang, Disiplin, Motivasi Kerja, Kesiapan Memasuki Dunia Kerja

Abstract

One of the problems related to the quality of SMK graduates is the unpreparedness of students to enter DU/DI. The unpreparedness of SMK graduates in doing work in the world of work impacts the labour-using industry because the industry must provide education within the industry to prepare the workforce. This study aims to analyze the relationship between the implementation of industrial work practices (Prakerin) and work motivation on readiness to enter the world of work. This type of research is quantitative with correlational research methods. The population in this study was all students in a class opened by 75 students. The sampling technique used is total sampling, namely the sampling technique, the number of samples with a population of 75 students. Data analysis was carried out with normality, linearity, and hypothesis testing. The analysis of test data shows that the data is regular and linear. The test results for the Fcount value of 65.553 with Ftable 2.731 because $F_{count} > F_{table}$ This means that there is a relationship between the implementation of industrial work practices, discipline and motivation on readiness to enter the world of work. So it can be said that students' readiness and work motivation to enter the world of work is essential.

Keywords: Internship, Discipline, Work Motivation, Readiness To Enter The World Of Work

1. INTRODUCTION

The era of the Industrial Revolution 4.0 has many challenges that demand to be ready, responsive and need to be carried out by everyone in the realization of increasing Human Resources (HR) (Lase, 2019; Qureshi et al., 2021; Willya et al., 2019). To improve human resources, one of the main solutions is quality education (Borthwick & Hansen, 2017; Okai-Ugbaje et al., 2020; Soucie et al., 2021). The high public need for quality education shows that education has become a strong social life institution, and has a very strategic role in the development of the civilization of the Indonesian nation. Education is seen as the most strategic effort in creating quality Human Resources (HR) and able to compete in the era of globalization and the free market as it is today. Education plays a very important role in

improving the quality of human resources so that creating cultured humans with a good work ethic (critical, creative, innovative, committed, consistent, and professional) needs to be considered (Risnawati & Nuraeni, 2019; Van Nuland et al., 2020; Wuryandani et al., 2014).

Vocational High School (SMK) as a form of vocational education unit (Adjii, 2019; Purnamasari, 2018; Susanto, 2012). Vocational High School prepare students to become productive human beings, able to work independently, fill job vacancies in the business world and the world industry as a middle-level workforce in accordance with the competencies in the skill program they choose (Bustanil S et al., 2019; Disas, 2018; Utami, 2017). Prepare students to be able to choose a career, be tenacious and persistent in competing, adapt to the work environment, and develop professional attitudes in the field of expertise they are interested in (Andriani & Rasto, 2019; Kurniawan et al., 2020). Vocational High School also equip participants students with science, technology, and art, in order to be able to develop themselves in the future both independently and through higher education levels and equip students with competencies in accordance with the selected skill program (Koswara & Rasto, 2016; Kusumaningtyas & Setyawafi, 2015; Nurtanto et al., 2021).

One of the problems related to the quality of SMK graduates is the unpreparedness of students to enter DU/DI. The unpreparedness of SMK graduates in doing work in the world of work has an effect on the labor-using industry, because the industry must provide education within the industry to prepare the workforce. Based on observations made by researchers through direct interviews with counseling guidance teachers, information was obtained that there are still many alumni who have not obtained jobs after completing their education in SMK. This is reinforced by alumni data, namely the number of graduates who work is still relatively low, namely as many as 23 people, the number of graduates who have not worked is higher, namely as many as 36 people. The total number of graduates is 79 people. There are several factors that affect readiness to enter the world of work. The first factor that affects readiness to enter the world of work is discipline. Based on interviews with counseling guidance teachers, information was obtained that students lack discipline in carrying out learning both at school and at the Prakerin location. This can be seen from the time of arrival of students to the internship. Many students are not on time to the Prakerin location. Then this lack of discipline occurs because of the habit of students who like to procrastinate in completing the work given. The second factor that affects readiness to enter the world of work is work motivation. The students have low work motivation. This can be seen from the number of students who are lazy and don't really take part in learning at school and in Prakerin. So that it has an impact on the lack of knowledge that students get from Prakerin.

Readiness of students is needed when entering the world of work. If students do not have good job readiness, it will impact careers. Previous research also stated that job readiness greatly determines student success when entering the world of work (Ashari et al., 2021; Tentama & Riskiyana, 2020). Other research findings also state that students' lack of knowledge about the world of work will impact students' careers (Kratz et al., 2019; Pratama et al., 2019; Stellmacher et al., 2020). So it can be concluded that the readiness of students to enter the world of work is critical. Based on five factors that influence students' readiness to enter the world of work. Researchers chose three criteria that affect readiness to enter the world of work, namely the implementation of Prakerin, discipline and work motivation. This is because the three criteria are considered the most important among the five existing criteria. This study aims to analyze the relationship between the implementation of industrial work practices (Prakerin), and work motivation on readiness to enter the world of work.

2. METHOD

This research uses correlational quantitative research methods. Quantitative research methods are methods used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing the proposed hypothesis (Sugiyono, 2018). While correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no manipulation of the variables. The research was carried out at SMKN 2 Bengkulu Selatan with the research subjects being class XII students. The research time was in the odd semester of the 2021/2022 academic year. The number of students who make up the population is 75 students. And the sample is 75 students based on the sampling technique used, namely total sampling. The research instrument used in this study was a non-test instrument in the form of a questionnaire. The data used in this study is primary data obtained directly from respondents, by distributing questionnaires to class XII students of SMKN 2 Bengkulu Selatan who were selected as samples. And also secondary data collected beforehand and reported by researchers themselves and outside the agency, such as data on the number of students at SMKN 2 Bengkulu Selatan. Data analysis was carried out with normality test, linearity test and hypothesis testing. The dependent variable in this study is Readiness to Enter the World of Work (Y). The independent variables in this study were Prakerin Implementation (X1), Discipline (X2), and Work Motivation (X3). The instrument used in this research is the Questionnaire. The type of questionnaire used is a questionnaire that uses a Likert scale. Indicators of the Variable Questionnaire of Readiness to Enter the World of Work (Y) is an indicator of Having Motivation, Having Seriousness or Seriousness, Having Sufficient Skills, Having Discipline. The variable of Prakerin Implementation (X1) is the indicator of Planning, Implementation, Evaluation. Variable Discipline (X2) indicators are Self Discipline, Group Discipline, Preventive Discipline, Corrective Discipline, Progressive Discipline. Work Motivation Variable (X3) the indicators are Urge, Motive, Need, Desire.

3. RESULT AND DISCUSSION

Result

Description of the data that describes the relationship between the implementation of prakerin, discipline, work motivation (variables X1, x2, x3) to readiness to enter the world of work of students (variable Y). Data obtained by distributing questionnaires to 75 respondents. Data description is carried out to describe the state of each variable including the number of values, mean, median, standard deviation. In the following tables show the calculation of basic statistics both variables. Normality test is done by using the formula Liliefors calculated manually. The probability (2-tailed sign) of the four variables ≥ 0.05. The probability (sign 2-tailed) of the prakerin implementation variable (X1) is 0.296, the discipline variable (X2) is 0.616, the work motivation variable (X3) is 0.416 and the readiness variable to enter the world of work (Y) is 0.650. Thus, it can be said that Ha is accepted and based on the results of the analysis it can be stated that the data for the four variables are normally distributed. This indicates that one of the conditions for testing has been met. The linearity test was conducted to see whether each of the data on the prakerin implementation variables (X1), discipline (X2), work motivation (X3) tended to form a linear line contribution to the variable of readiness to enter the world of work (Y). The probability of linearity (sign) of 0.000 is smaller than 0.05, so it can be concluded that the distribution of the independent variable data forms a linear line to the dependent variable.

Hypothesis testing for this study was tested using correlation and simple regression techniques. The hypothesis in this study is that there is a relationship between the implementation of industrial work practices (Prakerin) to readiness to enter the world of work. The results of the Simple Correlation Analysis of implementation of industrial work practices (Prakerin) Variables with readiness to enter the world of work. The statistical significance value in the F test is 65.553 with a probability of 0.000, because the probability value is smaller than an alpha of 0.05 or at a 95% confidence level. For the two-party test, with Ftable (attachment 11) it is 2.731. The value of Fcount>Ftable (65.553>2.731) then H0 is rejected, meaning that there is a relationship between the implementation of internship (X1), discipline (X2) and work motivation (X3) with readiness to enter the world of work at SMKN 2 Bengkulu Selatan. With the existence of a significant correlation, it can be concluded that the implementation of internship, discipline and work motivation together makes a positive contribution to readiness to enter the world of work at SMKN 2 Bengkulu Selatan by 73.5%.

Based on the results of the regression coefficient analysis of the prakerin implementation (X1) discipline (X2), and work motivation (X3) together with readiness to enter the world of work (Y) obtained a significance value of 0.000 with a constant value of -3.318 while the coefficient of multiple regression equations produced is $Y = a + b1X1 + b2X2 + b3X3$ where a= -3.318, b1= 0.386, b2= 0.207, and b3= 0.569. The regression equation formed is of significance $Y = -3.318 + 0.386 X1 + 0.207 X2 + 0.569 X3$. Based on the results of research analysis on the analysis of criteria that affect readiness to enter the world of work for class XII students at SMKN 2 Bengkulu Selatan, it can be concluded that there is a relationship between the implementation of industrial work practices (prakerin), discipline and work motivation together on readiness to enter the world of work for class XII students at SMKN 2 Bengkulu Selatan.

Discussion

Readiness is a willingness to respond or react (Ayuni et al., 2021; Mulyani, 2013). Readiness usually comes from within students. Readiness needs to be considered because if students are ready, the results will be satisfactory (Effendi, 2017; Ferdian et al., 2018; Jayadiningrat, 2017). This condition makes students ready to respond to a situation. Through effort, study, and practice (Gohae, 2020; Oswald-Egg & Renold, 2021; Samidjo, 2017). Students are said to be ready to work if they have readiness in competencies that include aspects of knowledge (cognitive), attitudes (affective) and skills (psychomotor) (Ahad et al., 2021; Pratama et al., 2019). The cognitive domain includes learning outcomes related to memory, knowledge and intellectual abilities (Paramitha et al., 2016). The affective domain includes learning values related to attitudes, feelings and interests ((Puspitorini et al., 2014; Sukanti, 2011). The psychomotor domain includes learning outcomes related to physical skills and movements supported by psychic abilities. Readiness is capital for someone to do work so that with the readiness, they will get maximum work results.

Work readiness shows that there is harmony between physical, mental and experience maturity so that individuals can carry out certain activities about work (Ashari et al., 2021; Gohae, 2020). Work readiness is characterized by a person's ability to complete a job by the provisions without experiencing difficulties and obstacles with maximum results with predetermined targets (Ahad et al., 2021; Pratama et al., 2019). The characteristics of a person who has work readiness are the level of maturity, experience, mental state and matching emotions. Experience is one of the determinants of readiness because it can create an environment that can be influenced by the development of one's readiness (Choi et al., 2019; Mason, 2020). A harmonious mental and emotional state includes a critical state, having logical, objective considerations, being mature and emotionally controlled, a

willingness to work with others, having the ability to accept, a willingness to move forward and developing one's skills (Sariwulan et al., 2020).

When viewed in terms of experience and skills, SMK graduates already have work readiness because they have been given experience, skills, and stimulation that lead to the world of work during the teaching and learning process. Psychological factors include mental, emotional, desire or interest, enthusiasm (Kuper, 2020; Rahmah & Muslim, 2019). Physiological factors include the five senses and a well-functioning central nervous system (Hakim, 2020). Experience factor in the form of knowledge and skills needed in work. Job readiness is the primary goal of SMK. Previous research state that students' lack of knowledge about the world of work will impact students' careers (Kratz et al., 2019; Pratama et al., 2019; Stellmacher et al., 2020). So it can be concluded that the readiness of students to enter the world of work is critical.

4. CONCLUSION

Based on the results of research analysis on the analysis of criteria that affect readiness to enter the world of work for class XII students at SMKN 2 Bengkulu Selatan, it can be concluded that there is a relationship between the implementation of industrial work practices (prakerin), discipline and work motivation together on readiness to enter the world of work for class XII students at SMKN 2 Bengkulu Selatan. After doing research, given some suggestions, namely the teacher should always give advice in any form you can increase student desire and motivation to enter the world of work. It will give positive effect on student work readiness.

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