



The effect of industrial work practice and work motivation on the work readiness of XII Class SMTI vocational school, Pontianak

Zuyyina Hasdillah Putri^{1*}, Mashudi², Aminuyati³

¹⁻³ Masters in Economic Education, FKIP Tanjungpura University Pontianak, Indonesia

Abstract

Education is any effort made both by individuals and groups through an activity of guidance, teaching or training. Industrial Work Practices should provide sufficient provisions to prepare students to enter the business world and the industrial world. This effort was carried out in order to improve the quality of vocational high school graduates in creating education relevance to the demands of the workforce. The purpose of this study is to describe the effect of Industrial Work Practices and Motivation on the Work Readiness of Class XII Students at the Pontianak SMTI Vocational School. This study uses a quantitative approach, the research method used is the relationship study method. The population in this study amounted to 98 people. The sample in this study amounted to 78 people. Collection techniques can be in the form of indirect communication techniques and documentary study techniques. Testing of the prerequisites used includes the Normality Test, Linearity Test, Multicollinearity test. Data Analysis The research used is Multiple Regression Analysis. Based on the results of the study, it can be concluded that industrial work practices have an effect on the work readiness of students of the SMTI Vocational School class XII Pontianak, work motivation of students can influence the work readiness of students of class XII SMTI Vocational School Pontianak. Industrial work practices and work motivation together (simultaneous) affect the work readiness of students of class XII of SMTI Vocational School Pontianak.

Keywords: industrial work practices, work motivation, work readiness

1. Introduction

Education is any effort made both by individuals and groups through an activity of guidance, teaching or training. As mentioned in the National Education System Law No.20 of 2003 article 1 paragraph (1) "education is a conscious effort for humans to develop their potential through the learning process. The development of education is currently entering an era marked by the incessant technological innovations that demand adjustments to the education system that are in line with the demands of the workforce".

Vocational School is one of the formal education channels that aims to prepare the needs of middle-level workers who have the knowledge, skills and work attitudes in accordance with the needs of the workforce with knowledge and expertise. To prepare students, Vocational Schools apply learning called Dual System Education. Mentioned in the Indonesian Minister of Education and Culture Decree No. 323 / U / 1997 article 1 paragraph 1 that " Dual System Education (DSE) is a form of providing vocational expertise education integrating systematically and synchronously vocational high school education programs with expertise programs obtained through working directly on real work in partner institutions, directed towards achieving a level of professional expertise certain"

Industrial Work Practices is a concrete manifestation of DSE, namely the implementation of vocational education with the planning and implementation of education carried out through partnerships between schools and the world of work. The Vocational Curriculum (Director General of Secondary and Vocational Education: 2008) states, "Internship is a pattern of implementing training that is jointly managed between Vocational Schools and industry / professional associations as partner institutions (PI), starting from the

planning, implementation to evaluation and certification stages". So, the experience of apprenticeship (Industrial Work Practices) is the experience of vocational students to go directly or practice (internship) in the business world and industry. Industrial Work Practices should provide sufficient provisions to prepare students to enter the business world and the industrial world.

This effort is carried out in order to improve the quality of vocational graduates in creating the relevance of education with the demands of the workforce. This is an attempt to find a meeting point between the world of education as a producer and the world of work / industry as consumers. The purpose of link and match is to bring suppliers (suppliers) closer to the quality of human resources, especially those related to the quality of employment. So, vocational schools are said to be ready to face the world of work if graduates have knowledge, skills and are able to work professionally in accordance with their fields of expertise.

Vocational Schools play an important role in the supply of labor, because in the world of work it certainly requires an educated and trained workforce (Ministry of National Education, 2004: 35) [2]. The advantage of vocational education is its ability to provide opportunities for students to get a learning process by going directly to the business / industry, so that students gain real and relevant experience in the field of vocational learning, while providing the necessary skills.

SMTI Vocational School Pontianak is the only vocational school under the direct auspices of the Ministry of Industry. Previously SMTI Vocational School only had two majors, namely chemical industry and machining techniques. In the 2017/2018 academic year the SMTI Pontianak Vocational School adds its majors to four, namely: industrial chemistry,

laboratory testing analysis, machining techniques and welding techniques.

Internship is not enough to prepare students to prepare for work, there is a need for encouragement to better prepare students to work. Motivation to enter the workforce raises the spirit or encouragement of individuals to enter the workforce, both from within and outside themselves. Someone is motivated to enter the workforce because they see various needs both physically and spiritually which must be fulfilled. A student will realize that he must be independent and fulfill his life needs without having to depend on his parents again

after graduating from vocational school, especially if his parents have economic limitations. In addition, students will also feel proud of having a job after graduation rather than being unemployed. This pride is one example that a student has a need for respect for himself. Encouragement and pressure from the surrounding environment both from the school environment, family environment, and community environment will also provide motivation to students to enter the workforce.

It is proven by the work data of parents of Pontianak SMTI Vocational High School students:

Table 1: Data of SMTI Vocational School Parents in Pontianak

The number of students	Type of work for parents				
	Civil servants	Laborer	Entrepreneur	Private employees	Army /police
232	20%	35%	15%	15%	15%

Source: Pontianak SMTI Vocational School 2017 Administration

Based on the table above, as many as 35% of parents of students work as temporary income workers. This is one of the motivations of students to work to ease the burden on their parents.

Motivation of Entering the World of Work is something that raises the spirit or encouragement of individuals to enter the world of work, both from within themselves and from outside themselves. According to Uno (2010: 10) [7], "Motivation arises because of the desire to do activities, the presence of encouragement and the need to do activities, the existence of hopes and ideals, the respect for oneself, the existence of a good environment and the existence of interesting activities". Motivation to enter the workforce arises because of the interests and desires of the students.

Ideally after experiencing the learning process in school and the training process in the world of work, vocational graduates will be able to become workers with high levels of competency or job readiness. Student work readiness is a condition that allows students to work immediately after school without requiring a long period of adjustment.

Table 2: Data Search for SMTI Vocational School Alumni Pontianak

Pontianak SMTI Vocational School Alumni	2015	2016	2017	Total
1. Working	91	70	66	232
2. Lecture	66	73	94	233
4. Not yet working	49	60	46	155
Number of alumni	206	205	206	

Source: Pontianak SMTI Vocational School Administration

But in reality, at the SMTI Vocational School Pontianak, there are many Vocational School graduates who continue their studies to Higher Education as many as 94 people and graduates who have worked but are not in accordance with their fields of expertise. Alumni students who choose to study rather than work continue to increase from year to year. This could be due to various factors such as students who do not have work readiness. Nor are there limited employment opportunities.

In a previous study conducted by Margunani (2012) entitled "The Influence of Industrial Work Practices, Mastery of Earning Education and Training Subjects and Interest in Student Work Against Readiness to Face the World of Work for High School Students in Accounting Skills at State Vocational Schools 1/2013" this study successfully proved

that there was an influence of industrial work practices on the work readiness of vocational students accounting skills program at Vocational State School 1 Salatiga.

Many factors can affect work readiness, both from within the learner and from outside. Dirwanto (2008) [4] in the analysis of factors that influence vocational readiness of vocational students concluded that the factors that affect vocational student work readiness are learning motivation, practical experience, vocational guidance, family economic conditions, learning achievement, job information, expectations of entering the workforce, knowledge, level of intelligence, talent, interests, attitudes, values, personality, physical condition, appearance, temperament, skills, creativity, independence, and discipline.

The results of the above data indicate that SMTI Vocational School Pontianak graduates are beginning to decrease their work readiness, most of them prefer to continue their studies to higher education. The purpose of this study is to describe the effect of Industrial Work Practices and Motivation on Work Readiness of Class XII Students of Vocational High School Pontianak.

2. Materials and Methods

This research uses a quantitative approach, based on the variables studied, this type of research is included in post facto research. The research method used based on its natural level is the relationship study method. The population in this study were class XII students in the industrial chemistry department of the SMTI Vocational School Pontianak in the 2017/2018 academic year, totaling 98 people. The sample in this study were class XII students of the industrial chemistry department of the SMTI Vocational School Pontianak, amounting to 78 people. In this study, the authors used indirect communication techniques and documentary study techniques. The data collection tools used in this study were questionnaires and documentation. The prerequisite tests used included the Normality Test, Linearity Test, Multicollinearity Test. Data Analysis the research used is Multiple Regression Analysis.

3. Results & Discussion

3.1 Results

Based on data obtained from Pontianak SMTI Vocational High School, for the results of industrial work practices on 86 students of Industrial Chemistry majoring in 2017/2018 the highest and lowest grades were obtained. The highest value

obtained by students is 95 while the lowest value is 80. Based on the results obtained by students, industrial work practices fall into a very good category. Obtaining the number of respondents' answers to work motivation variables is 7,192, based on the results of calculations, obtained a percentage of 79.91%, then it can be correlated into the percentage category that work motivation on students of class XII SMTI Vocational School Pontianak is good. Obtaining the number of answers to respondents work readiness variable that is equal to 6,658, can be tested for the percentage of work readiness variables. Based on the results of the calculation, the percentage of work readiness variables obtained was 84.07%. So work readiness can be correlated into the percentage category that the readiness of work for students of class XII of SMTI Vocational School Pontianak is good. The statistical calculation in multiple linear regression analysis used in this study is to use the SPSS for Windows computer program assistance. Based on the calculations, the regression equation model is obtained as follows: $Y = 30,497 + 0,263X_1 + 0,389X_2$. Based on the results of the t test (partial test), it can be concluded that: Job practices have a significant effect on work readiness. This is indicated by the results of a significance value of 0.042. Work motivation has a significant effect on work readiness. This is indicated by the results of a significance value of 0,000. The results of simultaneous hypothesis testing using the F Test, obtained F count of 9.592 with a significant level of 0.000, it can be stated that the variable work practices and work motivation have a joint effect (simultaneous) on work readiness.

3.2 Discussion

Based on the results of testing the first hypothesis proves that work practices have a positive and significant effect on job readiness. The results of SPSS calculations in Table 4.8 obtained coefficients of work practice variables positive value of 0.263 with a significance value of 0.042 which is smaller than α 0.05. This means that work practices have a positive and significant influence on the work readiness of class XII students at the Pontianak Vocational High School. The higher the work practice, the higher the readiness for work. Likewise, on the contrary, the lower work practices will decrease the work readiness of class XII students at Pontianak SMTI Vocational High School. The experience of industrial work practices is very influential in the formation of soft skills, such as the formation of attitudes, recognizing the environment, and responsibility. In addition, it can increase hardskill, such as increasing the ability and skills that it has. Competence is part of the personality of individuals who are relatively stable, and can be seen and measured from the behavior of individuals who are involved, at work or in various situations. Competence must have the knowledge, skills and abilities to develop these knowledge and skills. Based on these results, this study is in line with the research conducted by Syahza and Hendripides (2017) which states that work practices have a significant effect on the work readiness of class XII students at Pontianak Vocational High School.

Based on the results of testing the second hypothesis proves that work motivation has a positive and significant effect on work readiness. The results of the SPSS calculation in Table 4.8 obtained a coefficient of work motivation variable with a positive value of 0.389 with a significance value of 0.000 which is smaller than α 0.05. This means that work motivation has a positive and significant influence on the

work readiness of class XII students at Pontianak SMTI Vocational High School. The higher the work motivation will be the higher work readiness. Likewise, on the contrary, the lower the work motivation will decrease the work readiness of class XII students at Pontianak SMTI Vocational High School. Work motivation can be interpreted as an encouragement or drive for someone to sacrifice their services, body and mind to produce goods and services to obtain certain rewards. Work motivation in students arises because of the desire to develop themselves, the desire for appreciation and success, future expectations and the desire to actualize themselves. And influenced by the type of work, co-workers or superiors, company policies or regulations that apply in the company, work facilities / physical facilities, environment and salaries or wages to be received. With this encouragement students become more motivated to improve their abilities and study harder and of course with this high enthusiasm, the competencies of students are higher so that they are better prepared to enter the world of work after graduating from Vocational High School. Based on these results, this study is in line with the research conducted by Butar (2015) which states that work motivation has a significant effect on the work readiness of students of class XII at Pontianak Vocational High School..

Based on the results of testing the third hypothesis proves that industry work practices and work motivation have a simultaneous and significant effect on the work readiness of students of the XII class of SMTI Vocational School Pontianak. The results of SPSS calculations in Table 4.9 can be explained that the results of the regression coefficient Test F, based on the ANOVA test or F test, obtained F count of 9.592 with a significant level of 0.000. Because the probability is much smaller than 0.05 ($0,000 < 0,05$), it can be stated that the variable industrial work practices and work motivation have a joint effect (simultaneous) on the work readiness of students of the XII class of SMTI Vocational School Pontianak. Student work readiness can increase through industrial work practices and high work motivation. Based on these results, this study is in line with the research conducted by Rofi'ul Mu'ayati (2014) which states that industrial work practices and student work motivation towards work readiness of students of class XII at Pontianak Vocational High School.

4. Conclusions

Based on the results of the research and discussion in the previous chapter in general it can be concluded that industrial work practices have an effect on the work readiness of students of Vocational School XII class XII Pontianak, work motivation of students can influence the work readiness of class XII students of SMTI Vocational School Pontianak. Industrial work practices and work motivation together (simultaneous) affect the work readiness of students of class XII of SMTI Vocational School Pontianak. This shows that student work readiness is influenced by work practices and work motivation. So the better the work practices and work motivation, the higher the readiness of work. From the results of this study, researchers can suggest that students improve their quality in practice. And it is expected that monitoring from both the teacher coordinator of industrial work practices and the practice coordinator in the company is further enhanced so that students can work better. All aspects must be explored so that student work motivation is better. Teachers, parents and all those involved in it must jointly

support students to increase their work motivation. Teachers and parents can help increase students' interest in working by continuing to motivate students to work after completing their education in vocational school.

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