

## THE EFFECT OF WORK MOTIVATION AND INDUSTRIAL WORK PRACTICES ON THE READINESS OF WORK STUDENTS IN CLASS XII ACCOUNTING DEPARTMENT OF SMK NEGERI 1 KENDARI

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**Abstract.** This study aims to analyze (1) The effect of work motivation on job readiness of class XII students in majoring department of SMK Negeri 1 Kendari, (2) The effect of industrial work practices on the work readiness of class XII students of the Accounting Department of SMK Negeri 1 Kendari, and (3) The effect of work motivation and industrial work practices together on the job readiness of class XII students of the Accounting Department at SMK Negeri 1 Kendari. The population of this research is all grade XII students of Accounting Department of SMK Negeri 1 Kendari. Sampling in this study uses stratified random sampling technique so that the sample size is 115 students, consisting of 24 students of class XII-A1, 25 students of class XII-A2, 23 students from class XII-A3, 19 students from class XII-A4, and 24 students from class XII-A5. Data analysis techniques use descriptive and inferential analysis. The results of this study indicate (1) There is a positive and significant influence of work motivation on job readiness of class XII students of Accounting Department at SMK Negeri 1 Kendari with a coefficient  $\beta_1$  0.804, (2) There is a positive and significant effect of industrial work practices on work readiness of class XII students of Department Accounting at SMK Negeri 1 Kendari with a coefficient of  $\beta_2$  namely 0.162, (3) There is a positive and significant influence of work motivation and industrial work practices together significantly influencing work readiness of students of class XII students of Accounting Department at SMK Negeri 1 Kendari with coefficient of determination  $R^2 = 0.729$ .

**Keywords:** *Work Motivation, Industrial Work Practices, Student Work Readiness*

## INTRODUCTION

The era of global competition faced today demands quality human resources to be ready to become professional workers in their fields. In this connection, one of the steps to prepare quality human resources is the education process.

Education is one of the most important factors to ensure the survival of the country and is the main capital in carrying out development and facing world competition. One effort developed in improving the skills and expertise of human resources, is by creating a vocational education system. Vocational high school (SMK) is one of the formal educational institutions to prepare students to have certain skills in accordance with their fields. Most students choose to study at Vocational School on the grounds of wanting to work immediately after they graduate from school. The existence of work motivation should be able to make students more stable in implementing learning and more active in learning in order to understand the material provided and get good grades in learning activities and be diligent in carrying out practice.

Based on the objectives of vocational education, formal education obtained by students in schools is not enough to fulfill the objectives of the vocational education. The government launched a Dual System Education (PSG) program for vocational students aimed at delivering students to the mastery of certain work abilities. This is in accordance with the opinion of Kuswana (2013: 85) that work readiness is the overall condition of the individual which includes physical, mental and experience maturity so that he is able to carry out an activity or job.

Preliminary study results for the last 3 years of data from the Special Work Exchange (BKK) of SMK Negeri 1 Kendari are as follows: in 2016 students who worked after graduating from SMK Negeri 1 Kendari were only 16%, self-employed 5%, who continued their education by 52% and others 27%. In 2017 students worked 18%, self-employed 7%, continued education 49% and others 26%. While students graduated in 2018, the State Vocational High School 1 Kendari had not yet conducted a search but the head of the Special Occupation Exchange (BKK) said that it was estimated that 50% of those registering to continue their education and graduating were estimated at 40%. Based on these data, it has been seen that there has been an increase in the percentage of graduates absorbed into the world of work from 2016 to 2017, but there are still problems.

The data above shows the lack of absorption of vocational graduates majoring in accounting into the world of work because of the lack of student work readiness. Student work readiness is lacking because students especially in Accounting at SMK Negeri 1 Kendari are less able to compete to fill existing job openings. The Chairman of the Special Occupation Exchange (BKK) and the student division of SMK Negeri 1 Kendari said that most accounting majors who had actually graduated while still in the vocational high school had indeed intended and decided to continue their education rather than looking for work. This also shows that mentally students are not ready to work. Based on these problems, the authors see that work motivation and industrial work practices are factors that can affect student work readiness. Thus, the problems of this study are: (1) Does work motivation affect the work readiness of class XII students in the Accounting Department at SMK Negeri 1 Kendari ?, (2) Does industrial work practice affect the job readiness of class XII students at the Accounting Department at SMK Negeri 1 Kendari? (3) Does work motivation and industrial work practices jointly influence the work readiness of class XII students in the Accounting Department at SMK Negeri 1 Kendari?

## **THEORITICAL REVIEW**

### **1. The Concept of Work Readiness**

Danielson, (2008: 1) defines a work readiness program as a competency based on a program that utilizes learning experiences to give students good work while supervised by their work components. While Winkel (2004: 668) states that work readiness is seen as an effort to strengthen a person prepare themselves in terms of knowledge, skills, attitudes and values needed to pursue a job. Then, Kuswana (2013: 85) said that work readiness is the overall condition of an individual which includes physical, mental and experience maturity so that he is able to carry out an activity or job. This is in line with the opinion of Fitriyanto (2006: 9) that work readiness is a condition that shows the harmony between physical, mental maturity and experience so that individuals have the ability to carry out certain activities in relation to work.

Characteristics of students who already have work readiness as stated by Fitriyanto (2006: 10) is that students already have the following considerations: (a) Having logical and objective considerations, (b) Having the ability and willingness to work with others, (c) Able to control themselves or emotions, (d) Having a critical attitude, (e) Having the courage to accept individual responsibility, (f) Having the ability to adapt to the environment and technological development, and (g) Having ambition to go forward and try to follow the development of the field of expertise.

Based on the opinion above, it can be concluded that work readiness is a condition of someone who has the will and ability to carry out a job with the aim of achieving maximum results marked by a critical attitude, the ability to cooperate with others, be responsible, the ability to adapt to technological developments, and supported by previous experience.

### **2. The Concept of Work Motivation**

According to Donoho (2010) that Motivation as an energizing conditions of the organism that seves to direct that organism toward ther goal of a certain class. Furthermore, McCormic (in Mangkunegara, 2004: 94) suggests that work motivation is defined as conditions which influence the arousal, direction and main tenance of behavior relevant work settings. This is in line with Alderfer's opinion (in Robbins, 2004) that work motivation is the enthusiasm of the individual to carry out his work activities, while according to Kadarisman (2012: 278) work motivation is a driving force in someone to want to behave and work actively and well in accordance with the duties and obligations given to him.

Furthermore, Anoraga (2014: 35) said that work motivation is something that gives rise to enthusiasm or work motivation. Therefore, work motivation in work psychology is usually called work morale booster. Meanwhile, according to Miller and Form (in Anoraga, 2014: 14) that motivation to work cannot be linked only to mere economic needs, because people will still work even though they no longer need material things. Thus, the concept of work motivation in general as suggested by Bintoro and Daryanto (2017: 88) that someone works with various motivations, namely: (a) Getting a monthly salary, (b) Achieving career goals, (c) Working, (d) Looking for experience, and (e) Worship.

Motivation indicators according to Wibowo (2011: 162), as follows: (a) the need for achievement, consisting of: work targets, work quality, responsibilities, and risks, (b) the need to expand relationships, consisting of: communication and friendship, and (c) the need to master a job, consisting of: leaders, corporate ambassadors, and role models.

From some of these opinions it can be concluded that work motivation is a driving force or impetus for someone to do a job at the expense of services, body and mind to obtain a certain reward in the form of a monthly salary, experience, desire to excel, and good communication relations, especially people who have worked.

### **3. The Concept of Industrial Work Practices**

Dessler (2008: 287) states that industrial work practices called On the Job Training (OJT) means someone who learns work by directly doing it. While Hamalik (2007: 21) said that industrial work practices or in some schools called On the Job Training (OJT) is a training capital that aims to provide the skills needed in certain jobs in accordance with the demands of the ability to work.

Furthermore, Daryanto (2009: 109) said that field work education is an implementation of professional skills education that combines education programs in schools and skills acquisition programs obtained through direct work activities in the world of work (on the job training) directed to achieve a certain level of professional expertise. This is in line with the opinion of Dinsyah (2015: 57) that industrial work practices are a form of skills education that combines systematically the education in schools with the mastery of working skills directly in industrial institutions and the business world.

The implementation of industrial work practices all students practice will be assessed and observed by the supervisor of the business world / the world of industry / the world of work and every week or two will be monitored by the supervising teacher from the school by visiting the internship directly. Surachim (2016: 64) said that the assessment and certification system for students is an activity in carrying out learning tasks to achieve success. While Hamalik (2007: 120) said that the evaluation or assessment of the results of training or industrial work practices include: evaluation of aspects of knowledge, evaluation of aspects of skills, and evaluation of aspects of attitude.

From some of the opinions above, it can be concluded that industrial work practices are activities that are carried out directly by students in the world of work to apply the knowledge obtained at school and obtain additional knowledge, skills, and attitudes of graduates that are in accordance with the demands of the world of work.

### **4. The Effect of Work Motivation and Industrial Work Practices on Work Readiness**

The influence of work motivation on work readiness in theory, as stated by Siagian (2004: 79), that motivation is the main basis for someone to prepare to enter various organizations is in the framework of the business concerned satisfying various needs. Then, Sukardi (1993: 117) said that the factors that influence work readiness include work motivation, in this case students' motivation to enter the workforce. Thus, in theory work motivation has a positive effect on work readiness.

The effect of industrial work practices on work readiness as stated by Hamalik (2005: 93) that the practice will draw closer and bridge the preparation of participants to go into their field of work after taking the program. This is in line with the opinion of Dinsyah (2015: 58) that industrial work practices refer to how professional quality graduates who are ready to work are able to compete in production activities as supporters as well as industrial assets that can play a role in global competition. Meanwhile, Dalyono (2005: 167) said that experience can influence the physiology of individual development which is one of the principles of the development of readiness of vocational students in preparing themselves to enter the workforce. Then, Sastrohadiwiryo (2005: 162), suggested several factors that influence job readiness, namely: academic achievement, experience, and mental physical health. Thus, in theory industrial work practices have a positive influence on work readiness.

According to Mouly (in Isharyanti, 2011: 17) that work readiness does not depend on maturity alone, but also includes other factors, for example: motivation and experience. According to Kardimin (2004: 2-3) there are 2 factors that affect job readiness, namely: (1) Internal factors, namely factors originating from

within students including physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, and motivation, and (2) External factors, namely factors originating from outside the students themselves including the role of the community, family, school facilities and infrastructure, work world information and work experience.

Meanwhile, Swell (in Wibowo, 2011: 339-343), there are several factors that affect students' job readiness, namely: (1) Beliefs and values, namely belief in oneself and others will influence behavior. Individuals who think positively, assume that they are creative and innovative will try to develop. (2) Skills, i.e. the skills to play many roles in various competencies. Floating skills specifically on competencies will have an impact both on organizational culture and individual competencies. (3) Experience, namely expertise in competence requires experience, such as experience in organizing people, communicating, and solving problems. Experience is a readiness factor that can change with time and the environment. (4) Motivation, which is a factor in competencies that can change. Motivation causes one's work orientation towards results, ability to influence others, increase initiative, and so on. Increased motivation will increase the performance of subordinates and contribution to the organization will increase. (5) Emotional issues, i.e. emotional barriers can limit mastery of competencies. Fear of making mistakes, being embarrassed, feeling disliked or being a part of everything tends to influence motivation and initiative. Feelings about authority can affect communication skills and resolve conflicts between workers. (6) Intellectual ability, that is, competence depends on cognitive thinking such as conceptual thinking and analytical thinking. It is impossible to fix problems through every intervention that an organization embodies. Certainly factors such as experience can enhance intellectual abilities. (7) Organizational culture, which can improve human resource competencies in activities: employee recruitment and selection practices, reward systems, decision making practices, organizational philosophy, vision, mission, and values related to competence.

## **METHOD**

This type of research is quantitative research. The population of this study was all students of class XII Accounting Department of SMK Negeri 1 Kendari totaling 161 students, who were distributed in 5 classes. Sampling in this study used probability sampling techniques, namely stratified random sampling so that the total sample was 115 students, consisting of 24 students of class XII-A1, 25 students of class XII-A2, 23 students from class XII-A3, 19 students from class XII-A4, and 24 students of class XII-A5. The questionnaire consisted of a questionnaire of student motivation and work readiness. While the documentation consists of data on industrial work practice values, student learning outcomes data, journals, and field practice reports. Data analysis techniques use descriptive and inferential analysis. While inferential analysis uses Multiple Linear Regression Test with hypothesis testing with partial test (t test) and Simultaneous test (F test). Before testing the hypothesis, the data analysis requirements test is done using SPSS Version 16 for Windows. Test requirements are carried out to ensure that the data from this study meet the requirements for inferential testing.

## **RESULTS**

### **1. The effect of Work Motivation (X1) on Work Readiness (Y1)**

T-test results to determine the effect of X1 on Y1 can be seen in the following Table 1:

**Table 1:** T test results to determine the effect of X1 on Y1

Coefficients\*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
1 (Constant)	2.588	7.774		.333	.740
X1	.804	.047	.840	17.022	.000

a. Dependent Variable: Y1

Based on the results of the regression statistical test that is the effect of work motivation (X1) on work readiness (Y1), the regression coefficient  $\beta_1 = 0.804$  with a constant  $\alpha = 2.588$  and probability = 0,000 with a tcount of 17.022. The constant value of 2.588 means that the average readiness of students to work before treatment is 2,588, while the coefficient  $\beta_1 = 0.804$  means that each increase in work motivation variable by one unit will increase student work readiness by 0.804 or 80.4%. To see whether the effect is significant, it can be seen from  $t\text{-count} > t\text{-table}$ , that is  $17.022 > 1.981$  with a probability value of  $0.000 < 0.05$  meaning that there is a significant effect assuming the variable X2 is isolated.

#### b. The Effect of Industrial Work Practices (X2) on Work Readiness (Y1)

T-test results to determine the effect of X2 on Y1 can be seen in Table 2 below:

**Table 2:** T-test results to determine the effect of X2 on Y1

Coefficients\*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
1 (Constant)	2.588	7.774		.333	.740
X2	.162	.081	.099	1.998	.048

a. Dependent Variable: Y1

Based on the results of the regression statistical test that is the influence of industrial work practice variables (X2) on work readiness (Y1), the regression coefficient value  $\beta_1 = 0.162$  with a constant  $\alpha = 2.588$  and probability = 0.048 with a tcount of 1.998. The constant value of 2.588 means that the average readiness of students to work before treatment is 2.588, while the coefficient  $\beta_1 = 0.162$  means that each increase in industrial work practice variables by one unit will increase student work readiness by 0.162 or 16.2%. To see whether the effect is significant, it can be seen from  $t\text{-count} > t\text{-table}$ , namely  $1.998 > 1.981$  with a probability value of  $0.048 < 0.05$ , meaning that there is a significant effect assuming the variable X1 is isolated.

#### c. Simultaneous Test (F-Test)

Silmutan regression calculation results can be seen in Table 3 below:

**Table 3:** Silmutan regression calculation results

ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4587.105	2	2293.552	150.805	.000 <sup>a</sup>
Residual	1703.382	112	15.209		
Total	6290.487	114			

a. Predictors: (Constant), X2, X1

b. Dependent Variable:

Based on the table above, the value of F-count = 150.805 is greater than F-table = 3.08 (150.805 > 3.08) with a probability value of 0.000 smaller than the significance level of 5% (0.000 < 0.05). So it can be concluded that simultaneously work motivation and industrial work practice variables affect student work readiness.

#### d. Dual Coefficient Model

Based on the results of the regression coefficient, the following equation is obtained:

$$\hat{Y} = 2,588 + 0,804X_1 + 0,162X_2$$

#### e. Coefficient of Determination (R<sup>2</sup>)

The statistical calculation results obtained by the regression model can be seen in Table 4.

**Table 4:** Statistical results of the regression model  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 <sup>a</sup>	.729	.724	3.900

a. Predictors: (Constant), X2, X1

The results of the statistical calculations in Table 4, show that the R value of 0.854 with R<sup>2</sup> = 0,729, meaning that 72.9% of students' job readiness is explained by work motivation (X1) and industrial work practices (X2) and the remaining 27.1% is explained by other variables outside the model.

## DISCUSSION

### a. The Effect of Work Motivation on Work Readiness

Based on the results of the first hypothesis testing, it is found that work motivation has a positive effect on job readiness of class XII students of the Accounting Department at SMK Negeri 1 Kendari. This is in line with McCormick's opinion (in Mangkunegara, (2004: 94) that work motivation influences in arousing, directing, and maintaining behavior related to the work environment. This means that work motivation can arouse or enhance something related to the work environment, specifically readiness of students to work Likewise, the opinion of Sukardi (1993: 117) that the factors that influence work readiness include work motivation, in this case the motivation of students to enter the workforce, Munandar (2012: 325) revealed that a person's work motivation can be more proactive or reactive, in proactive work motivation people will try to improve their abilities as required by the work and will try, find, and create opportunities where he can use his abilities to be able to demonstrate high work That means students who have High work motivation



will increase his ability which makes him ready to work. Likewise, the results of research by Umi Yamsih and Muhammad Khafid (2016) which concluded that there is an influence of work motivation on student work readiness.

#### **b. The Effect of Industrial Work Practices on Work Readiness**

Based on the results of the second hypothesis testing, it is found that there is a positive influence of industrial work practices on work readiness. This is in line with the opinion of Hamalik (2005: 93) that practice will draw closer and bridge the preparation of participants to enter their assignments after taking the program. This means that industrial work practices are held in order to prepare their students ready to work by learning from the real industry to get work experience. Likewise, according to Papert (in Rifa'i and Anni, 2012: 189) that the teacher's learning process can arise from his own experience. This means that the implementation of industrial work practices will provide experiences where students can learn and ultimately these experiences will increase students' readiness to work after graduating from SMK. This is confirmed by the opinion of Sastrohadwiryo (2005: 162), that there are several factors that affect work readiness, namely academic preparation, experience, and mental physical health. The results of this study are in line with the results of Aprilia Khusnul Mustifasari's research (2015), Ahmad Mandiriyanto (2009), and Jukianto (2017) which concluded that there is a positive influence of industrial work practices on student preparedness.

#### **c. The Effect of Work Motivation and Industrial Work Practices Together Against Work Readiness**

Based on the results of the third hypothesis testing, it is found that there is a positive influence of work motivation and industrial work practices on work readiness. This is in accordance with Mouilly's opinion (in Isharyanti, 2011: 17) that work readiness does not depend on maturity alone, but there are other factors namely motivation and experience. Likewise, Kardimin (2004: 2-3) states that there are 2 factors that affect job readiness, namely internal factors, especially work motivation and external factors, especially work experience. The intended experience is the experience gained by students after carrying out industrial work practices. Then, Swell (in Wibowo, 2011: 339-343), states that there are several factors that affect students' job readiness, namely: beliefs and values, skills, experience, motivation, emotional issues, intellectual abilities, and organizational culture. The intended experience is the experience gained by students after carrying out industrial work practices. The results of this study are also in line with the research of Arief Norma Sari (2013) which concluded that there is an influence of the experience of industrial work practices and motivation to enter the workforce together towards work readiness.

### **CONCLUSION**

Based on the results of the research above, concluded as follows.

1. There is a positive and significant influence of work motivation on job readiness of class XII students of the Accounting Department at SMK Negeri 1 Kendari with  $t\text{-count} > t\text{-table}$  ie  $17,022 > 1.981$  and coefficient  $\beta_1 = 0.804$ .
2. There is a positive and significant influence of industrial work practices on work readiness of class XII students of the Accounting Department at SMK Negeri 1 Kendari with  $t\text{-count} > t\text{-table}$  which is  $1.998 > 1.981$  and the coefficient  $\beta_2$  is 0.162.
3. There is a positive and significant influence of work motivation and industrial work practices jointly significant effect on work readiness of students of class XII Accounting Department in SMK Negeri 1 Kendari with  $F\text{-count} > F\text{-table}$  that is  $150.805 > 3.08$  and the coefficient of determination  $R^2 = 0,729$ .



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