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Effect of internship performance and work motivation on vocational students' work readiness

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Abstract

The purpose of this study was to determine the effect of internship performance and work motivation on work readiness of students in SMK Negeri 1 Bantul Yogyakarta, majoring in automation and office governance competencies in academic year 2018/2019. This research is an ex post facto using quantitative correlation method. The population of this research is all XII grade students of in office automation and governance expertise, with a total of 64 students. We selected 30 students as the sample using proportionate random sampling technique. The dependent variable in this study is work readiness (Y) while the independent variables include the performance of internship (X1) and work motivation (X2). Data collection methods are questionnaires and documentation. The method of data analysis uses descriptive statistics, and multiple linear regression. The results showed that there was an influence on the performance of internship and work motivation both individually and simultaneously on the work readiness of students of SMK Negeri 1 Bantul.

Keywords: internship performance, work motivation, work readiness

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INTRODUCTION

Firdaus (2012) suggests that work readiness is a set of skills and behaviors needed to work in any form of work. Work readiness skills are sometimes called soft skills, work skills or job readiness skills. According to Anni (2006), work readiness refers to taking certain types of activities which include mental readiness, physical readiness, and desire readiness. Readiness is a condition that precedes the activity itself, without this readiness or willingness, mental processes do not occur. Meanwhile, Slameto (2010) states that readiness is the overall condition of someone who makes him ready to give a response or answer in a certain way to a situation.

Work readiness is formed from three supporting aspects, namely: the aspect of mastery of knowledge, mastery of work attitudes, and aspects of mastery of work skills possessed by vocational students. Work readiness is the overall condition of the individual which includes physical, mental and experience maturity as well as the willingness and ability to carry out a job or activity. Work readiness is very important to be owned by a vocational student, because vocational students are the hope of the community to become vocational graduates who have competencies in accordance with their areas of expertise accepted in the workforce or able to develop through entrepreneurship.

Vocational high school is a special training pattern that directs students to be ready to plunge professionally and participate in the business sector (Alimudin *et al.*, 2019). Vocational education aims to improve intelligence,

knowledge, personality, noble character, as well as the skills of students to live independently and participate in further education in accordance with their vocational program. The success of vocational education is measured by the level of quality and relevance, namely the number of absorption of graduates and the suitability of the field of work with the chosen field of expertise. The relevance of SMK graduates to the world of work can be seen with graduates who are absorbed in the world of work quickly and according to their field of expertise.

Yamsih and Khafid (2016) suggest some factors that influence work readiness. They are factors originating from within the individual, including intelligent, talent, interest, motivation, attitude, personality, values, hobbies, achievement, skills, leisure time activities, aspiration, knowledge, experience, and physical abilities. Every person has different integrating abilities, where people who have a higher level of intelligence will more quickly solve the same problem when compared to people who have more intelligence levels low. Intelligence ability possessed by individuals plays an important role in considering whether the individual has readiness to enter a job.

Talent is a condition, a quality that is owned by an individual that enables the individual to develop in the future, so it is necessary to know as early as possible the talents of vocational students to prepare students according to their field of work and position or career after graduating from vocational school. Interest is a mental tool consisting of a combination, combination, and mixture of feelings, hopes, prejudices, anxiety, fear, and other tendencies to be able to direct individuals to a particular choice. Interest is very big influence in achieving readiness and achievement in an occupation as well as the selection of positions or careers. Motivation is a change in energy in a person who is marked by the emergence of feelings and reactions to achieve goals.

Attitude is a readiness for someone to act in a certain way towards certain things. A positive attitude from within an individual about a job will affect the readiness of the individual to do a job. A person's personality has an important role that influences the direction of choosing a position and one's readiness to do a job. The values held by the individual affect the work chosen and achievement in the work, giving rise to readiness in him to work. Hobbies are activities carried out by individuals because these activities are their hobby or pleasure. Hobbies that are owned by someone determine the selection of work so as to cause readiness in him to work. Mastery of teaching material in education that is being pursued affects the readiness of the individual's work. Skills are competence in doing something. A person's skills will affect readiness to do a job.

Activities undertaken by students outside of class time at school are used to support their hobbies or for recreation. Aspirations and knowledge of school or connection education are related to the realization of their ideals. Knowledge possessed such as the world of work, requirements, qualifications, structural positions, promotion of positions, salaries received, rights and obligations, where the work is located, and others. Work experience that students have experienced while sitting at school or outside of school can be obtained from internship. At last, physical abilities is physical conditions that can be seen in plain sight and can be assessed easily. Problems are problems that arise and conflict within the individual, whereas personal limitations such as wanting to win alone, unable to control themselves, and others.

Besides the internal factors, there are also social factors, which include guidance from parents, the condition of peers, the condition of the surrounding community and others.

Of the factors that influence work readiness above, we are interested in examining the influence of aspects of motivation and some aspects that are integrated in internship programs, including aspects of intelligence abilities, talents, interests, motivation, attitudes, personality, values, achievements, skills, knowledge about the world of work, work experience, and physical abilities and limitations.

Internship is part of the dual system education which is a vocational education innovation. The purpose of implementing dual system education is to get closer to supply and demand for human resources quality, especially those related to labor quality. Vocational high school is a provider of human resources and the world of work and society as parties in need (Badeni, 2002).

Based on a survey we delivered to the students, the problems of implementing internship that occur in the field, include: (1) placement of students who are not in accordance with their area of expertise; (2) there are still students who have not been able to complete tasks related to their area of expertise; (3) there are still many students who are unemployed and do not have jobs after completing industrial work practices. These problems make the industrial world or government agencies feel less sure of the quality of vocational students.

Industrial internship is basically an organization that systematically integrates education in business or industrial world. Internship is part of a joint program between vocational school and industry which is carried out in the industrial world. Internship can be interpreted as a time when someone works under the guidance of someone who has experience in order to increase the knowledge and skills needed to obtain employment within a predetermined period of time.

The dual system education policy was developed based on the dual system concept in Germany, which is a form of organizing professional skills education that combines systematically and synchronously the educational program in schools and the mastery of skills acquired through direct work activities in the world of work, with the aim of achieving a level of professional expertise certain. The objectives of the internship implementation, among others: (1) Improving understanding and strengthening and developing students' knowledge gained in schools and applied in the business and industrial world; (2) Improve skills in the form of mastery of students' professional vocational abilities; (3) Developing the professional attitude and work ethic of students; (4) introduce students to potential business aspects in the business and industrial world, such as: organizational structure, management, business associations and career paths; (5) Equip students with actual work experience; and (6) Motivate students to become entrepreneurs.

Motivation is a will or desire that arises in the employee that creates enthusiasm or drive to work optimally to achieve goals. Motivation comes from the basic words of motives, which have the meaning of a stimulant, desire and the driving force of one's willingness to work. Work motivation is something that can cause enthusiasm or drive to work individually or in groups to work to achieve goals. Employee work motivation is conditions that make employees have the will or need to achieve certain goals through the implementation of a task. Work motivation of employees will supply energy to work or direct activities

during work, and cause an employee to know that there are goals that are relevant between organizational goals and personal goals.

The major of Office Automation and Governance in SMK 1 Bantul has 64 students with the proportion of 8 male students and 56 female students. The class XII student carried out internship for 6 months in class XI in several government offices in Bantul and in the Yogyakarta. The internship program is a compulsory program from schools as a condition of taking the National Examination in class XII. Students implement internship with enthusiasm and high motivation because students directly learn in these offices.

So far, there have been no studies on the effect of internship performance and work motivation on job readiness of SMK N 1 Bantul students. This article aims to analyze whether there is a positive and significant relationship between internship performance and work motivation on job readiness of SMK N 1 Bantul students.

RESEARCH METHOD

This study is a quantitative correlational study because this study aims to determine the possibility of a causal relationship in a certain way based on observations of the effects that exist, then look back at the factors suspected to be the cause, through data collection (Arikunto, 2010).

The study population was all students of SMK N 1 Bantul who had taken internship, while the study sample was 64 students chosen at random. Sampling using a random sampling technique, the researchers chose to draw students so that 64 students were selected as research samples.

Data is collected by questionnaire and documentation. The questionnaire method was carried out by giving questionnaires to research subjects. The aspects measured in the questionnaire are work motivation and work readiness. The work motivation questionnaire is presented in Table 1.

Table 1. Work motivation questionnaire grid

| No | Indicators of Work Motivation |
|-----|--|
| 1. | Complete the given task |
| 2. | Attendance in accordance with applicable regulations |
| 3. | Carry out excellent service |
| 4. | Solve problems that are under his authority |
| 5. | Complete tasks in a faster and better way |
| 6. | Able to complete tasks in accordance with the specified time |
| 7. | Complete the task with optimal and enthusiasm |
| 8. | Able to solve problems without despair |
| 9. | Be present at work on time |
| 10. | Leave work according to work time requirements |

While the work readiness questionnaire grid is presented in Table 2. The documentation method used is by documenting the value of internship of 40 students who become research samples to be processed. The value of internship reflects the quality of student internship performance.

Table 2. Work readiness questionnaire grid

| No. | Indicators of Work Readiness |
|-----|--|
| 1. | Complete the given tasks properly and on time |
| 2. | Asking supervisors, friends, and other employees in completing work |
| 3. | Can complete the task in groups |
| 4. | Can overcome the problems that arise while working |
| 5. | Able to complete work with enthusiasm and optimal |
| 6. | Reporting if there is damage to the competent tool |
| 7. | Complete the work given in accordance with SOP |
| 8. | Complete the work given according to instructions and job descriptions |
| 9. | Able to adjust to the work environment |
| 10. | Able to solve problems that arise in the work environment |

The aspects of the internship performance are presented in Table 3.

Table 3. Internship assessment grid

| No. | Indicators of Internship Performance |
|-----|--|
| A. | Knowledge and Skills |
| | 1. Receive and serve guests who come to the office / company |
| | 2. Operating office machines: computers, telephones, LCDs, faxes, etc. |
| | 3. Receiving and distributing incoming and outgoing letters |
| | 4. Handle the phone |
| | 5. Manage archives |
| | 6. Making documents: letters, reports, minutes, forms, etc. |
| B. | Responsibility |
| | 1. Complete the given task |
| | 2. Presence according to applicable rules |
| | 3. Carry out excellent service |
| C. | Cooperation |
| | 1. Can complete tasks in groups of |
| | 2. Asking supervisors, friends, and other employees in completing work |
| | 3. Report if there is damage to the competent tool |
| D. | Initiative |
| | 1. Solve problems that are under his authority |
| | 2. Complete the task in a fast and good way |
| | 3. Complete work and be able to find ways of solving a work problem |

The data collected was then tested for analysis requirements, which included tests for normality and homogeneity tests for the dependent variable. The research design is presented in Figure 1.

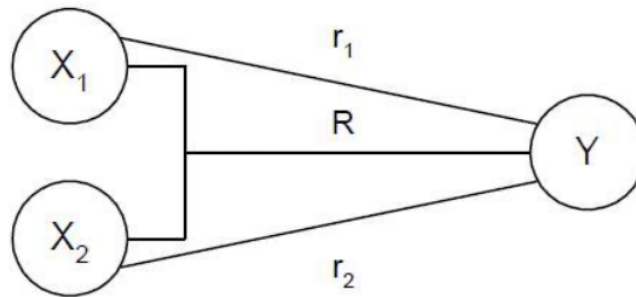


Figure 1. Correlation design

In Figure 1, X1 is work motivation, X2 is internship performance, and Y is work readiness. Data analysis using multiple linear regression analysis with the help of SPSS.

RESULTS AND DISCUSSION

Data description

Based on SPSS analysis, the following output is obtained (See Table 4).

Table 4. Descriptive statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------|----|---------|---------|-------|----------------|
| Work Motivation | 64 | 76 | 100 | 89.03 | 6.314 |
| Work Readiness | 64 | 74 | 100 | 88.78 | 6.979 |
| Internship Performance | 64 | 82 | 96 | 88.80 | 3.470 |
| Valid N (listwise) | 64 | | | | |

From 64 data, the average work motivation was 89.03, the average performance of internship was 88.78, while the average work readiness was 88.80.

Pre-requisite analysis

Before a regression analysis is performed, a normality and homogeneity test must be performed first. The results of the normality test for work readiness variables are shown in Table 5.

Table 5. Test of normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Internship Performance | .138 | 64 | .005 | .957 | 64 | .027 |

a. Lilliefors Significance Correction

The criteria is if Sig > 5% then the data is normally distributed (Sukestiyarno, 2010). Based on Table 5, obtained Sig = 5%, then the data is normally distributed.

Furthermore, the results of homogeneity data confirmed by the value of kurtosis (0.662). Since it is quite small then the data is homogeneous.

Regression analysis

The results of the regression analysis show the following output (See Table 6).

Table 6. Coefficient of regression

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|-------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 88.102 | 6.560 | | 13.431 | .000 |
| | Work motivation | .551 | .095 | .093 | .538 | .035 |
| | Internship performance | .343 | .086 | -.087 | .505 | .016 |

a. Dependent Variable: Work readiness

Based on Table 6, the regression equation $Y = 88.102 + 0.551 X_1 + 0.343X_2$ is obtained, meaning that the ups and downs of work motivation and performance of one internship have an impact on the ups and downs of work readiness by 0.551 and 0.343, respectively. In the aspect of work motivation, the Sig value = 0.035 <5% means that work motivation has a significant effect on job readiness, as well as on the performance aspects of internship, the Sig value of 0.016 means that there is a significant influence on the performance of internship.

Furthermore, the simultaneous regression was tested as follows (See Table 7).

Table 7. ANOVA in regression

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------|
| 1 | Regression | 563.042 | 2 | 282.021 | 22.725 | .000° |
| | Residual | 754.317 | 61 | 12.366 | | |
| | Total | 758.359 | 63 | | | |

a. Dependent Variable: Work Readiness
b. Predictors: (Constant), Internship Performance, Work Motivation

In Table 7, the value of Sig = 0,000 <5% is obtained, meaning that the performance of internship and work motivation simultaneously has a significant effect on work readiness. Furthermore, the contribution of independent variables is shown as follows (See Table 8).

Table 8. Contribution of independent variables

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .073 ^a | .005 | -.027 | 3.517 |

Based on Table 8, internship performance and work motivation have an effect of 73% on work readiness. The remaining 27% is influenced by other variables not observed.

CONCLUSION

Internship significantly influence the work readiness of students of class XII OTKP at SMK Negeri 1 Bantul. This influence is very significant with Sig = 0.016 <5%. Work motivation has a significant effect on student work readiness, with a Sig = 0.035 <5%. Furthermore, internship and work motivation together affect the work readiness of students of SMK Negeri 1 Bantul, with a Sig = 0,000 <5%. The contribution of the two variables in determining work readiness was 73 percent.

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