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by Sismoyo, Budi Santosa, Muh. Sayuti The Effect Of Work Motivation, Learning Achievemen

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THE EFFECT OF WORK MOTIVATION, LEARNING ACHIEVEMENT, AND WORK PRACTICE RESULTS ON WORK READINESS

Sismoyo, Budi Santosa and Muhammad Sayuti
Ahmad Dahlan University
E-mail: msismoyo26@gmail.com, budi.santosa@mpv.uad.ac.id,
muhammad.sayuti@mpv.uad.ac.id

Abstract

This study aims to analyze the effect of work motivation, learning achievement and student internship results of Light Vehicle Engineering Department students on work readiness of State Vocational High School students in Cilacap Regency. This research method uses quantitative methods with data collection techniques using questionnaires and documentation. The validity test used Product Moment and the reliability test used Alpha Cronbach's. Data analysis used simple and multiple linear regression as well as relative and effective contributions. The results showed that: 1) Work motivation has an effect on job readiness, namely $rx_1y = 0.672$; $r_2 = 0.452$, regression coefficient = 0.702; 2) Learning achievement has an effect on job readiness, namely $rx_2y = 0.134$; $r_2 = 0.018$, regression coefficient = 0.009; 3) Internship has an effect on job readiness, namely $rx_3y = 0.610$; $r_2 = 0.440$, regression coefficient = 0.069; 4) Work motivation, learning achievement, and internship together have an effect on job readiness, namely $Rx_{123}y = 0.673$; $R2x_{123}y = 0.452$, multiple linear regression equation $Y = 0.982x_1 + 0.019x_2 + 0.057x_3 + 15.133$ with a total effective contribution of 51.50% to job readiness.

Keywords: *work motivation, learning achievement, internship, work readiness*

INTRODUCTION

Vocational High School (SMK) aims to prepare students or graduates who are ready to enter the world of work and can develop a professional attitude in their field. SMK students need attention so that graduates can prepare a relatively fast time to adapt to the work environment. This can be seen from the waiting period for vocational students to be prepared to work and their ability to work in accordance with professional knowledge and the demands of the world of work. However, in fact there are many vocational students who are not ready to work so that they are the biggest contributor to open unemployment in Indonesia.

Data from the Central Statistics Agency shows that until August 2018 the open unemployment rate has reached 11.24%. The open unemployment rate has decreased because

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the open unemployment rate reached 10.42% in August 2019. In 2020 the unemployment rate for vocational students fell to 8.49.

Table 1 Data on Open Unemployment Rate for the last three years

No	Education Graduates	2018	2019	2020
1	SD	2,43	2,65	2,64
2	SMP	4,80	5,04	5,02
3	SMA	7,95	7,92	6,77
4	SMK	11,24	10,42	8,49
5	DIII	5,89	5,99	6,76
6	PT/Universitas	6,02	5,67	5,73

Source: Central Bureau of Statistics, February 2020

Even though the open unemployment rate as of August 2019 has decreased, it is unfortunate that the Open Unemployment Rate is still dominated by those with vocational diplomas on average of 10.05 percent. Preliminary research (prelemenary) conducted at BKK SMK Negeri 2 Cilacap, SMK Negeri 1 Wanareja, SMK Negeri Karangpucung, and SMK Negeri Nusawungu Meraka states that the traceability data for alumni on the Light Vehicle Engineering Skills Competency is based on the percentage of those who work an average of 17, 55%.

Table 2 Data on students of alumni of the Light Vehicle Engineering

No	Status	SMK Negeri 2 Cilacap	SMK Negeri 1 Wanareja	SMK Negeri Karangpucung	SMK Negeri Nusawungu
	Work	15	13	10	11
	Percentage	21%	19%	14,5%	15,7%
	Lecture	10	12	10	10
	Percentage	14%	17%	14,5%	14,3%
	Not working yet	46	45	49	49
	Percentage	65%	64%	71%	70%
	Total	71	70	69	70

Source: Data from BKK State Vocational Schools in Cilacap Regency

SMK graduates are prepared to be able to work directly according to their competence. The success of learning at SMK can be seen from the results of learning achievement and graduates who work, this is related to one another, as stated by Mu'ayati and Margunani in (Rachmawati & Totalia, 2018) that high work readiness is related to high achievement.

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Table 3 Recap of data for the top 4 rank UN SMK Automotive Engineering Spectrum in Cilacap

No	School Name	UN Average		
		2019	2018	2017
1	SMK N 2 Cilacap	62,34	62,64	68,27
2	SMK Negeri 1 Wanareja	58,22	58,91	64,54
3	SMK Karangpucung	57,58	55,89	64,97
4	SMK Negeri Nusawungu	58,30	59,22	66,64

Source: Puspendik Kemendikbud in 2019

Based on the data above, SMK Negeri Karangpucung, SMK Negeri 1 Wanareja, SMK Negeri Nusawungu, and SMK Negeri 2 Cilacap are all A accredited, but the results of the National Examination are still low for the last three years and continue to decline every year. So that in preparing students who are ready to work is still low.

RESEARCH METHOD

This research is a quantitative study, in which data collection uses research instruments and quantitative data analysis with the aim of testing the predetermined hypothesis. In addition, this research is an ex post facto research because the data is obtained from events that have occurred before the research was carried out (Arikunto, 2019). The population of this study were 137 students of class XII of the light vehicle engineering expertise competency of State Vocational High Schools in Cilacap Regency, which amounted to 137 students divided into 4 schools, all of which were used as research subjects so that this study was a population study.

The data collection techniques used this study were questionnaires and documentation. Questionnaire to obtain data on the variables of work motivation, internship and work readiness. This research uses a closed questionnaire type, where the respondent gives a checklist feature (v) to the existing alternative answers that match the condition of the subject. The research questionnaire before use was tested on 31 students to test the validity and reliability of the instrument. The questionnaire was measured using a Likert scale with 4 alternative answers.

Documentation is used to collect information, about the number of students absorbed in the world of work, the value of productive subjects and other information needed and its nature can support this research. The analysis of information descriptions includes the presentation of information on Mean (Meter), Median (Me), Mode, (Mo), Standard Deviation (SD), Frequency Distribution Tables, and Table Types of trends for each variable.

The information analysis technique uses simple regression analysis to test the initial, second, and third hypotheses, namely the effect of work motivation, the effect of learning achievement and the effect of internship on job readiness partially. In contrast, the multiple regression analysis of 3 predictors was tried to test the fourth hypothesis that there was an effect of work motivation, learning achievement, and industrial work applications jointly on the work

readiness of State Vocational High School (SMK) students in Cilacap Regency for the 2019/2020 academic year.

RESULT AND DISCUSSION

A. Research Result

1. Normality Test

From the results of the normality test shows that the instruments of work motivation, learning achievement and internship show Asymp Sig. (2-tailed) for each variable is greater (>) than alpha (0.05), which means that the study comes from a normally distributed population.

2. Linearity Test

The test criteria for stating the linearity of the regression line is done by comparing the significance of the DFL (Defiation From Linearity) with an alpha level of 0.05. If the significance value of DFL> alpha 0.05, it can be said that the line of regression is linear. This is because the DFL significance value of each line is greater than the alpha level of 0.05.

3. Multicolinearity Test

The test criteria show whether or not multicollinearity occurs with a VIF (Variance Inflation Factor) value with a significance level of 5%. If the VIF value <5, it can be said that the variables X1, X2, and X3 meet the multicollinearity free requirements. So it can be stated that the three independent variables have no influence on each other.

4. T-test (partial)

To determine whether there is a significant influence between variables, it can be seen by looking at the sig column namely in the Coefficient table.

5. Hypothesis testing

Table 4 t-test result $(X_1 - Y)$, $(X_2 - Y)$, and $(X_3 - Y)$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Contanta	26,39	3.929		6.719	.000
work motivation	0,901	.065	.672	13.961	.000
learning achievement,	-.274	.132	-.134	-2.082	.038
work practices	.549	.040	.610	13.613	.000

Based on the t test for the work motivation variable, the t value = 13.961 and the t table value = 1.662, so that t count> t table or 13.961> 1.662. The probability value is 0.000, so the significance is <0.05 or 0.000 <0.05. It is concluded that in this study Ho is rejected and Ha is accepted, which means that it has a significant influence between work motivation variables on work readiness variables in State Vocational School students in Cilacap Regency for the 2019/2020 academic year.

Based on the t test for the learning achievement variable, the value of t count = 13.961 and the value of t table = 1.662, so that t count> t table or -2.082> 1.662. The probability value

is 0.038, so the significance is <0.05 or 0.038 <0.05. It is concluded that in this study Ho is rejected and Ha is accepted, which means that it has a significant influence between the learning achievement variables on the work readiness variables of State Vocational School students in Cilacap Regency for the 2019/2020 academic year.

Based on the t test for the apprenticeship variable, the value of t count = 13.613 and the value of t table = 1.662, so that t count> t table or 13.613> 1.662. The probability value is 0.000, so the significance is <0.05 or 0.000 <0.05. It is concluded that in this study Ho is rejected and Ha is accepted, which means that it has a significant influence between the internship variables on the work readiness variables of the State Vocational School students in Cilacap Regency for the 2019/2020 academic year

6. Simultaneous F-Test

The F test is used to test the significance of the effect of all independent variables simultaneously on the dependent variable. This test was carried out with the SPSS 22.0 for windows program. Following are the results of the F test (Simultaneous).

Table 5 F-test result

Model	Sum of Square	df	Mean Square	F	Sig
Regression	3045.850	3	1015.283	34.245	.000[b]
Residual	2697.940	91	29.648		
Total	5743.789	94			

    a.   Dependent Variable : working readiness
    b.   Predictors: (Contant), work motivation, learning achievement, work practices

Based on the F test, the calculated F value = 34.245 and the F table value 3.057, so that F count> F table (34.245> 3.057. The probability value is 0.000, so the significance is <0.05 or 0.000 <0.05. It is concluded that in this study Ho is rejected and Ha is accepted, which means that the variable work motivation, learning achievement, internship simultaneously has a significant influence on the work readiness variables of class XII students in Light Vehicle Engineering at State Vocational High Schools in Cilacap Regency for the 2019/2020 Academic Year.

7. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the linear relationship between the variables of work motivation, learning achievement, and internships on job readiness.

Table 6 Summary of the results of the multiple regression analysis.

	Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta (ß)	t	Sig.
1 (Constant)	15.133	15.248		.992	.324
work motivation	.982	.107	.702	9.166	.000
learning achievement	.019	.160	.009	.119	.906
work practices	.057	.064	.069	.897	.372

Based on the results of the multiple regression analysis test, it was found that a = 15.133 regression coefficient of work motivation (a1) = 0.982, the coefficient of learning achievement (a2) = 0.019, the coefficient of industrial work practice (a3) = 0.057 so that the multiple regression equation is:

$$Y = a + a_1 X_1 + a_2 X_2 + a_3 X_3$$
$$Y = 15,133 + 0,982 X_1 + 0,019 X_2 + 0,057 X_3$$

The value of the constant (a) is 15.133, so the amount of student work readiness is 15.133 if the variables of work motivation, learning achievement, and internship are zero or constant. This constant value means that if the variables of work motivation, learning achievement, and internship do 10 contribute, then the average value of job readiness is considered zero. The regression coefficient value of the work motivation variable is 0.982 and has a positive value on the work readiness variable. This shows that every time there is an increase or decrease in work motivation will increase or decrease student work readiness by 0.982. The regression coefficient value of the learning achievement variable is 0.019 and has a positive value on the work readiness variable. This shows that every time there is an increase or decrease in learning achievement, it will increase or decrease student work readiness by 0.019. The regression coefficient value of the internship variable is 0.057 and has a positive value on the work readiness variable. This shows that every time there is an increase or decrease in internship, it will increase or decrease student work readiness by 0.057.

8. Analysis of the coefficient of determination

Determination analysis is used to determine the percentage of the contribution of the influence of the independent variables simultaneously to the dependent variable. Based on processing using SPSS 22.0. The coefficient of determination (Adjust R Square) shown in the following table indicates the ability of the multiple regression equation to show the level of model explanation for the dependent variable. This means how much influence the independent variable has on the dependent variable. The results of the Adjust R Square coefficient of determination are presented in the following table:

Table 7 Adjusted R Square Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728[a]	.530	.515	5.44497

a. Predictors: (Constant), work motivation, learning achievement, work practices

Based on the results of the Model Summary output by looking at the Adjusted R Square, it is because the Adjusted R Square value increases and decreases if there are additional independent variables into the model. The result of Adjusted R Square value is 0.515 or 51.5%, which means that the ability of the dependent variable, namely work readiness, can be explained by three independent variables, namely work motivation, learning achievement and internship. In conclusion, Accept Ha and Reject Ho have a big influence of 51.5%, so the other 48.5% are explained by other variables outside of this study.

9. Coefficient of Partial Determination of Relative Contribution and Effective Contribution

Contribution of predictors is used to find out how many contributions (contributions) of each independent variable. The weight of the contributions of each independent variable is:

Effective Donations (SE)

$$SE(X_1) = \beta X_1 \times rxy_1 \times 100\%$$
$$= 0,702 \times 0,672 \times 100\%$$
$$= 47,17\%$$
$$SE(X_2) = \beta X_2 \times rxy_2 \times 100\%$$
$$= 0,009 \times 0,134 \times 100\%$$
$$= 0,12\%$$
$$SE(X_3) = \beta X_3 \times rxy_3 \times 100\%$$
$$= 0,069 \times 0,610 \times 100\%$$
$$= 4,21\%$$

Relative Contribution

$$SR(X_1)\% = \frac{SE(X_1)}{R^2} \times 100\%$$
$$= \frac{47,17}{51,5} \times 100\%$$
$$= 91,59\%$$
$$SR(X_2)\% = \frac{SE(X_2)}{R^2} \times 100\%$$
$$= \frac{0,12}{51,5} \times 100\%$$
$$= 0,23\%$$
$$SR(X_3)\% = \frac{SE(X_3)}{R^2} \times 100\%$$
$$= \frac{4,21}{51,5} \times 100\%$$
$$= 8,18\%$$

Effective contributions of work motivation (X1), learning achievement (X2), and internship (X3) to work readiness (Y) are:

1) The effective contribution of work motivation (X1) to work readiness is 47.17%.
2) The effective contribution of learning achievement (X2) to work readiness is 0.12%.
3) The effective contribution of industrial work practices (X3) to work readiness is 4.21%.

The relative contributions of work motivation (X1), learning achievement (X2), and internship (X3) to work readiness (Y) are:

1) The relative contribution of work motivation (X1) to work readiness is 91.59%.
2) The relative contribution of learning achievement (X2) to work readiness is 0.23%.
3) The relative contribution of internship (X3) to work readiness is 8.18%.

B. Discussion

1. First Hypothesis Testing

Sourced from research results and analyzed with the PC program showing that there is an influence between work motivation on work readiness in class XII students of the competency of the State Vocational High School (SMK) Light Vehicle Method competence in Cilacap Regency for the 2019/2020 academic year is a positive influence. Based on the results of simple regression analysis, it was found that the value of rcount was 0.672, which was positive, meaning that work motivation had a positive relationship to work readiness.

Based on the results of the correlation coefficient which is positive, until the regression coefficient of 0.702 shows a positive value so that it can be recognized that work motivation has a positive effect on student work readiness. It is in accordance with the information (N = 95), if work motivation continues to be large so that you want to increase work readiness and the opposite if work motivation continues to be low so that you want to continue to become low work readiness, so it can be said that the bond between work motivation and work readiness is unidirectional. .

Not only that, based on the interpretation table for Sugiyono (2010: 231) the level of correlation (bonding) is in a strong type because it lies in the correlation interval between 0, 600 to 0.799. The coefficient of determination x1 Y (r2x1y) is 0,452. This shows that the work motivation variable has an influence on the work readiness of Class XII Students in the competency of the State Vocational High School (SMK) Light Vehicle Method in Cilacap Regency for the 2019/2020 Academic Year of 45, 2% on the contrary 54, 8% is determined by other variables not studied.

The results of this research are in line with the theory put forward by Kardimin which was reported by (NURJANAH, n.d.), if there are 2 aspects that affect job readiness, they are internal and external aspects. Motivation in this matter is work motivation which is one of the internal aspects that comes from within the student. Vocational High School (SMK) students who are prepared to be ready-to-work graduates need work motivation. This matter is supported by the comments of (Wiryani, Sunarya, & Santyadiputra, 2015) that a student who wants to work, so that work motivation wants to ensure that students are ready to work.

The results of this research are also reinforced in the Theory of Planned Behavior with an aspect of intention or in this research that is work motivation. Theory of Planned Behavior explains that work motivation variables affect and want to shape students' attitudes to be ready to work. (Wiryani et al., 2015) explained that there will be great motivation to penetrate the world of work so that you want to increase work readiness and the opposite is true.

This research is in line with the research tried by (Khoiroh & Prajanti, 2018) which ensures that work motivation has a positive effect on job readiness. For Caballero and Walker reported by (Rachmawati & Totalia, 2018) states that "Communication, motivation, initiative, creativity and Interpersonal skills are the attributes that appear most frequently across the studies for work readiness". Caballero and Walker say that communication, motivation, initiative, creativity and interpersonal skills are highly emerging tools in research that can share the impact of job readiness on students.

Based on this theoretical study, it continues to strengthen that work motivation has a positive effect on work readiness of class XII students in the competency of the State

Vocational High School (SMK) Light Vehicle Method in Cilacap Regency for the 2019/2020 academic year.

2. Second Hypothesis Testing

Based on the results of research analyzed with the PC program, it shows that there is an influence between learning achievement on work readiness of class XII students of the competency of the State Vocational High School (SMK) Light Vehicle Method in Cilacap Regency for the 2019/2020 academic year in the form of a positive influence. Based on the results of simple regression analysis, it was found that the value of rcount was 0.14, which was positive for work learning achievement and had a positive relationship with job readiness.

Based on the results of the correlation coefficient which is positive, until the regression coefficient of 0.009 shows a positive value so that it can be recognized that learning achievement has a positive effect on student work readiness. It is in accordance with the information (N = 95), if learning achievement continues to be large so that you want to increase work readiness and the reverse is if learning achievement continues to be low so that you want to continue to be low work readiness, so it can be said that the bond between learning achievement and work readiness is unidirectional. .

Not only that, based on the interpretation table for Sugiyono 2010: 231) the level of correlation (both) is of a very weak type because it lies in the correlation interval between 0, 000 to 0, 199. The coefficient of determination X2 to Y (r2x2y) is 0, 018.This shows that the learning achievement variable has an influence on the work readiness of Class XII Students on the competency of the State Vocational High School (SMK) Light Vehicle Method in Cilacap Regency for the 2019/2020 academic year of 1, 8% on the contrary 98, 2% determined by other variables not studied.

The results of this research are in line with the theoretical study of Nurjanah and Sukirno (2018) which reported that accounting learning achievement is one of the internal aspects that affects work readiness). For Hawkins as reported by (Setiawati & Sudira, 2015) reports that "achievement is understood in terms of standards, and these are defined as academic outcmes, which are judged againts solute or comparative criteria and across a narrow range of curriculum subject ". Which means achievement as a standard, and academic results, which are decided for absolute criteria or comparison criteria and in the curriculum of specific subjects. After that, Miller's comments in Hall which were quoted by (Thoharudin & Relita, 2019) said that "The underlying theory that links to work readiness lies in contextual learning. The integration of academic and vocational curriculum helps address the skills required of the 21st century student". It means the theory that underlies the ties to work readiness with the contextual education process. (Ketut, 2016) suggests aspects that affect students' job readiness, including intelligence skills. (Dalyono, 2012) says that some aspects that shape work readiness, including certain intellectual capacities, especially conceptual basis and analysis, can support a person's work in experiencing challenges in the viewing period. Not only that, (Kardimin, 2004) emphasized that one of the aspects that affect student work readiness is the level of knowledge ability.Source from the theoretical study continues to confirm that learning achievement has a positive effect on work readiness of class XII students of competency in the ability of the Light Vehicle Method. State Vocational High School (SMK) in Cilacap Regency 2019/2020 academic year. The proof of this second hypothesis can share data if in fact the learning achievement of the Light Vehicle Method

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even though the effect is small but needs special attention so that the work readiness of students continues to be great

3. Third Hypothesis Testing

Based on the results of the research analyzed with a computer program, it shows that there is an influence between apprenticeship on work readiness in class XII students of the light vehicle engineering skills competency of State Vocational High Schools in Cilacap Regency for the 2019/2020 Academic Year, which is a positive influence. Based on the results of simple regression analysis, it is obtained that the value of rcount is 0.610 which is positive, which means that internship has a positive relationship with job readiness. Based on the results of the correlation coefficient which is positive, the regression coefficient of 0.069 indicates a positive value so that it can be seen that internship has a positive effect on student work activity.

In accordance with the research data (N = 95), if the internship is higher it will increase work readiness and vice versa if the internship is lower, the work readiness is getting lower, so it is said that the relationship between internship and student work readiness is unidirectional. Interpretation table according to Sugiyono (2010: 231) the level of correlation (relationship) is the very weak category because it is in the correlation interval between 0,000 to 0.199. The coefficient of determination X3 to Y (r2x3y) is 0.440. This shows that the apprenticeship variable has an influence on the work readiness of class XII students in the light vehicle engineering competency skills of State Vocational High Schools in Cilacap Regency for the 2019/2020 academic year of 44%, while 56% is determined by other variables that are not examined.

The results of this study are in line with the theory put forward by (Kardimin, 2004) that one of the external factors that influence a person's work activity is work experience, in this case apprenticeship. Vocational school students are equipped with theoretical and practical knowledge in schools that require non-formal learning through this internship so that they add insight and develop student skills by practicing the theories obtained directly in the internship. According to (Hamalik, 2001) the implementation of apprenticeship has benefits for students, one of which is providing practical experience to students so that the training results are richer and broader as provisions to enter the world of work. (Anwar, 2006) states that apprenticeship has added value for students in the form of learning outcomes to be more meaningful, because after graduation they have the ability as provisions to improve themselves gradually prolonged and transporting the self-esteem and self-confidence of students which in turn can force them to improve their reliable abilities at a greater level.

Work readiness in implementing apprenticeship that looks good must be increased simultaneously because there are various future demands that not only demand work readiness, but also readiness to increase Indonesia's economic development contained in the master plan for accelerating Indonesia's economic development (Arfandi & Sampebua, 2016). For (Rohmantoro, 2018) industrial work application is an implementation of dual system learning that combines systematically and synchronizes between learning programs in schools and the ability programs obtained through direct work activities by students in the world of work that match their skill competencies.

Other comments were informed by (Borland, Considine, Kalb, & Ribar, 2016) if "Job rediness refers to those generic attitudes and skills that are necessary to and retain a job" this comment means that job readiness refers to a set of attitudes and skills needed to obtain and maintain a job. The implementation of OJT has a meaningful position for students to improve

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student competence, this is expressed by Tukunimulongo (2016: 3) that "On The Job Training

plays a significant role in the development of organization, enhancing performance as well as and increasing productivity". It is said that OJT plays a significant position in organizational development, increasing performance and increasing productivity. This means that it can be said that schools (students) who carry out OJT to students want to share training provisions for students to familiarize themselves with expertise and knowledge.

Sourced from the theoretical study, it continues to strengthen if there is an effect of apprenticeship on the work readiness of class XII students of the Light Vehicle Method Ability Competency. Vocational High School (SMK) in Cilacap Regency for the 2019/2020 Academic Year is in the form of a positive influence. It is proven that the third hypothesis can share data if the internship has a large enough contribution to ensure student work readiness so that attention is needed so that the work readiness of students continues to be high.

4. Fourth Hypothesis Testing

The research results show that there is an influence between work motivation, learning achievement, and internship together on work readiness of class XII students of the competency of the State Vocational High School (SMK) Light Vehicle Method in Cilacap Regency for the 2019/2020 academic year in the form of a positive influence. Based on the results of the multiple regression analysis of the 3 predictors, it was found that the Rhitung ice was $0,673$, which was positive, meaning that there was a positive relationship between work motivation, learning achievement, and internship together on job readiness.

Match with research information ($N = 95$), work motivation, learning achievement, and internship together continue to grow so that you want to increase work readiness and the opposite if work motivation, learning achievement, and internship together continue to be low until readiness work continues to be low, so it can be said that the bonds are unidirectional. Not only that, Sugiyono (2010: 231) the level of correlation (bonding) is in large types because it lies in the correlation interval between $0,600$ to 0.799.

5. Price coefficient

Determination of X1, X2, X3 against, Y (R2X123) is $0, 452$. This shows that the variables of work motivation, learning achievement, and internships together have an influence on work readiness of class XII students on the competency ability of the Middle School Light Vehicle Method State Vocational Schools (SMK) in Cilacap Regency for the 2019/2020 academic year of 45.2%, on the other hand 54.8% is determined by other variables not studied.

Based on the bond between work motivation, learning achievement, and internship together, it has a large level of correlation and the coefficient of determination is 45.2%, so it is possible that work motivation, learning achievement and internships together can influence job readiness as much as $45, 2\%$.

This result is reinforced by a theoretical study put forward by Slameto (2013: 113) that the aspect that affects job readiness comes from 2 aspects, namely the internal aspect and the external aspect. Internal aspects that affect work readiness include work motivation and learning achievement. On the other hand, the external aspect that affects job readiness is work experience obtained through internship or said internship experience.

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CONCLUSION

Sourced from the results of the information analysis in this research, the conclusions that can be stated are as follows: There is a positive and significant effect of work motivation on work readiness of class XII students of competency in the ability of the Light Vehicle Method in State Vocational High Schools (SMK) in Cilacap Regency in the 2019 school year. / 2020 with a correlation coefficient of rx_1y of 0.672; The coefficient of determination $r2x_1y$ is 0, 452.There is a positive and significant influence of learning achievement on work readiness of class XII students. Light Vehicle Method competency competence in State Vocational High School (SMK) Light Vehicle Methods in Cilacap Regency in the 2019/2020 school year with a correlation coefficient of rx_2y of 0 , 134; The coefficient of determination $r2x_2y$ is 0, 018.There is a positive and significant influence of industrial work applications on work readiness of class XII students. Light Vehicle Method competency competence in State Vocational High School (SMK) Light Vehicle Methods in Cilacap Regency in the 2019/2020 school year with a correlation coefficient of rx_3y of 0, 610; The coefficient of determination $r2x_3y$ is 0, 440. There is a positive and significant influence on work motivation, learning achievement, and industrial work applications on work readiness of class XII students on the competency of the State Vocational High School (SMK) Light Vehicle Method in Cilacap Regency in the 2019/2020 school year with $rx_{123}y$ correlation coefficient of 0.673; the coefficient of determination $r2x_{123}y$ of 0.452.

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