

## **The impact of Student's Industrial Work Experience, Career Guidance and Career Motivation on Job readiness : Case Study on Vocational Student in Solok**

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### **Abstract:**

This study aims to analyze (1) the influence of student's industrial work experience on job readiness, (2) the influence of career guidance on job readiness (3) The influence of career motivation on job readiness. This type of research is a causal associative. The population of this study is the existing Business and Management group students in Solok District which consists of accounting, banking, marketing and office administration expertise, where the students have implemented industrial work practices. The population of this study amounted to 236 people. Using proportional random sampling technique, the number of samples was 149 people. The research instrument used questionnaire which had previously been tested for validity and reliability. The result of the research shows that (1) the experience of industrial work practice has a significant effect on job readiness (2) career guidance has a significant effect on job readiness (3) career motivation to enter the work world have a significant effect on job readiness. Based on the results of this study, it is expected that student's industrial work experience and career guidance is really a concern from the school to increase the readiness of students to enter the work world. Career Motivation as a variable that has a greater influence must always be improved in order to be aligned with the objectives of SMK.

**Keywords :** industrial work experience, career guidance, career motivation, job readiness

### **Introduction**

Law Number 20 Year 2003 Article 15, it is explained that vocational education is secondary education that prepares students to work in a particular field. This means that after completing the education, students are expected to have skills that can be used to become a middle-level workforce and have the readiness to enter the workforce. According to Dalyono (2005: 52) readiness is a good ability both physical and mental. So students are said to have the readiness to enter the workforce if they are ready both physically and mentally. One form of vocational schools in Indonesia is SMK. Students who have completed their education in vocational school are expected to have job readiness and can enter the workforce in accordance with their respective departments, because it is equipped with various knowledge and skills in accordance with their respective fields - each. But what happened in the field still have graduates SMK not get the job as expected and become unemployed.

In West Sumatra the number of unemployed in August 2016 reached 125.90 thousand people and based on education level the number of unemployed graduates of SMK is 7.46% (BPS West Sumatera Province, 2016). Based on data that the authors obtained from BPS Solok Regency known that open unemployment rate in Solok District in 2015 at the level of vocational education is equal to 6.96%. The amount increased compared to the previous year. In 2014 unemployment in Solok is 804,496 people, of which the vocational education level is 6.84%. According to the chairman of the Indonesian Employers Association (APINDO) West Sumatra, one of the causes of the rise in unemployment is due to the lack of manpower capability (Between West Sumatera, 2015). Furthermore, according to the Minister of Manpower, the high number of unemployed SMK graduates also indicate that SMK

graduates are not ready to go directly to the world of work (Valora, 2015). So one of the causes of high unemployment rate at SMK level is because students are not ready to enter the world of work.

According to Caballero and Walker (2010), job readiness is a condition of the extent to which graduates are considered to have the attitude and skills that make them ready for success in the work environment. Job readiness is influenced by several factors. These factors can be sourced from external factors as well as internal factors. According to Kardimin (2004: 2) factors that affect the readiness of work, namely: (1) Internal factors, namely factors derived from within students include physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, knowledge, and motivation. (2) External factors, ie factors that come from outside the student self include the role of society, family, facilities, and infrastructure school, information world work, and work experience. The result of Ihsan (2017) and Dirwanto (2008) study about the analysis of factors influencing the readiness of students work, showed that the experience of industrial work practices, career guidance and motivation to enter the workforce are the factors that affect the readiness to enter the world of work.

According to Harjono in Stevani (2014) learners who have had the readiness to work is that learners have the following readiness;

- 1) Physical and mental abilities / readiness
- 2) Work ability
- 3) Discipline of work
- 4) Responsibility
- 5) Cooperate with others

Actually the school has been preparing students to enter the world of work. One form of preparation is done so that students are ready to work is to provide opportunities for students to go directly to the world of work, namely in the form of industrial work practices (prakerin). The industry practice will bring closer and bridge the preparation of learners to get into the field of duty after the training program (Hamalik, 2005: 93). Industrial work practice provides real work experience for participants to master the competence of standardized productive skills, internalize attitudes, values and industry culture oriented towards quality standards and entrepreneurial spirit and to form a critical, productive and competitive work ethic (Dikmenjur, 2012: 10). The experience gained during industrial work practices will make students learn a lot about the world of work, especially those related to the development of increasingly advanced skills. So when students enter the workforce already have the ability and better equipped to enter the workforce.

According Hamalik (2005: 93) and Depdikbud (2014:4) the benefits of industrial work practices are:

- 1) Provide opportunities for learners to practice management skills in actual field situations.
- 2) Providing practical experiences to learners so that the training results get richer and wider.
- 3) Learners have the opportunity to solve various management problems in the field by utilizing their ability.
- 4) Grow high working attitude
- 5) Students gain competencies not obtained in school
- 6) Motivate and improve the work ethic of students

Student readiness is also influenced by career guidance. Career guidance is part of the counseling guidance program that is in the school. Through career guidance students are given the opportunity to gain knowledge and direction on how to assess themselves so that students know the potential they have. In addition, career guidance also provides direction to students about the conditions of the world of work, both related to skills that must be mastered and obstacles that may arise both caused by self and environmental factors (Walgitto, 2010: 202). Career guidance does not have to be in the classroom, but it can also be done outside the classroom as students meet teachers for advice or guidance about the world of work. But the authors see in the field, students are not active to ask for guidance, both BK teachers and other teachers. With the inactivity of these students make information about the work of the fewer students get, so it is considered affect student readiness work.

If implemented well, then career guidance will provide benefits to students. According to Walgito (2010: 202), career guidance aims to help students to:

- 1) Be able to understand and assess himself, especially with regard to the potential that is in him about his ability, interests, talents, attitudes and ideals.
- 2) Recognize and understand the values that exist within himself and those in society.
- 3) To know the various types of work related to the potential within him, to know the types of education and training necessary for a particular field, and to understand his current business relationship with his future.
- 4) Finding constraints that may arise caused by himself and environmental factors and find ways to overcome these obstacles.
- 5) Can plan for the future and find a suitable and harmonious career or life.

In addition to industry work experience and career guidance, job readiness is also influenced by motivation to enter the workforce. According Sukardi (1993: 44) one of the internal factors that affect the readiness of work is motivation. With the motivation to enter the world of work will make students more resilient and diligent in learning so that will make students feel have the readiness to enter the world of work. The high number of alumni who choose to continue their education compared to those who work is indicated as low motivation to enter the working world of alumni. Motivation to enter the workforce is all the driving or supporting factors that make the alumni choose to work after completing their education in vocational school. According Sardiman (2010: 83), there are some traits of people who have motivation, namely:

- 1) Diligent to face the task
- 2) Ductile faced difficulties / no quickly despair
- 3) Demonstrate interest in various problems
- 4) Preferably working independently
- 5) Quickly bored on routine tasks
- 6) Can defend opinions
- 7) It is not easy to let go of what is believed
- 8) Pleased to find and solve problems

## Methods

This type of research is a causal associative research. According Sugiyono (2011: 11) associative research is research that aims to determine the relationship between two variables or more. This research will be conducted at SMK Solok district Business and Management group. There are five (5) SMK which have area of Business and Management expertise, that is SMK Negeri 2 Gunung Talang, SMK Negeri 1 X Koto Singkarak, SMKN 1 Pantai Cermin, SMKN 1 Lembah Gumanti and SMK Budi Mulya. The study was conducted in July 2017.

## Result and Discussions

Based on the table below, we can compile the model of multiple regression equation  $\hat{Y} = 0,422 + 0,241X_1 + 0,72X_2 + 0,391X_3$ . So the constant value of this equation is 0.422, that is, without the existence of the variables of industrial work experience ( $X_1$ ), career guidance ( $X_2$ ) and motivation entering the work world ( $X_3$ ), the readiness to enter the workforce is 0.422. The influence of industrial work practices on the readiness to enter the working world of SMK students in Business and Management group in Solok Regency is positive at 0.241. With regression coefficient value shows positive value means there is positive influence between experience of industrial work practice to readiness enter work world. The value of  $t_{arithmetic}$  2,662 and the value of sig 0,009 < 0,05, indicate that experience of industrial work practice have a significant effect to the readiness to enter the work world. Any increase in technical internship experience by 1 unit, will increase the readiness to enter the workforce of 0.241.

Based on the data analysis conducted obtained the following research results:

**Table 1 Multiple Linear Regression Analysis**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.422	.556		.795	.428
Student's industrial work experience	.241	.090	.188	2.662	.009
Career Guidance	.272	.077	.253	3.548	.001
Career Motivation	.391	.077	.363	5.080	.000

The influence of career guidance on the job readiness of students of SMK in Solok Regency is positive at 0.272. With the value of regression coefficient shows positive value means there is a positive influence between career guidance on job readiness. The value of tcount 3,548 and the value of sig 0.001 <0.05, indicating that career guidance has a significant effect on the job readiness. Each increase in career guidance of 1 unit, will increase the readiness to enter the workforce of 0.272. The influence of career motivation on job readiness is positive 0,391. With the value of regression coefficient shows positive value means there is a positive influence between the career motivation and job readiness to enter the work world. The value of  $t_{arithmetic}$  5,080 and the value of sig 0,000 <0,05 indicates that career motivation has a significant effect on the job readiness. Any increase in career motivation to enter the workforce of 1 unit, will increase the job readiness to enter the workforce of 0.392. Thus the variables of industrial work experience, career guidance and career motivation have a positive effect on the job readiness to enter the world of work. The higher the experience of industrial work practices, career guidance and career motivation on the readiness to enter the workforce will also increase.

#### **The Influence of Career Motivation on Job Readiness**

Based on the results of analysis it is known that the career motivation variable entering the work world has a positive and significant effect on the job readiness to enter the working world of SMK students in business and management group in Solok District. This means any increase or decrease in the value of motivation enter the world of work affect the level of readiness of SMK business groups and management of the business in Solok District. This is because with the motivation of students to enter the world of work will make students learn as much as possible so that his desire to enter the world of work can be achieved.

**Table 2 Frequency Distribution of Career Motivation Entering the World of Work**

No.				TCR	
1	Diligent Facing Task	668.75	4.49	89.77	Very Good
2	Not Fast Despair	667.67	4.48	89.62	Very Good
3	Happy Working Independent	669.67	4.49	89.89	Very Good
4	Quickly Bored on Routine Duties	669	4.49	89.80	Very Good
5	Can Maintain Opinions	668.25	4.48	89.70	Very Good
6	Glad to Find and Solve Problems	662	4.44	88.86	Very Good
		667.56	4.48	89.60	Very Good

Based on the results of descriptive analysis of motivation variables entered the world of work in general with an average 4.48 and the level of achievement of 89.60 respondents are in very good category. The highest achievement indicator is self-working with achievement rate of 89.89. This means that students of SMK Group of Business and Management in Solok Regency are happy to work independently and not depend on others. So mentally they are ready to enter the world of work. In addition to increasing understanding, students realize that by working independently will foster a sense of responsibility. Students also know that by working independently when learning will increase the readiness to enter the world of work. Therefore, activities or tasks that are independent should be increased again by teachers to increase student self-sufficiency and student motivation to enter the workforce higher, so the readiness of students to enter the workforce is also increasing.

While the indicator that has the lowest level of achievement is happy to find and solve the problem with the achievement level 88.86. This means that even though students are happy to work independently, but the desire to find and solve problems is still lacking. Students are not too happy to work on new cases even though the case will increase their knowledge. Students are also unfamiliar to provide some alternatives to choose from when faced with a problem. In addition, students' confidence in completing the task is still low and there are still students who have the assumption that the task given by teachers is difficult, so feel inadequate and become lazy to finish it. Therefore teachers need to improve the learning process that leads to problem solving. Teachers need to lure students to see the problems that occur around them and ask for some alternatives in solving problems encountered. In addition to giving the task, teachers need to pay attention to the level of difficulty given task. Difficult tasks are given in stages from the easy to the difficult, so that students' assumptions about the difficult task given can be reduced and make students feel confident in doing the task.

The influence of motivation to enter the world of work on the readiness to enter the world of work is also evidenced by other studies such as the results of Prabawati and Dwi (2012) research indicating that the influence of motivation enter the world of work to work preparedness of 20.10%. The results of Dewi, Kesiman and Wahyuni (2013) also showed the same result, that is motivation to enter the work world has a relationship with the readiness to enter the work world, where the contribution of motivation to enter the work world to the students' work preparedness is 32.8%. So the higher the motivation to enter the work world, the higher the readiness of a student's work.

### The Influence of Career Guidance on the Job Readiness

Based on the result of multiple regression analysis, it can be concluded that career guidance variables have a positive and significant effect to readiness entering the working world of SMK students in business and management group in Solok District. Overall average frequency distribution of career guidance variables is 4.41 with a level of achievement of 88.15 which is in very good category. This means career guidance activities provide excellent benefits for students. indicator of understanding of work environment is indicator with highest level of achievement, that is equal to 88,36. With the guidance of the working environment, students know that the work environment will affect the results and morale. A good working environment will make employees happy and comfortable in working, so that employees become the spirit in work and their performance is good and give good results.

**Table 3 Frequency Distribution of Career Guidance**

No.				TCR	
1	Self-Understanding	657.33	4.41	88.23	Very Good
2	Understanding Values	652.75	4.38	87.62	Very Good
3	Working Environment Understanding	658.25	4.42	88.36	Very Good
4	Barriers And How To Handle It	657.75	4.41	88.29	Very Good
5	Planning for the Future	657.33	4.41	88.23	Very Good
		656.68	4.41	88.15	Very Good

*Source: processed primary data*

While the lowest level of achievement is an indicator of self-understanding and plan the future, ie with a level of achievement of 88.23. In order for students to become more self-aware, Counseling teachers should further enhance activities related to exploring potential, interests and talents of students. After that students are also given the opportunity to develop the potential and talent he has. Students who already understand themselves will be easier to be given the motivation to have the desire to work, and can be given a picture of the work that can support the talents and interests of these students.

The influence of career guidance on the readiness to enter the work world in this research is in line with research conducted by Alfian (2014), which indicates that career guidance has an effect on job readiness. The amount of influence of career guidance on job readiness is 48.1% and the influence is in the high category. The same is also shown by research Kurniawati and Sandy (2016) which also shows that career counseling has a positive and significant impact on job readiness. So it is appropriate that career guidance activities in schools continue to be improved in order to always provide benefits for students so that the readiness of SMK students to enter the workforce is even better.

### The Influence of Student's Industrial Work Experience on the Job Readiness

Based on the results of multiple regression analysis it is known that the variables of industrial work experience have a positive and significant effect on job readiness of SMK students in business and management group in Solok and Ha regencies,  $H_0$  is rejected. This significant value also indicates that an increase or decrease of industrial internship experience will affect the level of readiness of SMK business group and management students in Solok District. The better the experience of industrial work practices that students get when carrying out industrial work practices, then the students will feel the many benefits it gained.

Overall, the technical experience of industry experience has an average score of 4.55 with 91.04 respondent's achievement level which is included in very good category. This means that the whole industrial work practices provide excellent benefits for students, because by following industrial work practices students can gain work experience, learn about work attitude, job skills and work ethic. The work ethic indicator is the highest achievement indicator, that is 91.74%. This means that with the practice of industrial work practices many students learn about work ethic. Like how to convey new ideas in work. Where in conveying the idea should not be afraid if the idea will be rejected by co-workers. In addition, students also know that in working students should not feel satisfied quickly. Because if quickly satisfied it will make students have no desire to improve the results of his work. Students also know that in the work must be sincere, so that the work is not heavy and do not complain about the work received from the party Du / Di. However, industrial work practices have not provided the maximum experience of how to appreciate time in work. This may be because students are still seeing employees who often chat at work hours. In some companies students may not see any targets to accomplish in work. So the students do not really know the importance of appreciating the time in work.

The lowest performance level is an indicator of work experience with an achievement rate of 90.47%. It is appropriate to follow the industry work practices of students increasing work experience. Due to the existence of industrial work practices will make students practice experiences that have been obtained at school or receive new experiences that are not studied in school. The work experience makes students feel better prepared to work after school. In some students may be attracted to enter the employment field such as where the student is carrying out industrial work practices. However, industrial work practices sometimes do not work as planned, so the benefits of industrial work practices in terms of work experience is still low.

**Table 4 Frequency Distribution of Student's Industrial Experience**

No.		TCR			
1	Work experience	674	4.52	90.47	Very Good
2	Work attitude	680.83	4.57	91.39	Very Good
3	Work Skills	674.75	4.53	90.57	Very Good
4	Work ethic	683.5	4.59	91.74	Very Good
		678.27	4.55	91.04	Very Good

*Source: processed primary data*

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The results of this study are in line with research conducted by Mua'ayati (2014), Melina (2015) and Kusneni (2016) which shows that the experience of industrial work practices has a positive and significant effect on the readiness of vocational students. Therefore, in the selection of industrial workplaces and socialization with the business world or industry about the importance of the implementation of industrial work practices by SMK students need to be delivered by the school

## **Conclusion**

Based on the results of data processing and discussion of the results of research conducted on the influence of student's industrial work experience, career guidance and career motivation to enter the world of work on the job readiness in Solok, it can be concluded that the motivation to enter the work world positively and significant to the job readiness. Students with high motivation to enter the workforce will be better equipped to enter the workforce. The career guidance has a positive and significant impact on the readiness to enter the workforce. The more experience and understanding that students gain in relation to the work world, the higher the readiness of students to enter the work world. The student industrial work experience has a positive and significant impact on the readiness to enter the workforce. The better and more experience the students get during industrial work practice the higher the readiness of the students to enter the work world. Motivation entering the working world is a variable that most influences readiness to enter the world of work, therefore teachers and principals need to maintain vocational students always have the motivation to enter the workforce. The choice of the place of apprenticeship needs to consider the experience that will be obtained by students after carrying out the internship. Career guidance activities also need to be improved so that students can increasingly explore the potential that is owned and able to plan for the future.

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