

Influence of Industrial Work Practices and Learning Achievements on Students Work Readiness

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Abstract—This study aims to examine the influence of industrial work practices and student achievement on the readiness of students of class XI Accounting 1 Baleendah 3 Vocational High School, a research method used survey with quantitative approach. Data analysis technique used is Multiple Linear Regression Analysis. The students' readiness, or have a significant role in the readiness of students to enter the work world, and the learning achievement has a positive effect on the readiness of students work or has a role to learn about students because they are taught in the world of work. This suggests that industry work practices and student achievement provides great benefits for students because industrial work practices carried out in the business world can provide experiences that can shape the personality of students who have professional, high-quality vocational skills that are capable of being developed according to their field of work.

Keywords—*industrial work practices; student achievement; readiness of student work*

I. INTRODUCTION

The Central Statistics Agency (BPS) revealed in 2017 that the biggest contributor to the unemployment rate in Indonesia came from vocational school graduates at 11.41 percent. SMK graduates have not been fully recognized by the labor market to apply the knowledge they get from school or in other words the readiness of vocational school graduates is still doubtful by the labor market. In a study conducted by Caballero concluded that indications of work readiness are personal characteristics, organizational skills, work competencies, and social intelligence. To prepare students, SMK implements learning called Dual System Education (PSG) [1]. Mentioned in the Indonesia Ministry of Education and Culture Decree No. 323 / U / 1997 Article 1 paragraph 1 states that "PSG is a form of vocational expertise education that integrates systematically and synchronously vocational high school education programs with expertise programs obtained through working directly on real jobs in partner institutions, aimed at achieving a level of expertise certain professionals".

Industrial Work Practice (*Prakerin*) is a concrete manifestation of PSG. According to Starr in Wena because vocational fish educators are closely related to the world of work or industry, practical learning and training play a key role in equipping graduates to be able to adapt to the work

environment [2]. Thus, it must be formed through a series of exercises or practical learning and training that almost resembles the world of work. This industrial work practice activity provides great benefits for students because industrial work practices carried out in the business world can provide experiences that can shape personal students who have professional, high-quality vocational skills that are able to be developed according to their field of work. In addition, with the existence of industrial work practices students can train their skills and apply theories that have been obtained at school so as to foster confidence to be ready to work after graduating from vocational high school. The experience gained by students in the business world and industry can give students an idea of the world of work.

Another factor that influences work readiness is the learning achievement of accounting subjects. Learning Achievement Accounting subjects are a form of mastering knowledge acquired by vocational high school accounting students. The success of students in mastering productive accounting subjects is indicated by the average value of the components of productive accounting subjects that have met the Minimum Completeness Criteria (KKM). Values obtained by students have met the KKM standards set by the school, with these values it is expected that students have more job readiness because they already understand the components of productive accounting subjects. This makes vocational students are required to have professional skills in certain areas of activity and have personal qualities related to academic. Aspects also intellectual, non-academic/ emotional, social and moral/ spiritual aspects. Student abilities are certainly needed as a basis for knowledge to do work in the world of work. This is supported by non-academic abilities such as soft skills that are certainly very important for the career development of the vocational school graduates.

Another factor that influences work readiness is the learning outcomes of accounting subjects. Learning Outcomes Accounting subjects are a form of mastery of knowledge obtained by vocational students majoring in accounting. The success of students in mastering productive accounting subjects is indicated by the average value of the components of productive accounting subjects that have met the Minimum Completeness Criteria (KKM). Values obtained by students have met the KKM standards set by the school, with these

values it is expected that students have more job readiness because they already understand the components of productive accounting subjects. According to Rifa'i learning outcomes are behavioral changes obtained by students after experiencing learning activities [3]. The acquisition of these behavioral change aspects depends on what students learn. According to Hamalik learning outcomes appear to be changes in behavior in students, which can be observed in the form of changes in attitudes and skills knowledge [4]. These changes can be interpreted as better improvement and development than before, for example from not knowing to knowing, being Satunggalno states that learning achievement is the level of student learning success at school. From this definition shows that the achievement of learning outcomes can provide information on how far students can carry out school assignments [5]. According to Poerwodarminto the notion of learning achievement is mastery of skills or skills the skills developed by the learning eye, usually indicated in the test score or the value given by the teacher [6]. Nawawi revealed that learning achievement is a level of success in learning the subject matter stated in the form of scores obtained from the test results regarding a number of learning materials certain ran [7]. Whereas Mahmud suggests that learning achievement is measured by the values of learning outcomes from the length of school and in a certain period of time [8].

Vocational School as formal education institutions that educates students to enter the workforce will certainly align the learning with the qualifications needed by the industry in order to have patience pan work to compete in the business / industry world or can become an entrepreneur. This is in accordance with Finch and Crunkilton that *"the major vocational instruction goal is to prepare students for successful employment in the labor market"* meaning the main purpose of the lesson of vocational learning is to prepare for become successful workers in the world of work both workers and employers [8,9]. According to Slameto work readiness is a person's ability to complete a job in accordance with the provisions, without experiencing difficulties and obstacles with maximum results, with a predetermined target [10]. The factors that influence the readiness includes three aspects, namely: (1) physical condition, mental, and emotional, (2) needs, motives and goals, (3) skills, knowledge and understanding of others that have been studied. These three aspects will affect the readiness of someone to do something, with targets that have been determined by Sofyan so that readiness to cooperate with abilities or competencies, then said that employment opportunities involves three aspects, namely knowledge (cognitive), skills (psychomotor), and attitude (affective) [11].

The work readiness program is competent the one based on the program that manages use the learning experience to provide students well while supervised by the work component Danielson [12]. This program must be carried out by all cheese education especially for Vocational High Schools (SMK) so that the main purpose of Vocational Schools is realized.

Previous research conducted by Mu'ayati shows that there is an effect of mastery of productive accounting courses in the amount of 8.7% on job readiness of vocational students [13]. Research conducted by Hana shows a significant influence on the experience of industrial work practices on student work

readiness of SMK Negeri 1 Surakarta in the 2012/2013 academic year in accounting subjects, in which relative contributions and effective contributions to experience of industrial work practices on job readiness students amounted to 86.88% and 27% [14].

The research conducted by Yanuar shows that there is a positive and significant influence of the Experience of Industrial Practices on Work Readiness of Grade XI students of the Accounting Relation Program of SMK YPKK 2 Sleman in the academic year of 2011/2012, which is shown by rx1y value of 0.460, R2x1y of 0.212, and t calculate 5.489 greater than the t table price of 1.980. (2) There is a positive and significant effect on Learning Achievement on Work Readiness for students of class XI of the Accounting Skills Program of SMK YPKK 2 Sleman in the academic year of 2011/2012 [15].

Research has been conducted by Triani the results of multiple linear regression analysis showed simultaneously there is influence between Industrial Work Practices, Learning Outcomes Subject Accounting and Entering Work Motivation Against Job Readiness (27.5%). Whereas partially Industrial Work Practices have an effect (9,18%), the Learning Outcomes of Accounting Subjects have no effect, and the Motivation to Enter Work has an effect (12,89%) on Work Readiness [16].

While the research conducted by Saputro showed that there was a positive and significant contribution between the academic ability of students to enter the workforce readiness of students as indicated by the partial correlation coefficient 3.383, (p count 0,425> p criticism 0.05). The difference between the results of research conducted by Mu'ayati and Saputro encourages researchers to re-examine whether learning outcomes influence student work readiness [17].

The purpose of this study was to find out whether there was an influence between Industrial Work Practices, Student Learning Achievement on Student Work Readiness Class XI Accounting 1 Baleendah 3 Vocational High School 2017/2018 Academic Year.

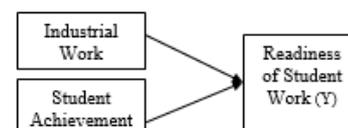


Fig. 1. Thinking framework.

TABLE I. OPERATIONAL DEFINITION

| Variable | Indicator |
|-----------------------------------|--|
| Industrial Work Practices (X1) | <ul style="list-style-type: none"> • Work knowledge • Job skills • Right work attitude • Work creativity |
| Student Learning Achievement (X2) | <ul style="list-style-type: none"> • Cognitive • Apective • Psychomotor |
| Student Work Readiness (Y) | <ul style="list-style-type: none"> • Physical and mental readiness • Attitude readiness • Ability to cooperate • Adaptability with the environment • Courage to accept responsibility • Having knowledge/information about the world of work |

II. METHOD

This research method is a survey with a quantitative approach. The survey method is an investigation conducted to obtain facts from the existing symptoms and find factual information, both about social, economic, or political institutions of a group or region. The aim is to examine the factors that influence Prakerin, student learning achievement and student work readiness.

The population in this study were students of class XI Accounting 1 of SMK 3 Baleendah Academic Year 2017/2018 totaling 40 students. The variables in this study are Industrial Work Practices (X1), Student Learning Achievement (X2) and

Student Work Readiness (Y). Data collection method used is documentation and questionnaire. This study uses documentation method to get things that are related to or support the work readiness variables, namely the list of student names, the value of basic accounting practice, and graduate data. Data analysis method uses descriptive statistical analysis and multiple linear regression analysis.

III. RESULTS

A. Relationship of Industrial Work Practices (X1) to Student Work Readiness (Y)

TABLE II. RESULT

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|----------------------|-----------------------------|------------|---------------------------|--------|-------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | Vif |
| 1 (Constant) | -8,231 | 17,416 | | -, 473 | , 639 | | |
| Field Work Practice | , 301 | , 103 | , 415 | 2,918 | , 006 | 1,000 | 1,000 |
| Learning Achievement | , 401 | , 201 | , 280 | 1,971 | , 046 | 1,000 | 1,000 |

^a Dependent Variable: Work Readiness

This is supported by research conducted by Stevani entitled "The Influence of Industrial Work Practices and Student Skills Against Work Readiness of Students in Office Administration Vocational High Schools 3 Padang" that the implementation of Industrial Work Practices has a significant influence on job readiness student [18].

Based on the results of the research obtained, the industrial work practices of XI Accounting 1 students at SMK 3 Baleendah have had a positive effect on students' job readiness with a coefficient of ≤ 0.05 . The coefficient of analysis of industrial work practices on job readiness is equal to 0.006, this means that any increase in industrial work practices by one unit will increase student work preparation by 0.006. From the results of this study it can be said that industrial work practice activities provide great benefits for students because industrial work practices carried out in the business world can provide experiences that can shape the personal students who have professional vocational expertise.

B. Relationship of Student Learning Achievement (X2) to Student Work Readiness (Y)

This is supported by research conducted by Sri Rahayu entitled "The Effect of Work Experience, Learning Outcomes and Social Support on Student Work Readiness" [19]. Research by Ahmad Awaludin Baiti entitled "The Effect of Prakerin Experience, Vocational Learning Achievement and Social Support on Student Work Readiness" [20].

The results showed that student learning achievement had a positive effect on student work readiness. The coefficient of analysis of student learning achievement to work preparation is equal to 0.046, then the coefficient value of 50.05 means that any increase in learning achievement is one unit, it will increase the student work preparation by 0.046. From the results of this study, it can be said that the values obtained by students who have met the KKM standards set by the school, with these values students have more positive work readiness

by understanding the components of productive accounting basic subjects.

C. Relation of Industrial Work Practice (X1) and Student Learning Achievement (X2) to Student Work Readiness (Y)

The results of the analysis found that there were influences and contribution of positive direction of two independent variables together between industrial working practices and student achievement on the job readiness class XI student of SMK 3 Accounting 1 Baleendah Academic Year 2017/2018 through regression equation owned by each independent variable that is quite good, so as to explain work readiness. The more experience working practices of the students, and the better the competency of both related to the field of cognitive, affective, and physical, make the students motivated and ready to plunge into the world of business or industry in accordance with their competence.

IV. CONCLUSION

Based on the data analysis and the discussion above can be concluded as follows: (1) there is a significant influence with the direction of a positive relationship experience of industrial work practices on job readiness in class XI Accounting 1 Baleendah 3 State Vocational School; (2) there is a significant effect on the direction of a positive relationship student learning achievement towards work readiness in class XI Accounting 1 Baleendah State Vocational School 3.

The results of the two tests above state that the hypothesis is proven which means that there is an influence between the influence together between the experience of industrial work practices and achievements learn students towards the work readiness of students of Class XI Accounting 1 Baleendah State Vocational School 3 2017/2018 academic year.

ACKNOWLEDGEMENTS

Thank you to Dr. Meta Arief, M.Si and Dr. Kurjono, M.Pd for guiding the author in the preparation of this article and also to the teachers and students from SMKN 3 Baleendah who have helped the author in the research.

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