

# Impact of Industrial Work Practices on Student Readiness

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**Abstract**—This study aims to determine the influence of Industrial Work Practice on the readiness of student work. This research uses survey method of quantitative approach of data analysis using correlational analysis. The result of the research shows: (1) The implementation of the Job Training Industry is very good category, (2) The readiness of the students of class XI of the Administration Program of Administration program of the category of high, (3) there is a positive influence and the Significance of the Industrial Work Practice on the Work Readiness of the Grade XI Program Administration Expertise Program Offices in the SMK Negeri Kota Tangerang.

**Keywords**—job training; working readiness; industry

## I. INTRODUCTION

Job competition is increasingly high, demanding quality and competitive human resources. Education has a role to provide quality human resources. Educational institutions need team work with companies. Vocational education programs must be oriented to the needs of the labor market.

Institutions expect outcomes to have work readiness match to competence. However, 45% only outcome worked match to competence and 55% outcome worked not match to competence.

SMK Negeri 6 Kabupaten Tangerang is one of the educational institutions that are expected to produce skilled personnel in accordance with competence.

Industrial Work Practices is an educational program designed to provide training to work in the area of expertise. After practice students are expected to have work readiness according to their competence.

SMK outcomes continue to grow every year, however employment opportunities are not comparable to the number of graduates, causing an increase in the unemployment rate. This results in the outcome working not match to competence.

Factors that influence readiness are internal factors and external factors. Internal factors include both physical and mental maturity, pressure, encouragement, creativity, interest, talent, intelligence, independence, mastery, science and motivation. External factors include the role of the community, family, infrastructure, schools, work world information and experience of industrial work practices.

Wiley, Factors affecting motivation to transfer training: individual or general attitudes, situational specific attitudes, reactions, learning, and work environment factors [1]. Lestari and Siswanto, Factors that influence work readiness are the relationship and effect of school on-the job training experiences, achievement in productive subjects and family social support simultaneously [2].

Drever (Slameto) defined readiness as a willingness to respond or react [3]. Slameto argued that readiness is the overall condition of a person who make him ready to respond in a certain way to a condition. The readiness indicators consist of (1) physical, mental and emotional conditions; (2) needs, motives and goals; (3) skills [4]. Oemar defined readiness as a condition that must be achieved in the process of individual development at the level of mental, physical, social, and emotional growth [5]. Yanto defined work readiness as a condition that showed harmony between physical, mental, and experiential maturity [6].

Kuswana explained the work attitude includes performance at the workplace, work environment responses, awards, and client assessment. While mastery of skills is the ability of a person to produce through movement in accordance with work objectives [7].

Skills include: carrying out work skills, job management skills, anticipation skills, work environment management skills, adaptive skills. So, work readiness is the readiness of a person in mastering knowledge, mastery of work attitudes, and mastery of work skills.

Pujiani defined an industrial work practice was a student placement program in the field or the Business World / Industrial World so that they have work experience [8]. Procedures of industrial work practices at SMK Negeri 6 Kabupaten Tangerang: preparation, debriefing, implementation, supervision and evaluation, reporting [9].

So industrial work practices are the implications of school education activities with industry work teams that involve students to work directly in the industrial work team

The research aims: 1) Describe the Implementation of Industrial Work Practices 2) Describe student job readiness 3) How the influence of Industrial Work Practices on job

readiness of class XI students in Office Administration at SMK 6 Kabupaten Tangerang.

II. METHOD

The study used kuantitative explanitory survei method. Likert scale questionnaire as research instrument. Validity and reliability test used SPSS.22. program, sig 0,05. Test result of reliability > 0,7 was good reliability. The object are prakerin and student job readness class XI SMKN 6 Kabupaten Tangerang.

Job readness indicator are knowledge, afektif and skills. Industrial work practices are: preparation, implementation. Analysis teknik of data used product moment correlation for analyze related between variabel and regression analysis for prediction [8]. The sample are 70 students.

III. RESULT

A. Description of Industrial Work Practise

Based on of result research variable score of industrial job practise were divided into: minimum score 60, maximum score 80, mode 71, and total score 5127.

TABLE I. INDUSTRIAL WORK PRACTISE

Industrial Work Practise					
Mean	Median	Mode	Min	Max	Sum
73.24	74.00	71	60	80	5127

Data source: research (2016)

Table 1 showed an average value industrial job practise 73.24 (high category) means it was implemented effectively.

Frequency distribution of industrial work practise was divided into:

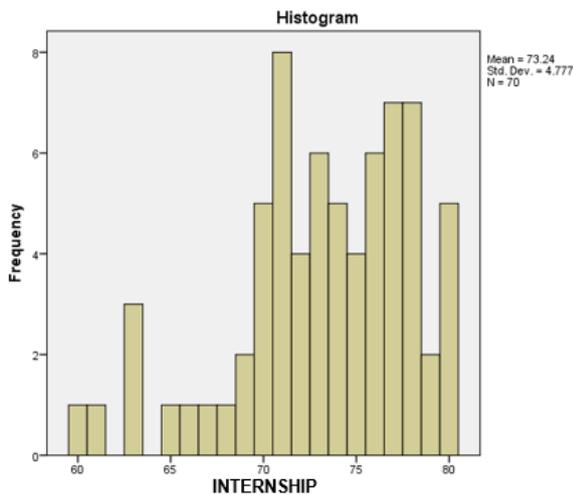


Fig. 1. Histogram of industrial work practice.

Based on histogram on the figure 1, the data distribution was normally distributed.

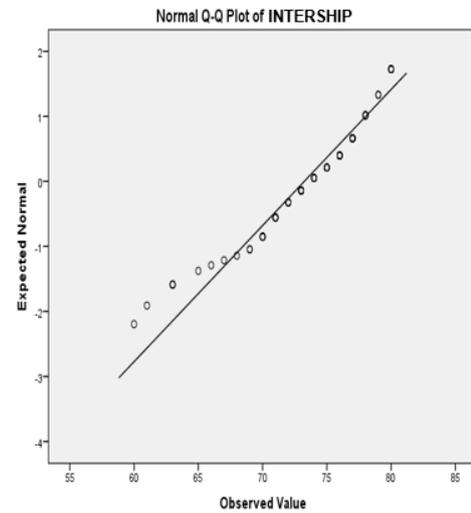


Fig. 2. Plot of industrial work practice.

Based on Q-Q Plot on the figure 2 showed the points followed and approach the diagonal line so that the normal data distribution was concluded.

B. Description of Job Readness

Based on of result research showed variable score of job readness were divided into: minimum score 74, Maximum score 96, range 22 and total score 6170.

TABLE II. JOB READNESS

Job Readness					
Mean	Median	Mode	Min	Max	Sum
88.14	88.00	91	74	96	6170

Data source: research (2016)

Table 2 showed an average value job readness 88,14 (very high category) means students job readness very high.

Frequency distribution of job readness was divided into:

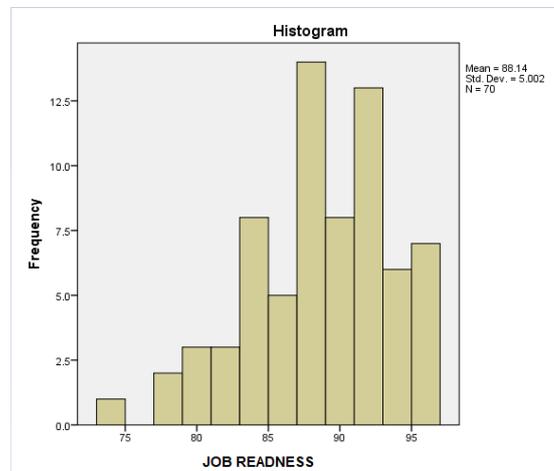


Fig. 3. Histogram of job readness.

Based on histogram on the figure 1, the data distribution was normally distributed.

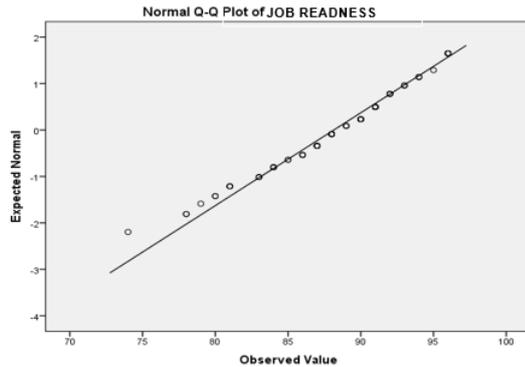


Fig. 4. Variable plot of job readiness.

Based on Q-Q Plot on the figure 4 showed the points followed and approach the diagonal line so that the normal data distribution was concluded.

Result of linearity test between industrial work practice toward job readiness were  $F_{count} = 0,1641$ ,  $F_{table} = 1,75$ ,  $F_{count} < F_{table} = 1,641 < 1,75$ . So industrial work practise toward job readiness linear.

C. Influence of Industrial Work Practice toward Job Readness

1) Correlation analysis: Test analysis of hipotesis used SPSS program Versi 22.

Account result showed correlation value 0,321 significant at the 0.01 level (2-tailed). Alalysis result was showed at table 3.

TABLE III. CORRELATION ANALYSIS

		Industrial Work Practice	Job Readness
Industrial Work Practice	Pearson Correlation	1	.321**
	Sig. (2-tailed)		.007
	N	70	70
Job Readness	Pearson Correlation	.321**	1
	Sig. (2-tailed)	.007	
	N	70	70

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Data source: SPSS 22 (2016)

Correlation value 0,321 sig, 0,01 means there was a significant positive correlation between industrial work practises and students job readiness.

2) Regression analysis: Regression Analysis was used to prediction about job readiness in the future. Result research of regression:

$$\hat{Y} = a + bX$$

Account result from SPSS verse 22 into the table:

TABLE IV. REGRESSION ANALYSIS

Model		Coefficients <sup>a</sup>			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	63.560	8.828		7.200	.000
	Industrial Job Practise	.336	.120	.321	2.791	.007

<sup>a</sup>. Dependent Variable: Job Readness

Data source: SPSS 22 (2016)

Based on data of table 4, a = 63,560 and b = 0,336.

$$\hat{Y} = a + bX$$

$$\hat{Y} = 63,560 + 0,336 X$$

$$\hat{Y} = 63,560 + 0,336 (73,24)$$

$$\hat{Y} = 63,560 + 24,609$$

$$\hat{Y} = 88,169$$

Account result of regression equation can be concluded if value of industrial work practice increase 73,24, influence toward job readness 24,609.

3) Coefficient of determination: Coefficient of Determination between industrial work practice toward job readnes:  $r^2 = 0,321^2 \times 100\% = 10,3\%$ . So, contribution of industrial work practice toward job readnes 10,3% and 89,7% influenced by other factors.

TABLE V. HYPOTHESIS TESTING

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	63.560	8.828		7.200	.000
	Industrial Job Practise	.336	.120	.321	2.791	.007

<sup>a</sup>Dependent Variable: Job Readness

Based on table 5, t (t test)  $t_{count} (2,791) > t_{table} (1,980)$ . Meaning is (Ho) rejected and (Ha) accepted.

IV. DISCUSSION

Result research, average value industrial job practise 73.24 (high category) meant it was implemented effectively.

An average value job readiness 78,14 (very high category) means students job readiness very high.

Correlation value 0,321, significant at the 0.01 level. It meant there was a significant positive correlation between industrial work practice and job readiness, meant implementation of industrial work practises more effective

influence students job readiness become getting ready. Industrial work practices had a role in Job Readiness even though the correlation as at a low level of relationship

Account result of regression equation can be concluded if value of industrial work practice increase 73,24, influence toward job readiness 24,609.

The result research showed there was influence between industrial work practice toward job readiness. So, implementation of industrial work practices more effective influence students job readiness become getting ready

#### V. CONCLUSION

Implementation of Industrial Work Practices were very effective. Students job readiness were very high. There was a significant positive correlation between industrial work practices and students job readiness, meant implementation of industrial work practices more effective influence students job readiness become getting ready. contribution of industrial work practice toward job readiness 10,3% and 89,7% influenced by other factors.

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