

Contribution of Achievement Motivation to Job Preparedness of Participant of Vocational Education Course in Learning Activity Center of Padang

Solfema^{1,*}, Syafruddin Wahid¹, Alim Harun Pamungkas¹

¹Department of Non Formal Education, Faculty of Education, Universitas Negeri Padang, Padang, Indonesia

*Corresponding author. Email: solfema@fip.unp.ac.id

ABSTRACT

The era of globalization requires all parties to improve the quality of their competence through education, whether formal education, non-formal, or informal. Vocational Education (VE) is one form of non-formal education activities that can answer these demands. However, from the observed phenomenon, it is known, many of the VE course graduates are not ready to work based on the ability they achieved. Allegedly this unpreparedness is caused by achievement motivation factor. Therefore, this study aims to see the relationship and contribution of achievement motivation with and to the preparedness of VE course participants in Learning Activity Centers of Padang City. This study was designed with correlational research design with a population of 40 people. Samples are drawn by random sampling technique, as much as 80% of the population, ie 32 people. Data were analyzed by simple regression analysis technique. Based on the research findings, it was concluded that achievement motivation correlated significantly with working preparation VE course participants with the price of r_X of 0.807. Thus, it is known that achievement motivation contributes significantly to the job preparedness of VE course participants. In this regard, it is necessary to develop the achievement motivation by all parties involved in the educational activities.

Keywords: achievement motivation, job preparedness, Vocational Education

1. INTRODUCTION

The quality of human resources (HR) has a strategic role in meeting the demands of nation building in various fields, therefore, the quality of human resources is closely related to the progress and prosperity of a nation. To make qualified human resources, starting from the field of education, both formal and non-formal education—especially the results of graduates must be able to compete with other nations.

The era of globalization is characterized by quality competition. Such a thing, demands all parties in various fields and development sectors to constantly improve their competence, especially through educational activities. Education plays an important role in improving the quality of a nation, including non-formal education. One form of nonformal education that prepares the workforce that is expected to enter the workforce is Lembaga Kursus dan Pelatihan (LKP), the Institute of Courses and Training. Among LKPs managed by the Directorate of Course and Training Development, the Directorate General of Early, Nonformal and Informal Education, Ministry of Education and Culture are LKPs that organize the Vocational Education programs.

One of the reasons behind this program is that Indonesia faces significant unemployment problems. In early February 2010, unemployment totaled approximately 8.32 million people, and an additional new labor force averaged 1.7 million people per year coming from dropouts and high school and vocational high school students who did not continue to college, as well as college graduates which has not worked. Therefore, in line with the policy of aligning the world of education with the workforce, courses and training programs since 2006 are strived to continue to be improved in access and quality, at least when viewed the success rate of each program in the placement of graduates to work and / or entrepreneurship. But from the observed phenomenon, it is known that many graduates of the VE program are not working on the basis of the capabilities they achieved. Many of them work, but do not feel at home with work in the field of business they entered, even many of them are still not join the workforce (interview with educators of BPKB West Sumatra, 12-02-2016).

Individual unpreparedness in the workforce is influenced by many factors, including achievement motivation factors. McClelland (1976) mentions that achievement motivation is as an attempt to achieve the best results with reference to a standard of. Then, Heckhausen[2] argues that achievement motivation is an attempt to improve the highest possible personal skills in all of its activities by

using measures of excellence in comparison. So, in achievement motivation there are always certain criteria that serve as benchmarks of success. Based on this understanding can be concluded that the achievement motivation will be able to encourage someone to do their best to carry out the job duties they bear, including the job field in the workforce.

Furthermore, [3] concluded from his research that achievement motivation is an important factor determining the rate of growth of society. He found three general characteristics of a person with achievement motivation, (1) the ability to set high personal goals but rationally attainable, (2) to have a personal commitment to achievement from within, rather than the lure of external gifts, and (3) Willing to accept criticism of his work.

Achievement motivation is a desire or encouragement that arises from within a person to spur his work spirit to achieve something positive in his career, then he is satisfied with the achievement. Achievement motivation becomes a kind of driving force in a person to achieve success or success.

Based on the understanding of achievement motivation can be concluded for a while, that the higher the achievement motivation of a trainee's, the higher the job preparedness.

Job preparedness according to Datadiwa & Widodo[4], can be interpreted as an effort to have skills in accordance with the needs of the community so that learners (read: VE course participants) after graduation can be absorbed by the workforce. Brady[5] focuses on understanding the job preparedness on personal traits, such as the nature of workers and defense mechanisms needed, not just to get a job, but more than that, to maintain a job. The job preparedness includes everything that a person possesses, either the skills or the behavior required for each job. In this sense, the job preparedness refers more to one's personal factors rather than to external factors or the environment.

It can be concluded that people who have job preparedness is not only people who have worked alone, but someone who has not worked can also be said to have preparedness to work if the personal traits are there. So, people who already have a set of abilities and self-behavior required on each job can be said as prepared to work, because it has met the criteria of job preparedness.

Based on the description that has been proposed, this study aims to: (1) Obtain the description of achievement motivation of the participants of VE course of Padang City; (2) To describe the preparedness of the participants of VE course of Padang City; (3) to know how big correlation between achievement motivation with job preparedness of the participants of VE course of Padang City; And (4) Knowing how much achievement motivation contribution to job preparedness of the participants of VE course of Padang City.

2. METHOD

This research is an ex post facto research, which describes events that occur as they are. The design of this study is a correlational research design. In relation to the research design used, it will be seen the relationship between independent variables (predictors), that is the achievement motivation (X) with the dependent variable (criterion), namely the level of job preparedness (Y), and find the amount of contribution to the dependent variable.

Before looking at the correlation between achievement motivation (X) with the level of job preparedness (Y) and finding the contribution of achievement motivation (X) to the level of job preparedness (Y), first try to get the picture of variable of achievement motivation of job preparedness of VE course participants in West Sumatra.

The population of this study are all participants of VE course in Padang City in 2015, amounting to 40 people. While the sampling using area random sampling technique (stratified sampling technique) by drawing samples as much as 80% of the population, so that the sample amounted to 32 people. This is in accordance with the characteristics of trainees from various sub-districts in Padang City.

In accordance with the needs of the data to be disclosed, the instruments used to collect the data are questionnaires using the Likert scale measurement model with a range of 4, with alternative answers Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

In accordance with the type of data to be analyzed, the analysis technique used is a simple regression analysis technique. Simple linear regression analysis technique is one regression method that can be used as a staging inference tool to determine the influence of independent variables on the dependent variable.

3. RESULTS AND DISCUSSION

In this section will be presented (1) Picture of achievement motivation of the participants of VE course of Padang City; (2) description of job preparedness of the participants of VE course of Padang City; (3) Correlation between achievement motivation with job preparedness of the participants of VE course of Padang City; And (4) Contribution of achievement motivation to job preparedness of the participants of VE course of Padang City.

3.1 Description of Achievement Motivation of the Participants of VE Course of Padang City

Based on the results of data analysis, can be obtained the description of achievement motivation of the participants of VE course of Padang City, as can be seen in table 1.

Table 1 Description of Achievement Motivation of the participants of VE course of Padang City

No.	Score Interval	Criteria	Frequency	Percentage
1	55—68	Very high	4	12
2	41—54	High	9	28
3	27—40	Low	14	44
4	13—26	Very low	5	16
Total			32	100

Based on table 1, it can be seen that the achievement motivation of the participants of VE course of Padang City is low. This is evidenced by the large number of respondents, ie 14 people from 32 respondents or by 44% who stated that they agree with the statements that show low motivation achievement. In contrast, only 4 people out of 32 respondents or 12% stated that they agree with statements that indicate low achievement motivation. Thus it can be said that the achievement motivation of the participants of VE course of Padang City is low.

For more details, hereinafter can be considered the description of achievement motivation of the participants of VE course of Padang City in the following histogram in Figure 1.

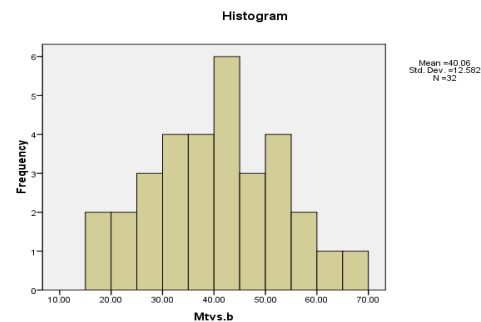


Figure 1 Achievement Motivation of the participants of VE course of Padang City

3.2 Job preparedness Description of the participants of VE Course of Padang City

Based on the results of data analysis, can be obtained picture of job preparedness of the participants of VE course of Padang City, as can be seen in table 2.

Table 2 Job preparedness of the participants of VE course of Padang City

No.	Score Interval	Criteria	Frequency	Percentage
1	55—68	Very high	5	16
2	41—54	High	9	27
3	27—40	Low	14	44
4	13—26	Very low	4	13
Total			32	100

From table 2 above, it is illustrated that the preparedness of the participants of VE course of Padang City is low. This is evidenced by the small number of respondents, ie 5 people from 32 respondents or by 16% who stated that

they agree with statements that indicate high job preparedness. In contrast, only 14 people out of 32 respondents or 44% said they agreed with statements indicating low job preparedness. Thus it can be said that

the preparedness of the participants of VE course of Padang City is low.

For more details, hereinafter can be considered the picture of the preparedness of the participants of VE course of Padang City on the following histogram in Figure2.

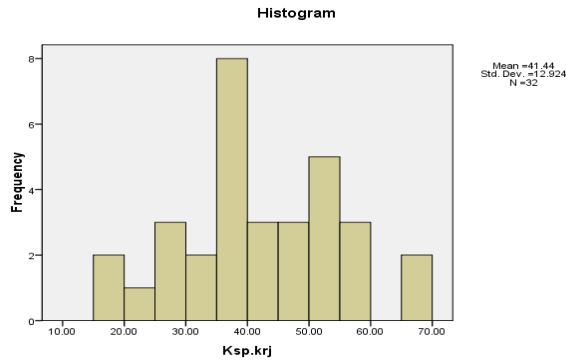


Figure 2 Job Preparedness of the participants of VE course of Padang City

3.3 Correlation Between Achievement Motivation with Job Preparedness of the Participants of VE Courses of Padang City

In this section first presented assumption results of simple regression requirements and hypothesis testing.

3.3.1 Simple Regression Requirements Assumptions Test

Before the data is analyzed by using simple regression analysis technique, the assumption test is used as a requirement in simple regression analysis technique. According to Sudarmanto[6] the tests are normality test, linearity test, homogeneity test, multicollinearity test, autocorrelation test, and heteroscedasticity test. Each is described as follows.

Normality tests are performed to determine whether the distribution of data follows or approaches the normal distribution. Because, good data is data that has a normal distribution pattern or close to normal. Based on the normality test, when viewed from the distribution of data on the QQ plot then the data clustered on the test line and leads to the top right. Accordingly, a reasonable regression is used to analyze the data.

Homogeneity test is done to detect the presence or absence of homogeneity, used to see the spread of points (dots) on the graph. If the points spread and do not form a certain pattern, then it is said the data is homogeneous [7]. When viewed from the graph generated random points found, it can be concluded that the distribution of data homogeneous. Thus, the analysis is worth continuing.

Linearity test is done in pairs between each independent variable with the dependent variable. In this case will be seen the linearity of the relationship between independent variable achievement motivation and dependent variable job preparedness. The linearity test is performed by performing 'compare means' analysis by comparing the significance value with the selected alpha level (here 5%). The data say linear because it is significant for 'deviation from the linearity' > of the alpha set.

Based on the results of data analysis of 'scatter plot', seen regression line on the graph of each variable pointing to the top right. Thus, it can be concluded that the relationship between the dependent variable with the independent variable is linear. Therefore, regression analysis can be used.

3.3.2 Hypothesis Test Results

Simple regression analysis in this research is used to (a) see the relationship between independent variables, namely achievement motivation (X) with job preparedness (Y); And (b) Looking at the contribution of independent variables to the dependent variable. For the purposes of analysis computer aided use with 'Statistic Package for Social Sciencies (SPSS) for Window Release' 16.0. The hypothesis test results can be put forward as follows.

The hypothesis is formulated in the form of working hypothesis (H_a) which reads, "There is a significant relationship between achievement motivation with job preparedness of the participants of VE course of Padang City". To test this hypothesis, Pearson correlation (r) was used. The results of correlation analysis (r) obtained is 0.794 with a significant level of 0.000 or smaller than the tolerance given 0.05. Based on such calculations, the null hypothesis (H_o) is rejected. This means that achievement motivation (X) has a significant relationship with job preparedness (Y) of the participants of VE course of Padang City.

The description of the correlation coefficient of probability can be seen in table 3 below.

Table 3 Summary of Independent Variables Correlation Coefficient with Dependent Variables

Variable	Coefficient Correlation (R)	Probability	Information
X → Y	0,794	0,000	Significant Relationship

Information

(X) = Achievement Motivation

(Y) = Job Preparedness

The second hypothesis, formulated in the form of a working hypothesis (H_a) which reads, "Achievement Motivation (X) has a significant contribution to job preparedness (Y) of participants of Vocational Education Course. To see the amount of independent variable contribution of achievement motivation (X) to job preparedness (Y) of the participants of VE course of Padang City, will be seen from the value of 'Adjusted R Square' in Summary Model table. To test the amount of donation if the independent variable is more than two, it is better to use Adjusted R Square value Santoso[8]. From table summary model found Adjusted R Square value is 0.639 with significance 0.000. This means that the achievement motivation independent variable (X) gives a significant contribution of 0.618 (61.8%) to the dependent

variable of job preparedness (Y) of the participants of VE course of Padang City.

3.4 Coefficients Test of Regression Equation

For the purpose of coefficient test of regression equation can be seen on the results of regression analysis depicted in table 4. In table 4 test table of regression coefficient obtained constant 8,760 co-efficiency. In table 4 table test of regression coefficient got constant 8,760 coefficient co-efficient of achievement motivation (X) 0,816. Therefore, the model of the regression equation is $Y = 8.760 + 0.816 X$. For more details please note table 4.

Table 4 Test Results of Coefficient of Regression Equation

Model		Unstandardize d Coefficients		Stand ardize d Coeff icient s	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,760	4,779		1,833	,000
	Motivasi berprestasi (X)	0,816	0,114	0,794	7,156	,000

Job Preparedness Dependent Variable (Y)

5. CONCLUSIONS AND SUGGESTIONS

In this concluding chapter is presented (a) the conclusions of research results and (b) suggestions. The conclusions were drawn on the findings of the study and discussion. Furthermore, based on the findings of research and discussion submitted some suggestions.

5.1 Conclusions

Based on the results of research, it can be drawn some conclusions, as follows:

The research findings illustrate that the achievement motivation of the participants of the VE Course of Learning Activity Centers of Padang City is low. Due to the low motivation of achievement, then in their learning activities are not encouraged to master the knowledge and skills given to them as a provision to face life in the form of preparedness to face the competition to gain increasingly strenuous employment.

The research findings illustrate that the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City is low. The low preparedness of the participants of the course, in addition to the motivation of achievement, as stated in point one, is possible because the course participants learn more to obtain a certificate than to master the knowledge and skills that can be used to navigate life.

Achievement motivation has a significant relationship with the job preparedness of the participants of the VE Course of Learning Activity Centers of Padang City, this is evident from the magnitude of the correlation (r) and the magnitude of the significance price (sig) found. That is, if the achievement motivation improved to be better, then the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City will be better or vice versa if the achievement motivation is low, it will lead to weakness of the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City.

Achievement motivation has a significant contribution to the preparedness of participants of the Vocational Education course. That is, if you want to improve the preparedness preparedness of the participants of the VE Course of Learning Activity Centers of Padang City, then their achievement motivation should be improved first. This is because in improving the preparedness of work, achievement motivation is a variable that needs to be taken into account, including for participants of the Vocational Education Course of Padang City.

5.2 Suggestions

Based on the conclusion put forward, the following suggestions can be put forward.

The research findings illustrate that the achievement motivation of the participants of the VE Course of Learning Activity Centers of Padang City is low. In connection with that, in the implementation of learning activities, achievement motivation learners need to get more attention. This is because achievement motivation is an attempt to improve the highest possible personal skills in all of its activities, including skills to improve the welfare of life.

The findings of the study illustrate that the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City is low. Because of the preparedness of work in addition to relating to achievement motivation, it is possible because the orientation of learning is to obtain a certificate. In this regard, it is expected that educators always encourage learners to learn for the mastery of knowledge and skills that can be used to navigate life.

With regard to the results of research in the form of hypothesis testing shows that there is a significant relationship between achievement motivation with the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City, It is expected to the managers and instructors of VE Course to improve achievement motivation of the participants of the VE Course of Learning Activity Centers of Padang City, either through face-to-face in hours of study or through informal communication outside of learning hours.

Therefore, achievement motivation has a significant contribution to the preparedness of the participants of the VE Course of Learning Activity Centers of Padang City, so to improve the preparedness of course participants, their achievement motivation must be improved first.

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