

# Relationship Between Internship Experience, Self-Concept and Student's Commitment to the Work Readiness of the Automotive Field

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**Abstract**—Vocational high schools are educational institutions that aim to prepare their students to become skilled workers and prioritize the ability to do certain jobs such as the automotive sector. This is in accordance with the specific objectives contained in the education unit level curriculum which states that, vocational high school aims to, (1) prepare students to become productive people, vacancies in the world of business and industry according to the chosen expertise program, (2) equip students to be able to choose a career, be tenacious and be persistent in competence, adapt to the work environment, and develop professional attitudes in their areas of interest, especially in the automotive sector, which produce student self-concepts and commitments combined with industrial work practices or internships, schools provide education real or direct to the industry through industry internships with expose facto quantitative research methods expected with industry internships make true students have a commitment and self-concept to work professionally and can be used when students graduate to work later.

**Keywords:** *internships, self-concept, commitment, quantitative*

## I. INTRODUCTION

Indonesia is a country with a large population. The Ministry of Home Affairs noted that Indonesia's population on December 12, 2015 reached 265.5 million. This number consists of 133.17 million men and 131.88 million women [1]. The large number of Indonesians does not demand the possibility of more problems. One of these problems is the narrowing of employment opportunities which results in more unemployment. Data from the Central Statistics Agency stated that the highest open unemployment rates were for the community of high school (SMK) and vocational high school graduates of 10.66 percent and 10.43 percent, up from February 2013 of 7.83 percent. This shows that students who graduated from vocational high schools who must be prepared to use personnel have not been proven. Most of the vocational high school graduates become unemployed. Will arise if the unemployment problem is left and not immediately addressed, this condition will also disrupt development in all fields and national stability [2]. Every graduate of an educational institution, both formal and informal, will enter the community

or the world of work and face the real world with all the demands and prerequisites needed to play their role properly. Therefore, education in planning, management, and implementation must always be oriented to an ever-changing environment [3]. Provision of superior human resources can be started because someone is studying in school. Schools as formal educational institutions have an important role in preparing graduates as. Schools provide education that is real or directly goes into the industry through industrial work practices to equip their students to be ready to work in the industry. Industrial work practice is a form of education and vocational skills training that is systematic and synchronous between education programs in schools with a mastery of skills acquired through activities directly working in the world of work [4]. Achievement of experience gained and well understood is expected to foster interest and desire to work in the business world or industry. Vocational high schools educate their students to become human beings who are able to apply their knowledge in the industrial world. Students will be equipped with skills and knowledge that are useful in the field of automotive mechanics and can be developed if they do not want to go to college. Productive subjects of light vehicle engineering are one of the content characteristics that are taught in the current vocational high school education unit level curriculum [5].

### A. *Maintaining the Integrity of the Specifications*

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### B. *Research Limitations*

- This research has been carried out and carried out according to scientific procedures.

- Because of the curriculum inequality in light vehicle engineering expertise competencies in vocational secondary schools in the study area, research is limited to vocational high schools in Kediri.
- Because of the limited number of populations of light vehicle engineering majors in Vocational the total population this study was only 90 students. Consisting of 30 students from SMK 1 Grogol in Kediri regency, 30 students from SMK Ar Rahmah Purwotengah Pajar Regency Kediri, 30 students from Al Huda Vocational School in Kediri. As a recommendation in carrying out similar studies it is best to use a sample of 90 students to get a better level of significance.

II. RESEARCH METHODS

Type of research is quantitative research expose facto. is research The aims of research facto is to find the causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables that have occurred as a whole.

In research expose facto methodically is an experimental research that also tests hypotheses but does not give certain treatment because of something because it is less ethical to give treatment or provide manipulation. In a simple sense expose facto has the meaning that from what is done after the research statement is referred to as post-event research. This research is also often called after the fact or after the fact and there are also researchers who call it a retrospective study.

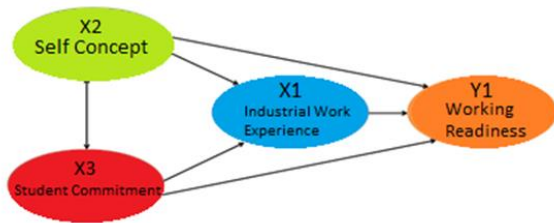


Fig. 1. Research design.

This research was conducted on vocational schools SMK 1 Grogol Kediri, SMK Ar Rahmah and Al Huda Vocational School Kediri The selection of the three schools was due to the competence of the light vehicle engineering expertise in the two SMKs that were accredited A, while the selected DU / DI were Astra Toyota Auto 2000 Kediri, Astra Daihatsu, Astra Isuzu and Unit Motor Suzuki Kediri. The research was carried out in December 2015 until April 2017.

Path analysis is a development technique of multiple linear regression. This technique is used to test the amount of contribution (contribution) shown by the path coefficients in each path diagram of the causal relationship between variables X1X2 and X3 to Y and their impact on Z. Path analysis is a technique for analyzing the causal relationships that occur in multiple regression if the independent variable affects dependent variables not only directly but also indirectly. Characteristics of path analysis is a method of multivariate dependency data analysis that is used to test asymmetric relationship hypotheses that are built on the basis of certain

theoretical studies, with the aim of knowing the direct and indirect effects of a set of causal variables on the consequent variables.

Test the hypothesis of an asymmetric relationship built on the study of a particular theory means that the tested is a model that explains the causal relationships between variables built on the study of a particular theory of theory. The causal relationship is explicitly formulated in the form of directional hypotheses, both positive and negative [6].

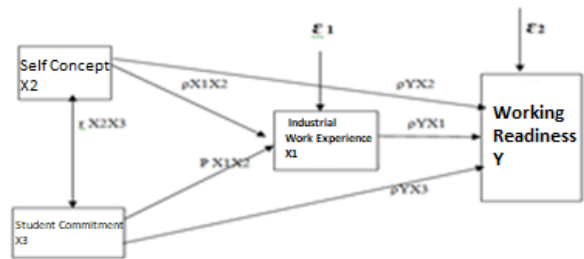


Fig. 2. Structural relationship between X1, X2, X3 and Y.

Relationship between self-concept work experience, student commitment to automotive readiness in the field of vocational high school by researchers can be translated into a flow chart such as the states that the path diagram only consists of a substructure (which is also a structure complete), which contains three exogenous variables X1, X2, X3 and an endogenous variable, namely Y, the structural equation for the path diagram above is:

$$Y = \rho_{YX1}X1 + \rho_{YX2}X2 + \rho_{YX3}X3 + \epsilon \tag{1}$$

III. DESCRIPTION OF RESEARCH RESULTS

A. Results

This data obtained data through experience questionnaire. Apprenticeship, self-concept, student commitment and job readiness in the automotive field of vocational high schools in Kediri, then will be used as calculation material in this study. The results of data collection are still in the form of raw scores. For the purposes of statistical tests on data of research data, the raw score is converted into a standard score.

Description of the data is done to explain:

- Data on apprenticeship experience
- Self-concept
- Data, student commitment
- Data work readiness data

1) *Praker in experience score:* Data from the apprenticeship experience is carried out by apprenticeship experience questionnaire by distributing questionnaires on apprenticeship experience.

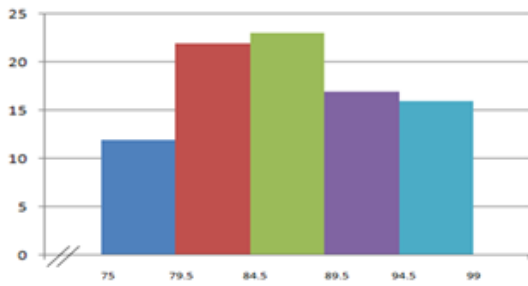


Fig. 3. Histogram apprenticeship experience.

From the color indicates the indicator indicators where blue is for ready, red is for will, green is for majors, waiting for attitude, light blue is for will.

2) *Concept self-concept score:* Data from apprenticeship experience research conducted self-concept questionnaire by distributing self-concept questionnaire. Data of apprenticeship experience as shown in:

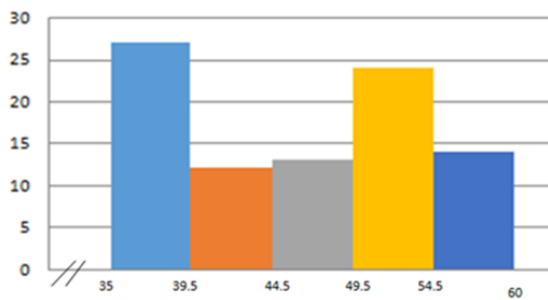


Fig. 4. Histogram self-concept.

From the color indicates the indicator indicators where blue is for ready, red is for will, green is for majors, waiting for attitude, light blue is for will.

3) *Data student commitment score:* Data of student commitment research conducted student commitment questionnaire instrument by distributing student commitment questionnaire. Student commitment data as shown in:

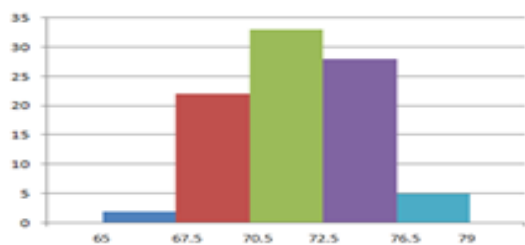


Fig. 5. Histogram of student commitment.

From the color indicates the indicator indicators where blue is for ready, red is for will, green is for majors, waiting for attitude, light blue is for will.

4) *Data scores of work readiness:* Data The results of research on apprenticeship experience were conducted by self-concept questionnaire by distributing self-concept questionnaires. Data on apprenticeship experience:

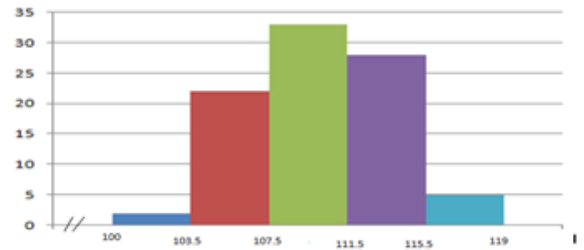


Fig. 6. Histogram of work readiness data.

From the color indicates the indicator indicators where blue is for ready, red is for will, green is for majors, waiting for attitude, light blue is for will.

B. *Test Path Analyst Hypothesis*

In this study, there is an influence on a variable that is not always dominated by one independent variable or several independent variables directly. The nature of the influence often occurs indirectly, namely through one variable that is closest to the dependent variable. Intervening variable is a variable that receives influence from many independent variables, which then affects this variable directly on the related variable. If we look closely, it is not possible to find a relationship between independent variables on the dependent variable in a pure direct manner. To analyze the pattern of indirect relationships, a special analysis is needed, namely path analysis. Path analysis is the development of multiple regression analysis that describes the magnitude of the effect of the independent variable on the dependent variable indirectly.

Furthermore, there are several things that need to be known and observed in applying path analysis in research that will be discussed in this study. How much practical work experience, self-concept, student commitment influences the job readiness of the automotive field and the greatest influence on work readiness.

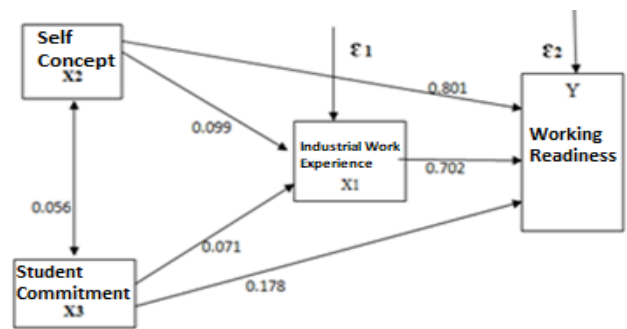


Fig. 7. Model structural path analysis.

Equation:

$$X1 = \rho_{X1X2}X2 + \rho_{X1X3}X3 + \epsilon_1 \quad (2)$$

$$Y = \rho_{YX2}X2 + \rho_{YX3}X3 + \rho_{YX1}X1 + \epsilon_2 \quad (3)$$

TABLE I. PATH ANALYSIS.

Variable	Prakerin experience	Kensep	Self-commitment of students	Readiness work
Prakerin experience	1000	0095	0065	0690
Kensep	0095	1.000	0.056	0955
Self-commitments students	0065	0056	1000	0138
Working readiness	0.690	0.655	0.138	1.000

1) Test the path coefficient  $\rho X1X2$

H0:  $\rho X1X2 = \rho X1X2 = 0$

Ha:  $\rho X1X2 = \rho X1X2 \neq 0$

- H0: The students' self-concept and commitment do not affect simultaneously and synergistically on the internship experience.
- Ha: The concept of self-influences simultaneously and is synonymous with the internship experience.

The value of  $t = 0.930$  sig.  $0.355 > 0.05$  H0 is accepted, Ha is rejected.

2) Test the path coefficient  $\rho X1X3$

H0:  $\rho X1X3 = \rho X1X3 = 0$

Ha:  $\rho X1X3 = \rho X1X3 \neq 0$

- H0: Student commitment does not affect simultaneously and synergistically on the practice experience.
- Ha: Student commitment influences simultaneously and is synonymous with apprenticeship experience.

The value of  $t = 0.663$  sig.  $0.509 > 0.05$  H0 is accepted, Ha is rejected.

3) Test the path coefficient  $\rho YX2$

H0:  $\rho YX2 = \rho YX2 = 0$

Ha:  $\rho YX2 = \rho YX2 \neq 0$

- H0: The concept of self does not affect simultaneously and is synonymous with work readiness.
- Ha: The concept of self-influences simultaneously and is synonymous with work readiness.

The value of  $t = 6.163$  sig.  $0.045 < 0.05$  H0 rejected, Ha accepted.

4) Test the path coefficient  $\rho YX3$

H0:  $\rho YX3 = \rho YX3 = 0$

Ha:  $\rho YX3 = \rho YX3 \neq 0$

- H0: Student commitment does not have a simultaneous effect on the work readiness.
- Ha: Student commitment influences simultaneously and is synonymous with work readiness.

The value of  $t = 1,293$  sig.  $0.045 < 0.05$  H0 rejected, Ha Accepted.

5) Test the path coefficient  $\rho YX1$

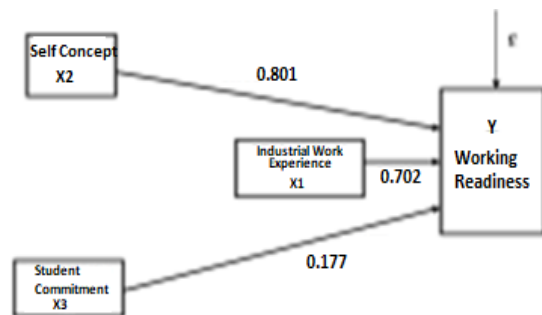
H0:  $\rho YX1 = \rho YX1 = 0$

Ha:  $\rho YX1 = \rho YX1 \neq 0$

- H0: The apprenticeship experience has no simultaneous effect and is synonymous with job readiness.
- Ha: Practical experience has a simultaneous effect and is effective for work readiness.

The value of  $t = 3.776$  sig.  $0.029 < 0.05$  H0 in Ha, Ha received.

From the path coefficient test results obtained objective information, that the path coefficients from X1 to Y, X2 to Y and X3 to Y are all three statistically significant (tcount above t table and p-value below 0.05), whereas the path coefficient from X3 to Y is not significant (t count below t table and p-value above 0.05). Therefore, the process will be repeated by issuing X3 from the model. Influence between apprenticeship experience (X1), self-concept (3) and student commitment (X3) has a positive influence on job readiness (Y). On this basis, this path diagram has been corrected into a path diagram in the image, the structural image is path analysis in the picture.



The structural equation for the path diagram above is:

$$\begin{aligned}
 Y &= \rho YX1 + \rho YX2 + \rho YX3 + \varepsilon \\
 &= 0.702 + 0.801 + 0.178 + 0.968 \\
 &= 2.649
 \end{aligned}$$

That variable X1 has the results of t count (3.776) and X3 results t count 1293 which is smaller than the results of the variable X2 t (6.163) so it can be said that the variable X2 is greater than X1 and X3 on the dependent variable. The reality of the results of calculating the total effect of variable X2 on the dependent variable is equal to that of other variables

### C. Test Path Analyst Hypothesis

The concept of self does not influence simultaneously and is identical to the experience of an internship. From the results of the path coefficient test. The self-concept variable tends to be more directly related to the work readiness variable. Self-concept, industrial work experience and student commitment make students to make logical considerations, have the ability and willingness to work with others, are able to control themselves, emotions, have a critical attitude, have the courage to accept individual responsibility.

Therefore, joint industry work practice experience must be considered to improve student work readiness. The higher the experience of industrial work practices, the higher the self-concept, the better the commitment of students, the higher the work readiness of students in facing the world of work. Indispensable to become a successful individual. Bandura revealed that important commitments are owned by adolescents, "Adolescents need to commit themselves to goals that give them purpose and a sense of accomplishment. Without personal commitment to something worth doing. They are unmotivated Bored or cynical. They become dependent on extrinsic sources of stimulation" [7].

### D. The Results of The Hypothesis

The influence between internship experience and work readiness has no indirect relationship pattern. Although the relationship between internship experience and work readiness, the level of relationship is not the highest in variables, while the effect between self-concept and work readiness does not have an indirect relationship pattern, but has a direct relationship pattern (Although the relationship between internship experience and work readiness, the level of relationship is not the highest compared to other variables.

## IV. CONCLUSION

Learning must be used maximally to improve student skills, it is hoped that students can compete in the wider community, according to their respective fields and expertise. This research is expected to be used as a consideration for problems that can affect students' work readiness, commitment to their students to carry out learning activities, vocational practices, educational skills, etc., for teachers: as a place for self-evaluation in improving quality, commitment to their students doing teaching and learning activities, vocational practices, educational skills. As input can be used as an enjoyable experience and learning process and provide input on the importance of conducting industrial work practices, self-concept, and student commitment to work readiness in the automotive field, while for research in future: (1) as a recommendation in conducting research and (2) measuring internship experience, self-concept and student commitment can also be made by observation during the learning process.

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