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The Implementation Effect of Industrial Work Practices on Student Work Readiness

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ABSTRACT

Especially vocational education programs must be oriented to the needs of the labor market. Therefore, educational institutions need to establish cooperation with the industrial world. The aims of this study: to find out the implementation of industrial work practices of students. To find out the work readiness of students of class XI competency in Office Administration skills at SMK Negeri 1 Jeneponto. To determine the effect of the implementation of industrial work practices on the work readiness of students of class XI competency in Office Administration expertise at SMK Negeri 1 Jeneponto. The approach used in this study is a quantitative approach to the type of association research. There are 3 data collection techniques used in this study, observation, questionnaires and documentation techniques. The data analysis technique used is descriptive analysis and inferential analysis techniques. The results of this study can be summarized as follows: Implementation of Industrial Work Practices of students Competency in Office Administration Skills at SMK Negeri 1 Jeneponto is included in the excellent category. The work readiness of Class XI Office Administration students at SMK Negeri 1 Jeneponto belongs to the very high category. And there is a strong and significant influence between the implementation of industrial work practices on work readiness of students.

Keywords: Street vendors, Work Readiness.

INTRODUCTION

Quality education will produce superior human resources in every aspect of life so as to create a future generation that is able to compete in the development of science and technology (Garrison & Kanuka, 2004). The role of the education sector in preparing human resources cannot be ignored anymore. Especially vocational education programs must be oriented to the needs of the labor market (Niswaty, Rusbiati, Jamaluddin, & Salam, 2017; M. S. Saggaf, Salam, & Rifka, 2017; S. Saggaf, Salam, Kahar, & Akib, 2014; Salam, Rosdiana, Suarlin, & Akib, 2014). Thus the education process will give meaning to achieving national education goals. Therefore, educational institutions need to establish cooperation with the business world / industry. Many education experts are trying to find and develop learning models for Vocational High Schools (SMK) so that the objectives of SMKs to prepare workers can be fully absorbed in the business world and industry. Work readiness is a condition where a person is physically

and mentally prepared, besides that there is a willingness and ability in the activity of getting the desired results and supported by the experience that has been obtained. There are two factors that influence work readiness, namely: first internal factors, factors that come from within the student, including both physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, and motivation. Second, external factors, namely factors that come from outside the student's self, include the role of the community, family, school facilities and infrastructure, information on the world of work, and work experience.

The implementation of industrial work practices is a form of professional expertise education that combines systematically and synchronously school education programs and skills mastery programs obtained through activities working directly in the workforce, directed towards achieving a certain professional level (Ruth & Deitmer, 2010; Suwignyo, 2014; Tanggaard, 2005). There are many experiences gained by students during industrial work practices, which are often out of sync with their respective programs. For example, students majoring in accounting are industrial work practices in one of the business world / certain institutions which every day are only given the task of taking care of incoming and outgoing mail, so that not a bit of knowledge and experience related to accounting. Such reality is the cause of the unpreparedness of students entering the workforce. They consider their knowledge unfit as a provision to find work, so that currently there are vocational students thinking of continuing to learn that is by preparing to enter college so that they can get decent jobs. So, to improve the readiness of students to enter the world of work, a review of the implementation of dual system education in vocational schools is needed, especially a review of the role of the business world / related industries and becoming partners of Vocational Schools in implementing dual system education.

Vocational students must be aware that they are different from other high school students. They must be better prepared and brave to jump into the world of work, and that requires preparation and courage from now on. And to realize all of that maximum participation from industrial work practices is needed. Jeneponto 1 State Vocational School is one of the SMKs in Jeneponto that has quite good achievements in the field of curricular and extracurricular with the vision of making SMK Negeri 1 Jeneponto a center of education and vocational training with noble character, environmentally sound, and highly competitive towards professionalism that is able to utilize job opportunities in the era of globalization. In order to realize this vision, SMK Negeri 1 Jeneponto, one of them is trying to produce graduates by mastering knowledge and being ready to work. SMK Negeri 1 Jeneponto is a vocational high school that focuses on the fields of accounting expertise, office administration, computer and network technology, fashion, and marketing. Based on the results of observations conducted in February 2017 at SMK Negeri 1 Jeneponto, the implementation of industrial work practices was not able to provide maximum results, this was seen by students who could not apply the skills acquired at school in the practice, students who did not understand the use tools at the practice site, and there are students who lack experience due to lack of communication with employees or employees in the workplace.

In accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 323 / U / 1997 concerning the Implementation of Dual Education Systems

at Vocational High Schools that internship is a mandatory program that is part of the Dual System Education program (PSG) in practical guidelines for implementing Dual System Education (PSG) in Vocational High Schools stated that Prakerin is a practice of productive expertise carried out in industries or companies in the form of activities that do production or service work. Industrial work practices aim for students to gain experience working directly in the business world or the real industry.

The implementation of Industrial Work Practices at SMK Negeri 1 Jeneponto uses the Block Release system, namely students carry out learning in school first several semesters then carry out industrial work practices for several months and return to study at school. The implementation time of the internship must be taken, namely 4 months. Jeneponto 1 State Vocational School uses 2 waves in running Prakerin in every office where internship is held. Departure of the first wave is Office and Computer Technology and Network Administration major in September to December, while the second wave is majoring in Accounting, Marketing (Marketing) and Clothing in January to April. Industrial work practice assessment is carried out after the practice period ends and the one who gives value is the field supervisor in the practice. The assessment sheet or assessment format is made in the form of a certificate from the school, with assessment indicators Aspects of attitudes, knowledge and skills. According to Firdaus (2012; 402) work readiness is a process to achieve a goal that involves developing work of students which includes attitudes, values, knowledge and skills. There are many factors that influence work readiness both from internal and external factors. Internal factors include physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, values, personal traits and motivation. While external factors include the role of the community, family, school facilities and infrastructure, information on the world of work and work experience.

METHOD

The approach used in this study is a quantitative approach to the type of association research that is intended to determine whether or not the influence of industrial practice on the work of students in class XI competency in office administration skills at SMK Negeri 1 Jeneponto. The population in this study were 135 respondents, and the study sample consisted of 40 people. There are 3 data collection techniques used in this study, namely observation, questionnaires and documentation techniques. The data analysis technique used is descriptive analysis and inferential analysis techniques.

RESULT AND DISCUSSION

Implementation of Industrial Work Practices (Variable X)

In the variable implementation of industrial work practices there are three indicators, namely suitability of placement with the field of study of students, suitability of the subject matter with the material of industrial work practice, and monitoring of the supervisor. For more details can be seen in table 1.

Table 1.
Results of Data Analysis for Each Indicator

No.	Indicator	N	N	%	Category
1	Suitability of placement with the field of study of students	704	800	88,00	Very good
2	Suitability of subject matter with material apprenticeship	835	1000	83,50	Very good
3	Monitoring by counselors	1236	1400	88,28	Very good
	Jumlah	2775	3200	86,71	Very good

Source: Results of Questionnaire, 2017

The results of data analysis in table 1, indicators of the implementation of industrial work practices, indicate that monitoring by counselors is the highest percentage level of 88.28 percent and is in the excellent category. Then the suitability of placement with the student's field of study is in the very high category with a percentage level of 88.00 percent, and the suitability of the subject matter with material apprenticeship is in the very high category with a percentage level of 83.50 percent. Based on the results of data analysis in table 8, the variable implementation of industrial practice (X) is in a very good category with a percentage level of 86.71 percent.

Work Readiness (Variable Y)

On the work readiness variable there are six indicators, namely, having logical and objective considerations, having the ability and willingness to cooperate with other people, having a critical attitude, having the courage to accept responsibility individually, having the ability to adapt to the environment, and having ambitions to move forward and try to keep up with developments expertise competency possessed. For more details, see Table 2.

Table 2.
Results of Data Analysis for Each Indicator

No.	Indicator	n	N	%	category
1	Have logical and objective considerations	526	600	87,67	Very good
2	Have the ability and willingness to work with others	703	800	87,87	Very good
3	Have a critical attitude	355	400	88,75	Very good
4	Having the courage to accept responsibility individually	728	800	91,00	Very good
5	Having adaptability to the environment	331	400	82,75	Very good
6	Have ambitions to move forward and try to keep up with the development of expertise competencies possessed	841	1000	84,10	Very good
	Total	3484	4000	87,1	Very good

Source: Results of Questionnaire, 2017

The results of data analysis in table 10 indicators of work readiness show that, having the courage to accept individual responsibility is at the highest percentage level, which is equal to 91.00 percent with a very high category. Then for the other five indicators such as having the ability and willingness to cooperate with others, having a critical attitude, having the ability to adapt to the environment, having ambitions to move forward and trying to keep up with the development of skills competencies possessed, and having logical and objective considerations also in the very category high with the percentage level of each that has the ability and willingness to cooperate with others by 87.87 percent, has a critical attitude of 88.75 percent, has the ability to adapt to the environment of 82.75 percent, has ambitions to move forward and try to keep up with developments expertise competence is 84.10 percent, and indicators have logical and objective considerations of 87.67 percent.

Product Moment Correlation Analysis

Basically the Product Moment correlation test is used to test the relationship between the independent variable and the dependent variable. In this study it is assumed that there is a positive and significant relationship between the variables of the implementation of industrial work practices (X) on job readiness (Y) students of class XI competency in Office Administration expertise at SMK Negeri 1 Jeneponto. The following shows the results of the correlation test in Table 3.

Table 3.
Summary of Test Results for Product Moment Correlation with Sig. 5%

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.687 ^a	.472	5.125	.472	34.017	1	38		.000

a. Predictors: (Constant), Implementation of Industrial Work Practices

Source: Results of Statistical Analysis Through SPSS 16 Program

Based on the results of the correlation analysis the results of product moment calculations, obtained rcount of 0.687 which is then consulted with the interpretation guidelines obtained in table 3 (interpretation of r values), so that said in the correlation coefficient 0.687 is in the interval 0.60-0.799 with a strong relationship level.

Simple Linear Regression Analysis

The purpose of using simple linear regression analysis is to test the hypotheses in this study, "it is assumed that there is a significant influence between the implementation of industrial work practices on the work readiness of class XI students of Office Administration Skills Competency at SMK Negeri 1 Jeneponto". For more details, see Table 4.

23 **Table 4.**
Summary of Simple Linear Regression Analysis Results

Variable	B	F _{count}	Sig.	T _{count}	Sig.
Constants	27,470			2,678	0,011
Implementation of Industrial Work Practices	0,860	34,017	0,000	5,832	0,000

Sumber: *Results of Statistical Analysis Through SPSS 16 Program*

Based on simple linear regression analysis in table 13, the regression equation analysis was obtained for the value of $\alpha = 27.470$ and $\beta = 0.860$, so that the regression equation produced is:

$$\hat{Y} = 27,470 + 0,860 X$$

With a constant of 27.470, it states that if there is no implementation of industrial work practices, then student work readiness is 27.470. The regression coefficient of 0.860 states that each increase (due to positive signs) industry practice, it will increase work readiness by 0.860. Conversely, if the implementation of industrial work practices decreases, the student's work readiness decreases by 0.860. So, the sign (+) indicates the direction of the direction of the relationship, while the sign (-) shows the direction of the relationship inversely between variables (X) with variables (Y).

The results of the F-Test analysis through SPSS obtained a calculation of 34.017 and Ftable (0.05: 1: 38) of 4.10 which means that Fcount is greater than Ftable. Due to $F_{count} > F_{table}$, H0 is rejected and H1 is accepted. So, directly the results of processing data in this study with the hypothesis that "it is assumed that there is an influence of the implementation of industrial work practices on the work readiness of students of class XI Office Administration at SMK Negeri 1 Jeneponto" stated acceptable.

Discussion

9 Implementation of Industrial Work Practices

Implementation of industrial work practices is one of the important activities that can affect student work readiness. Because, the implementation of industrial work practices is an activity that combines thematically and synchronization between school education programs and skills mastery programs obtained through direct work activities in the world of work that are mandatory for vocational students and have their own concepts in their implementation and have the aim of increasing knowledge and student experience in certain jobs. A student who does not optimize the implementation of industrial work practices, the experience and knowledge gained will be low so that he does not have work readiness. In accordance with the results of the study, it was shown that the implementation of industrial work class XI Office Administration at SMK Negeri 1 Jeneponto was in the "good" category, this was viewed from several indicators based on the Prakerin Implementation Guidelines, namely: the results of the study indicated that the field of study is in a very good category. In this case the class XI Office Administration at SMK Negeri 1 Jeneponto has reached the point of success of the activities carried out in the place where the apprenticeship is in accordance with students' competency

skills, practice facilities are sufficient, thus supporting student performance, and practice facilities are very good, helping students at work.

Students must be able to apply and develop the subject matter obtained at school to the business world / industrial world, in order to obtain experience, knowledge, abilities, and skills in work. For this reason, the need for job suitability with competency skills of students. In accordance with the results of the study which showed that the suitability indicator of the subject matter with the industrial work practice material was in a very good category. In this case the student class XI Office Administration at SMK Negeri 1 Jenepono has been able to apply and develop the subject matter obtained at school, so as to gain experience, knowledge, abilities and skills in work.

As long as students carry out industrial work practices, the school conducts supervision or monitoring of the ability and suitability of students' competencies. The monitoring activity was carried out by the school supervising teacher entrusted by the industrial work practice committee as the monitoring implementer of the students. The purpose of this implementation is one of them so that students can be responsible and disciplined in their work. In addition to monitoring from teacher counselors, field supervisors must also supervise students during internship with work instructions. The results of the study indicate that the monitoring indicators by the supervisor are in a very good category. In this case the supervisor has monitored the suitability of competencies, abilities, and knowing the constraints of students so that students are disciplined and responsible in working in the apprenticeship, and the instructor or field supervisor has given direction and advice on work. Monitoring activities are very important to monitor the performance of students in carrying out their duties, so that the supervising teacher can make reports to the school regarding the suitability of the competencies, abilities and constraints of the students they pass in the practice.

Working readiness

Work readiness is a process of ability that shows the harmony between physical, mental, and learning experiences that students must have to achieve the goal of being able to work immediately after graduating without requiring a period of adjustment in a long time. On the job readiness variable shows that the XI Class Office Office students of SMK Negeri 1 Jenepono have the readiness of work in the "very high" category.

The results of the study show that the indicators have the ability and willingness to cooperate with others in the very high category. In this case it can be seen from the confidence that students have in coordinating and establishing good cooperation with the team. In work, relationships with many people are needed to work together in the world of work. According to the results of the study, the indicators have a critical attitude in the very high category. In this case the students of class XI Office Administration at SMK Negeri 1 Jenepono in carrying out their work, students will examine and examine the work and when experiencing difficulties, students ask people who know better. According to the results of the research related to indicators, having the courage to accept individual responsibilities is in a very good category. In this case the class XI Office Administration at SMK Negeri 1 Jenepono is ready to be responsible and accept all the risks of each task given, and does not delegate or leave work to others. The results of the study show that indicators have the ability to adapt to the environment

in the very high category. In this case the class XI Office Administration at SMK Negeri 1 Jeneponto has a sociable nature, is easy to get along with new coworkers and is patient when facing colleagues who make them angry. The results of the study show that the indicators have ambitions to move forward and try to keep up with the development of skills competencies in the very high category. In this case the Class XI Office Administration at SMK Negeri 1 Jeneponto will increase the knowledge and skills in accordance with the field of expertise possessed and ask the ins and outs of work with other people who have worked in accordance with their expertise program.

The Influence of the Implementation of Industrial Work Practices on the Work Readiness of Class XI Students Competency in Office Administration Skills at SMK Negeri 1 Jeneponto

Based on the results of the analysis, it can be seen that the product moment correlation which shows r count (0.678) is greater than r table (0.312). This means that there is an influence on the implementation of industrial work practices on the work readiness of students of class XI office administration skills competencies in SMK Negeri 1 Jeneponto. This means that the hypothesis proposed is "presumably there is an influence of the implementation of industrial work practices on the work readiness of students of class XI competency in office administration skills at SMK Negeri 1 Jeneponto", declared acceptable with a strong degree of influence.

Industrial Work Practice is a pattern of organizing training that is jointly managed between Vocational Schools and industry / professional associations as partner institutions, starting from the planning, implementation to evaluation and certification stages which is a unified program that uses various alternative forms of implementation. Work Readiness can not be separated from Industrial Work Practices owned by students, a student will have a high Work Readiness if when carrying out Industrial Work Practices carried out optimally so that the experience and knowledge gained will be high.

One of the factors that affect student work readiness is work experience obtained from the implementation of Industrial Work Practices. To improve and improve the implementation of industrial work practices so that students' work readiness increases. Schools must add knowledge and skills regarding the use of facilities or tools that will be used when internship. Skills and skills between students and older people should always be improved so that students are more confident and polite when communicating with older or easier people so that students' work readiness increases.

Students' work readiness increases because they are able to work with other people. This can be done by increasing the interaction or communication with other people. Students must dare to accept responsibility individually. Students must be able to adapt to the environment. This can be started from before students enter the workforce, namely from the experience of industrial work practices. Students must have ambitions to move forward and try to keep up with the development of their expertise competencies. One of the efforts that can be done is by pursuing the field of expertise that is owned and following the development of the expertise field possessed by the student.

CONCLUSION

Implementation of Industrial Work Practices students Competencies in Office Administration Skills at SMK Negeri 1 Jeneponto are included in the excellent category. The work readiness of Class XI Office Administration students at SMK Negeri 1 Jeneponto belongs to the very high category. And there is a strong and significant influence between the implementation of industrial work practices on work readiness of students of class XI Office Administration at SMK Negeri 1 Jeneponto.

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