

THE INFLUENCE OF INTERNSHIP AND CAREER GUIDANCE TOWARD THE WORK READINESS OF THE 12TH ACCOUNTING GRADERS OF SMK NEGERI 31 JAKARTA, FOR ACADEMIC YEAR 2017/2018

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ABSTRACT

The aim of this research is to determine the influence of internship and career guidance toward the work readiness of the 12th Accounting graders of SMK Negeri 31 Jakarta for academic year 2017/2018 by using empirical data and facts that are valid and reliable. This research conduct at SMK Negeri 31 Jakarta. The research method used is survey method with quantitative approach. The population in this research is all 12th grade students of SMK Negeri 31 Jakarta as many as 198 people. The sample used as many as 58 people derived from Accounting major . The sampling technique in this study is simple random sampling. All datas are collected using likert scale model questionnaires for internship (variable X^1), career gidance (variable X^2) and work readiness (variable Y). Regression equation in this research is $\hat{Y} = 42,081 + 0,256 X_1 + 0,228 X_2$. Based on the result of data analysis, it is known that there is significant partial influence between internship and work readiness. It can be seen from the data analysis that shows the value of t_{count} of 8,578 is greater than the t_{table} of 2,004. Also, there is significant partial influence between career guidance and work readiness which has been proved by the value of t_{count} of 4,730 is greater than the t_{table} of 2,004. In addition there is a simultaneous influence between intenship and career guidance toward work readiness. It can be seen from the results of data analysis showing the value of F_{count} of 53.185 is greater than the F_{table} value of 3.165. There is a positive and significant influence between intenship and career guidance toward work readiness with double correlation coefficient 0,744. Thus, the research hypothesis is accepted. The coefficient of determination (R^2) equal to 55,3%. The conclusion of this research is that there is a positive and significant influence between intenship with work readiness. In addition there is also a positive and significant influence between career guidance toward work readiness. Simultaneously, there is a positive and significant influence between internship and career guidance with work readiness. For further research it is advisable to add other independent variables that may affect work readiness variable.

Keywords:

Internship, Career Guidance, Work Readiness

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INTRODUCTION

The challenges faced by Indonesia are still relatively low compared to other countries in the ASEAN region. Indonesia's competitiveness in the labor aspect is also still low due to the complexity of human resource issues. This condition must be balanced with the improvement of the quality of human resources (HR) in order to position Indonesia in the global competition arena in terms of its human resources are not getting worse. It can be realized through education.

On the other hand, the high open unemployment rate among SMK graduates indicates that prospective workers who come from the vocational school have not had work readiness yet. This will result in the declining quality of human resources in Indonesia.

Commonly, vocational students could be absorbed in the business world and industrial world when graduated. Through vocational or vocational high school (SMK) level, it is expected to be able to print competent and ready-to-work graduates in the world of work in accordance with their field of competence. However, the President of the Republic of Indonesia, Joko Widodo, argued that the current vocational education and training system should be reformed, and the government should reorientation vocational education and training toward demand driven. Thus the work practices implemented can be in accordance with the demand of business and industry.

LITERATURE REVIEW

Work Readiness

According to James Drever in Slameto (2010: 59) readiness is preparedness to respond or react. Thorndike quoted in Slameto (2010: 114) also says that readiness is a prerequisite for subsequent learning. In addition,

Slameto (2010: 113) argues that readiness is the overall condition of a person who makes it ready to respond in some way to a situation. If a person has a readiness within him, then he will be able to respond or react to the situation.

Internship

Hamalik (2007:91) says that internship or internship are: "The internship is a professional stage in which a student (near-completion of study) is formally working in an industry with supervision by a competent administrator within a certain period of time aimed at developing the ability to carry out responsibilities".

Career Guidance

According to Salahudin (2010: 115) career guidance is a program designed to foster student development so that he understands himself, learns the world of work to gain experience that will help him make decisions and get jobs.

HYPOTHESIS

This research will test the hypothesis as follows:

1. There is influence between internship on work readiness.
2. There is an influence between career guidance on work readiness.
3. There is influence between internship and career guidance on work readiness.

RESEARCH METHODOLOGY

This research was conducted at SMK Negeri 31 Jakarta on Jalan Kramat Jaya Baru, Johar Baru, Central Jakarta, DKI Jakarta. The place of study was chosen because according to the initial survey, students in this field of expertise have experience of heterogeneous industrial practices and placed not according to their expertise, and the implementation

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of career guidance that is less than the maximum so that it is felt to affect the readiness of the students. The time of the study was conducted on 11-25 August 2017.

RESEARCH RESULT AND DISCUSSION

Kolmogorov-Smirnov (KS) and normal probability plot tests will be used for normality testing in this study. Criteria of decision making is if significance > 0.05 then the data can be said to be normally distributed.

Table 1. Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.49887237
Most Extreme Differences	Absolute	.066
	Positive	.058
	Negative	-.066
Kolmogorov-Smirnov Z		.506
Asymp. Sig. (2-tailed)		.960

a. Test distribution is Normal.

b. Calculated from data.

In the calculation result that the significance value of the three variables > 0,05 can thus be concluded that the data produced is normally distributed. To find out whether the regression model is linear or not, then the linearity test is used.

Decision making can also use Test for Linearity by looking at the output on the ANOVA Table, if the significance level in linearity < 0.05 then the influence of the variables is linear.

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan Kerja *	Between Groups	(Combined)	2237,167	28	79,899	2,163	.022
		Linearity	1404,395	1	1404,395	38,016	.000
		Deviation from Linearity	832,772	27	30,843	.835	.680
Within Groups			1071,333	29	36,943		
Total			3308,500	57			

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan Kerja *	Between Groups	(Combined)	2401,050	30	80,035	2,381	.013
		Linearity	1402,140	1	1402,140	41,719	.000
		Deviation from Linearity	998,910	29	34,445	1,025	.476
Within Groups			907,450	27	33,609		
Total			3308,500	57			

Results indicated by the two ANOVA tables above, that the significance of the deviation from linearity for the variables X1 and Y is 0.680 and the variables X2 and Y are 0.476. From the results indicated it can be said that the assumption of linearity between internship, career guidance, and work preparedness is met because the level of significance > 0.05.

Based on the above ANOVA table also, the significance of linearity for variables X1 and Y is 0.000 and for variables X2 and Y of 0.000. This shows that the linearity assumption between industrial work practice, career guidance, and work preparedness is fulfilled because of the level of significance < 0.05.

Multiple linear regression analysis is used to predict the value of the dependent variable if the value of the independent variable has increased or decreased and to know the direction of the relationship between the independent variable and the dependent variable whether each dependent variable is positive or negative.

Table 3. Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	42,081	4,070		10,339	.000
Praktik kerja industri	,256	,030	,622	8,578	.000
Bimbingan karir	,228	,048	,343	4,730	.000

a. Dependent Variable: Kesiapan kerja

Coefficient values can be seen in the table above, so it can be obtained the linear regression equation as follows:

$$\hat{Y} = 42,081 + 0,256 X_1 + 0,228 X_2$$

In this study using F test that aims to see the effect of independent variables as a whole / simultaneously to the dependent variable, whether the influence

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is significant or not.

Table 4. F Test

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1171,258	2	585,629	53,185	,000 ^b
Residual	946,966	86	11,011		
Total	2118,225	88			

a. Dependent Variable: Kesiapan kerja

b. Predictors: (Constant), Bimbingan karir, Pengalaman praktik kerja industri

Based on the table above, it can be seen that F_{count} of 53.185 while F_{table} can be searched on statistical tables with significant 0.05 or 5% where $df_1 = (\text{number of variables} - 1)$ or $3 - 1 = 2$ and $df_2 = (n - k - 1)$ or $58 - 2 - 1 = 55$ (n is the number of samples and k is the number of independent variables), obtained F_{table} of 3.165. So it can be seen that $F_{count} > F_{table} (53,185 > 3,165)$ means H_0 is rejected so that it can be concluded that simultaneously variables of internship and career guidance variables have significant affect toward work readiness variable.

The t test is used to find out whether the regression model of the independent variable is partially significant or not to the dependent variable.

Table 5. t Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	42,081	4,070		
Praktik kerja industri	,256	,030	,622	8,578	,000
Bimbingan karir	,228	,048	,343	4,730	,000

a. Dependent Variable: Kesiapan kerja

Based on the Test t in Table 5 above obtained testing b1 (internship) t count of 8,578. And t_{table} can be searched using statistical Table on the significance of $0.05 / 2 = 0.025$ (two-sided test) with $df (n - k - 1)$ or $58 - 2 - 1 = 55$. The t_{table} is 2,004. So it can be known for the variables of internship $t_{count} > t_{table}$, which is $8,578 > 2,004$, then H_0 is rejected. So it can be seen that there is a partial significant influence internship on work readiness.

Further testing b2 (career guidance) t count of 4.730. For t_{table} can be searched using statistical Table on the significance of $0.05 / 2 = 0.025$ (double-sided test) with $df (n - k - 1)$ or $58 - 2 - 1 = 55$. Obtained t_{table} of 2,004. So it is known for career guidance variable $t_{count} > t_{table}$, that is $4,730 > 2,004$, then H_0 is rejected. So it can be seen that there is a partial significant influence between career guidance toward work readiness.

Multiple correlation test will show the direction and closeness of the relationship between two independent variables together or more with one dependent variable.

Table 6. Double Correlation Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,744 ^a	,553	,543	3,318

a. Predictors: (Constant), Bimbingan karir, Praktik kerja industri

b. Dependent Variable: Kesiapan kerja

To measure the degree of influence between the variables of internship (X1), career guidance (X2), and work readiness (Y) can be seen by looking at the value of R that is equal to 0.744. This means that the value of R falls within the range of values from 0.60 to 0.799, then the closeness of the influence of internship (X1), career guidance (X2) to work readiness (Y) is strong. Coefficient of determination used to know how big percentage of contribution or influence of independent variable (internship and career guidance) to dependent variable (work readiness)

Table 7. Coefficient Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,744 ^a	,553	,543	3,318

a. Predictors: (Constant), Bimbingan karir, Praktik Kerja industri

b. Dependent Variable: Kesiapan kerja

Based on the above Summary Model results, R^2 is obtained at 0.553. The

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value indicates that the contribution percentage of independent variable that is internship and career guidance simultaneously to the dependent variable that is work readiness equal to 55,3%.

DISCUSSION

Work readiness is the condition of someone who has a willing to work and can respond to the situation he faces. After doing data analysis, it is known that the work readiness of the students of class XII Accounting SMK Negeri 31 Jakarta is not good enough because only 24 students who have work readiness score above average. While 34 other students still have work readiness score below average.

Internship is a form of education, especially Vocational High School which combines school environment and work environment to provide training and experience about work done directly in the work environment of both companies and industries.

It is known that internship followed by students of class XII Accounting SMK Negeri 31 Jakarta is not good enough because only 26 students who have the score of internship above average. While 32 other students still have industry practice score below the average.

Career guidance is a program or service provided by the school to the students so that students are able to understand himself so that students are ready to face the work life. After doing data analysis, it is known that career guidance received by students of class XII Accounting SMK Negeri 31 Jakarta is not good enough because only 27 students who have an above-average career guidance score. While 31 other students still have career guidance scores below average.

In this study, the coefficient and constant values in the regression equation between internship and career

guidance with work readiness have a positive value.

In addition, based on the results of multiple regression research is known that internship and career guidance simultaneously have an effect on and significant to the readiness of work.

The results of this research have been conducted in accordance with the research that has been done by Arum KartikaWulandari and Sucihatningsih Dian Wisika (ISSN: 2252-6544) entitled *The Effect of Internship, Career Guidance and Work Motivation for Work Readiness of Grade XII Students of SMK Negeri 1 Karanganyar in Kebumen District* indicates that there is simultaneously an influence between internship and career guidance on work readiness.

In addition, similar to the research that has been done by Ika Parma Dewi (ISSN: 2086-4981) with the title *"Career Guidance Relationships and Practice Experience KejaIndustri (Prakerin) with Readiness Work in Computer and Network Students SMK Class XII Competence of Technical Skills Computers and Networks in Kota Solok* with the results of research showing that simultaneously there is influence between internship and career guidance on work readiness.

This study also shows that partially there is a significant influence between internship and work readiness. This is in accordance with the results of previous research entitled *"The Influence of Internship Experience, Motivation Entering the World of Work, And Ability Soft Skills Against Level Readiness Students Class XII Competence of Accounting Expertise at SMK Negeri 2 Semarang College Year 2014/2015"* by IkaYulianti and Muhammad Khafid (ISSN: 2252-6544) in which the results of his research stated that there is a significant positive influence between internship and work readiness with the percentage of influence of internship to

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work readiness of 18.40% obtained through t test.

Then in accordance with the results of research entitled "The Influence of Internship and Academic Achievement Eye Productive Training of Accounting Against Students Work Readiness Class XI Accounting SMK National Pati School Year 2012/2013" by EkaEviMuktiani (ISSN: 2252-6544). In this study there is a positive and significant relationship between internship and work readiness.

And also in accordance with the results of research from RofiulMu'ayati and Margunani (ISSN: 2252-6544) entitled "The Influence of Internship, Mastering the Eye Training Productive Accounting and Student Interest On The Readiness Facing Working World Students SMK Accounting Expertise Program at SMKN 1 Salatiga Academic Year 2013/2014" stating that there is a positive and significant relationship between internship and readiness work.

In addition, partially there is also a significant influence between career guidance with work readiness. This supports the results of previous relevant research conducted by Muhammad ZachimAlfan (ISSN: 2252-6544) under the title "The Influence of Career Guidance and School Environment through Work Motivation for Work Readiness of Class XII Competency of SMK Negeri 2 Magelang Accounting Expertise". In this study there is a positive and significant relationship between career guidance and work readiness.

In addition, this research is also aligned with research conducted by AlfiKuriawati and Sandy Arief (ISSN: 2252-6544) entitled "The Effect of Self Efficacy, Interest, and Career Guidance to Readiness Vocational Students Work Accounting Program". In this study there is a positive and significant relationship between career guidance and work readiness.

Based on the calculation of the correlation coefficient between internship with work readiness when career guidance is controlled (made fixed), it is known that the effect is positive which means if the industry work better the work preparedness will increase, otherwise calculation of partial correlation coefficient between career guidance and readiness work when industry work practices are controlled (made fixed), it is known that the more positive career guidance the more the readiness of work.

The closeness of the influence between internship and career guidance on work readiness is strong. Furthermore, the variability of internship and career guidance can affect work readiness by 55.3%.

CONCLUSION

Based on the data processing statistics, description, and data analysis that has been described previously, then the results of this study can be concluded that:

There is a significant positive influence between internship on work readiness. If students have good industry experience, work readiness for students will also increase and vice versa if students have poor industry practice experience, students' readiness will decrease.

There is a significant positive influence between career guidance on work readiness. If the career guidance given to students is high, then the readiness of work will be increased, and vice versa if career guidance given to students is low, then the readiness of work will be decreased.

There is a significant positive influence between internship and career guidance on work readiness. In addition, based on the results of research that has been done previously can be seen that internship and career guidance

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affect the student's work readiness.

SUGGESTION

Based on the implications described above, the researcher gives some suggestions that are expected to be useful input in order to improve the readiness of students work, among others:

For students

Students are expected to be more active during the execution of internship so that students can have useful experience and have readiness work after graduating vocational school later.

Students should improve their social skills with their surroundings. This can support the readiness of student work because when working later, students are required to be able to interact with the social environment.

Students are expected to be more active when teachers provide career guidance services especially in career planning guidance so that students understand and know what things should be prepared after graduating from vocational school later.

For teachers

Teachers should be able to help foster the readiness of students' work through internship. During the implementation of internship, teachers are expected to review students at the practice site and provide advice to students so that students can carry out internship in accordance with the objectives.

Teachers are expected to provide a very clear explanation to students about career planning so that students are able to plan their own post-school careers.

In addition to providing theory learning in the classroom, teachers are expected to improve students' social skills in various ways, for example by providing presentation tasks in front of the class, forming discussion groups, and so forth.

For the school

The school should improve the quality of internship by taking into account the placement of students during internship to fit the majors occupied by students. In addition, the school can also provide training before the implementation of internship so students are ready to enter the workforce.

The school side can also improve students' social skills by engaging students in social activities to communicate their ability to interact with their surroundings.

For further researchers

The researcher is further expected to undertake further research in particular with regard to internship and career guidance. Also expected to improve the results of this study by adding other independent variables that may affect the readiness of work as the dependent variable in this study.

Another variable is a variable that is a factor affecting the readiness of work, both internal factors and external factors. Then for the refinement of data, where the next researcher in taking data further improve the accuracy of data taken by increasing the number of samples as respondents.

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