

Conference Paper

The Influence of Industrial Work Practice (Internship), Corporate World Information, and Motivation of Entering Corporate World towards Working Readiness of Students at Class XII Office Administration Department in SMK Negeri 2 Temanggung 2018/2019

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Abstract

Vocational High School is an educational unit which aims to prepare graduates who are equipped with certain skills and expertise so that they are ready to enter the corporate world. The results of preliminary observations at SMK Negeri 2 Temanggung obtained data that the working readiness of students in office administration department was not optimal. The problem in this study is the number of absorptions of working graduates in the last 3 years showed that those who worked in office administration were less than 75% or less than the ideal number. The population in this study were all students of class XII Office Administration Department of SMK Negeri 2 Temanggung. Sampling technique used in this study was saturated sampling technique, with the number of respondents as many as 79 students. Data collection methods used, namely by observation, interview, documentation, and questionnaire. Data analysis used descriptive percentage analysis and multiple regression analysis by using SPSS for Windows version 24. The results of this study showed that there was simultaneous influence as much as 45.4%. Partially industrial work practice had influence as much as 17.64%, corporate world information had influence 5.34%, and motivation of entering corporate world had influence as much as 6.20% on working readiness.

Keywords: Industrial Work Practice, corporate world information, motivation of entering corporate world, working readiness.

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1. Introduction

The life sustainability of a nation is largely determined by the quality of its human resources. One component needed to produce competent and qualified human resources is education. The focus of education is directed at qualified human resources

in various disciplines of science, including education carried out by vocational high school. Based on Law Number 20 of 2003 concerning the National Education System, "Vocational High School is one of the levels of secondary education with the specialty of preparing its graduates are ready to work". According to the Minister of Education and Culture Number 23 of 2016 concerning the National Education Standard, Vocational Secondary Education is education at the secondary education level which prioritizes the development of student abilities for certain types of work. In line with the aim of preparing a professional mid-level workforce, it is expected that the students have readiness to work after graduation. Working readiness is very important for vocational high school students, because vocational high school students are the hope of the people who have competencies in line with their fields of expertise in order to be accepted in corporate world.

According to Dalyono (2009: 52) "Readiness is considered important because a person who wants to do an activity must have prior readiness". Moreover, Wye et al. (2012: 149) in their research also stated that "Undergraduates job radiness is essential fot the adequate supply of workers to the labor market". In short, from that research means that working readiness is very important for an adequate supply of workers to the labor market. This underlies that the amount of working readiness in the students is very important before entering the corporate world.

SMK Negeri 2 Temanggung is the only vocational high school in Temanggung Regency with management business program that have A accreditation. Based on the data obtained by the researcher, it can be seen that the working readiness of students in office administration department was not optimal, it can be seen from the data regarding graduate search in the office administration department for the past three years, in table 1 are as follows:

TABLE 1: Data of Graduates Search of office administration at SMK Negeri 2 Temanggung

Year Graduating	Working		Study in College		Not Working		The Total Number of Graduates
	Σ	%	Σ	%	Σ	%	
2016	46	59	18	23	14	18	78
2017	35	45	13	17	30	38	78
2018	39	49	12	15	28	36	79

Source: BKK of SMK Negeri 2 Temanggung

Based on Table 1. it can be seen that the graduates of Office Administration of SMK N 2 Temanggung in 2016, which were as many as 78 graduates, but 46 graduates or

59% who were able to be absorbed in corporate world, the remaining 18 graduates or 23% went to college and as many 14 graduates or 18% did not work. In 2017 there were 78 graduates of Office Administration Department, with the details, as many as 35 graduates or 45% who were able to be absorbed in the corporate world, as many as 13 graduates or 17% chose to continue to higher education and 30 graduates or 38% did not work.

In 2018 there were 79 graduates of Office Administration Department, with the details 39 graduates or 49% who were able to be absorbed in the corporate world, as many as 12 graduates or 15% chose to go to college and as many as 28 graduates or 36% did not work. This showed that the absorption of Office Administration graduates of SMK Negeri 2 Temanggung was still low (<75%) because the indicator of the success of vocational high schools was that the graduates can be absorbed in the corporate world by 75% (Ministry of National Education 2003).

In 2017 the absorption of office administration graduates decreased by 4% from the previous year. Based on the information obtained from BKK, this was because the collaborative partners who recruited graduates from SMK Negeri 2 Temanggung in 2016 did not add more employees in 2017 so they did not recruit anymore. Whereas in 2018 the absorption of office administration graduates increased by 4% from the previous year. Based on the information obtained from BKK, this was because the school expanded its partnerships in the business world and the industrial world and in 2018 the school required class XII students to join job fair in Semarang. This was confirmed by interviews conducted at SMK Negeri 2 Temanggung with Retno Prasetyorini SE, S. Kom (Chairperson of BKK), Wiwik Puji Astuti S.Pd., M.Si (Chairperson of Public Relations) and Muchyatno Subiyanto S.Pd., M.Si (Chair of the AP department), stated that the working readiness of students in SMK Negeri 2 Temanggung was still low and not optimal. The interviews conducted with Ms. Wiwik Puji Astuti, S.Pd., M.Sc stated that the low working readiness at SMK Negeri 2 Temanggung was caused by "The lack of working readiness due to natural conditions and challenges. The challenge is less strong, the nature is too melting and spoiled factors too. they are not educated for hard work from their families which causes their fighting power to be deficient, they want to work in the Temanggung area, so they must think first if they work outside the city especially out of Java and abroad".

Many factors have influence the working readiness of someone. Kartini (1985: 21) states that there are two factors that influence working readiness, namely: first internal factors, factors that originate from within the students, including intelligence, skill and

proficiency, talent, ability and interest, motivation, personality, ideal and purpose in work. Second, external factors, namely factors that come from outside the students, including experience, family environment, physical work environment, workplace environment.

One of the factors that influence working readiness is industrial work practice (internship). According to Star, et al. In Wena (2013: 100) Vocational education has a close relationship with the corporate or industrial world so that in learning and training practice plays a key role to equip its graduates are able to adapt to employment". In addition, Wye et al. (2012: 152) states that, "The importance of work experience in shaping undergraduates the work readiness is reflected through the participation of undergraduates internship programs" which means that the importance of working experience in shaping working readiness is reflected through the participation of students internship ". If the implementation of internship (industrial work practice) is carried out properly, the readiness of students to enter the corporate world will experience an increase (Stevani, 2015: 192). This is confirmed by the study conducted by Umayah (2017) which states that industrial work practice experience has a positive and significant influence on the readiness of entering the corporate world. Whereas, the study conducted by Setiawan (2014) states that industrial work practice experience has a partial correlation value which indicates that there is no positive relationship.

One of school efforts in equipping the students about data and facts in the field of work is by providing information services. Information about the corporate world includes all data and facts in the field of school education, fields of work and fields of personal-social development so that they learn about their environment and more able to regulate and plan their own lives (Winkel and Hastuti, 2007: 316). Corporate world information is very important for schools, especially for the students who are ready to work, there is a source of information for students who can know everything about how to understand the corporate world and the aspects involved in the corporate world itself (Purnama, 2018). The better the corporate world information of the students, the higher the working readiness of the students (Kusnaeni, 2016: 17). This is proved by the study conducted by Fitriyaningsih (2017) which states that corporate world information has a positive and significant influence on the readiness of entering the corporate world. Whereas the study conducted by Chatamsi (2014) which states that corporate world information does not have a significant positive effect working readiness.

Instead of internship and corporate world information, students working readiness is also influenced by work motivation. McCormick in Mangkunegara (2016: 94) states that, "Work motivation is defined as conditions which influence the arousal, direction,

and maintenance of behaviors relevant in working settings”, which means that work motivation as an influential condition that generates, directs, maintains behaviors related to work environment. If it is associated with the students, then it can be interpreted that work motivation will affect the working readiness of the students after graduation. Wasis (2016: 8) states that “With the existence of high work motivation in the students, it will improve their working readiness because the students already have enthusiasm or work motivation and direct their behavior to be able to work effectively and work together with all the power to achieve goals”. In addition, the study conducted by Sirsa (2014) states that there is significant contribution of students work motivation to students working readiness. Another study was also conducted by Cahyaningrum (2017) which states that work motivation does not directly or indirectly influence working readiness.

2. Method

The method used in this study is quantitative method. Sugiyono (2016: 14) explains that “This method is called as quantitative method because the research data is in the form of numbers and analyzed by using statistics”. The design used in this study is causality research design. Sanusi (2011: 14) explains that “Causality research design is a research design arranged to examine the possibility of a causal relationship between variables. The population in this study were all students of class XII office administration department at SMK Negeri 2 Temanggung, as many as 79 students. The sample in this study were all students of Class XII Office Administration. The sampling technique used in this study was non-probability sampling technique with saturated sampling. “Saturated sampling is a sampling technique if all members of the population are used as samples” (Sugiyono, 2016: 124).

In this study, there are three independent variables, namely industrial work practice (internship) (X1) with indicators, namely preparation, association, imitation, practice, and evaluation (Nolker & Schoenfeldt in Wena (2013: 101-103). Corporate world information variable (X2) with indicators, namely accurate and precise, clear, relevant, interesting, free of subjective and useful factors (Winkel and Hastuti, 2007: 325). Motivation of entering corporate world variable with indicators, namely desire, motivation and needs, hopes and ideals, respect for self, environment, interesting activity (Uno, 2009: 10), while the dependent variable in this study is working readiness with indicators, namely knowledge, skill, attitude and value (Winkel and Hastuti. 2007: 668).

The data collection methods used in this study are interview, questionnaire, observation, and documentation. Sugiyono (2016: 199) explains that "questionnaire is a technique of data collection carried out by giving a set of questions or written statements to the respondent to be answered". Sugiyono (2016: 194) explains that "interview is used as a technique of collecting data if the researcher wants to conduct a preliminary study to find problems that must be studied". Suharsimi (2014: 199) states that "observation is a focus of attention on a particular object by using all sense devices". Suharsimi (2014: 201) states that "documentation is a technique of collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, briefs, agendas and so on".

Suharsimi (2014: 211) states that validity is a measure that shows the levels of validity of an instrument. Ghozali (2016: 53-58) argues that to find out the validity or invalidity of questionnaire of a research instrument, it can be seen from the significance value (2 tailed) <0.05 . Ghozali (2011: 47) states that reliability is a tool for measuring a questionnaire which is an indicator of a variable. It is said to be reliable if someone's answer to the statement is consistent or stable from time to time. SPSS provides facilities to measure reliability with the Cronbach Alpha statistical test. "A construct or variable is said to be reliable if it gives the Cronbach Alpha value > 0.70 " (Nunnally in Ghozali, 2011: 47). Validity test and instrument reliability test in this study were carried out with the sample as many as 30 students which were then calculated with the help of IBM SPSS 24.0 for Windows program. Based on the results of trial of instrument showed that out of 63 statements given to the students, it was stated that all statements were valid and rilabel.

The data analysis technique used in this study is descriptive percentage analysis, multiple linear regression analysis, classical assumption test, hypothesis test and determination coefficient test. descriptive percentage analysis in this study is used to analyze by describing the data that has been collected as it is without the intention of making valid conclusions or generalizations. Multiple linear regression analysis in this study using the formula from Sanusi (2011: 135), namely $Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e$. Multiple linear regression analysis is used to determine the relationship between independent variables and dependent variable, namely between the variables of industrial work practice (internship), corporate world information, and motivation of entering corporate world towards working readiness. Classical assumption test includes multicollinearity test, heteroscedasticity test using glejser test, normality test using Kolmogorov Smirnov One-Sample test (K-S), and linearity test. In addition, data analysis techniques also use hypothesis testing which includes a simultaneous F test and a partial t test, as well as

a test of the coefficient of simultaneous determination and a test of the coefficient of partial determination.

3. Results and Discussion

The classical assumption test in this study consisted of multicollinearity test, heteroscedasticity test, normality test, and linearity union. The statistics results of multicollinearity test can be seen in Table 2. obtained by each independent variable has tolerance value ≥ 0.10 . Internship variable is 0.654, corporate world information variable is 0.744 and motivation of entering corporate world variable is 0.687. Whereas for VIF value of all independent variables in this study has VIF value ≤ 10 . The VIF value of internship variable is 1.530, corporate world information variable is 1.344 and motivation of entering corporate world variable is 1.455. It can be concluded that there is no multicollinearity between independent variables in this regression model.

TABLE 2: The Results of Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,225	4,499		2,939	,004		
	Internship	,228	,057	,415	4,008	,000	,654	1,530
	corporate world information	,161	,078	,200	2,058	,043	,744	1,344
	motivation of entering corporate world	,111	,050	,225	2,227	,029	,687	1,455

a. Dependent Variable: Working readiness

Source: Data processed in 2019

A regression model should have normal distribution and also fulfill the requirements to avoid heteroscedasticity. The results of heteroscedasticity test with scatterplot and glejser test. Scatterplot is presented in Figure 1:

In the scatterplot graph above shows that the points spread above and below the number 0 on the Y axis, so it can be concluded that there is no heteroscedasticity in this regression model. Heteroscedasticity test using scatterplot charts has weaknesses. The large number of observations will influence the results of plotting. Therefore, the researcher is recommended to be equipped with a statistical test, one of them is by

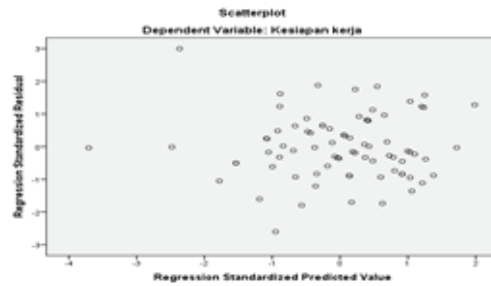


Figure 1: The Results of Heteroscedasticity Test (Data sources are processed in 2019).

glejser test. If the significance level is > 0.05 , then the regression model does not occur heteroscedasticity. The results of glejser test can be seen in Table 3:

TABLE 3: The Results of Heteroscedasticity (Glejser) Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,742	2,813		,619	,538
Internship	-,025	,035	-,101	-,709	,481
corporate world information	,039	,049	,106	,795	,429
Motivation of Entering corporate world	,005	,031	,024	,174	,862

a. Dependent Variable: RES2

Source: Data processed in 2019

Based on heteroscedasticity test in Table 3. using glejser test shows that all independent variables have significance value > 0.05 . The significance value of internship (X1) is 0.481, corporate world information (X2) is 0.429 and motivation of entering corporate world (X3) is 0.862. This shows that the regression model does not occur heteroscedasticity. The results of normality statistical test using Kolmogotov Smirnov One-Sample test (K-S) can be seen in Table 4:

Based on Table 4. the results of normality test can be seen through One-Sample Kolmogorov-Smirnov Test is 0.75 with significance level 0.200. This is indicated that the data is normally distributed because the significance value > 0.05 . The results of linearity test obtained significance level for the internship variable is 0,000. Because the significance is less than 0.05, in this case it can be said that between internship on students working readiness there is a linear relationship. The significance level for corporate world information variable is 0,000. Because the significance is less than 0.05, in this case it can be said that between corporate world information on students working

TABLE 4: The Results of Normality Test with Kolmogorov-Smirnov (K-S)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		79
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,51762177
Most Extreme Differences	Absolute	,075
	Positive	,075
	Negative	-,053
Test Statistic		,075
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data processed in 2019

readiness there is a linear relationship. Then, the significance value for motivation of entering corporate world variable is 0,000. Because the significance is less than 0.05, in this case it can be said that between motivation of entering corporate world and students working readiness there is a linear relationship. For multiple linear regression analysis, it is presented in Table 5.

TABLE 5: The Results of Multiple Linear Regression Analysis Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,225	4,499		2,939	,004
	Internship	,228	,057	,415	4,008	,000
	Corporate World Information	,161	,078	,200	2,058	,043
	Motivation of Entering Corporate World	,111	,050	,225	2,227	,029

a. Dependent Variable: Working Readiness

Source: Data processed in 2019

Based on the results of the regression analysis test which has been shown in Table 5. It can be formulated in the multiple linear regression equation as follows:

$$Y = 13,225 + 0,228 PK + 0,161 ID + 0,111 MK.$$

The multiple linear regression equation above has meaning, if the industrial work practice, corporate world information, and motivation of entering corporate world are worth 0, then the working readiness of the students has value 13,225. Each internship variable increases by 1%, corporate world information and motivation of entering corporate world variables are considered to be constant, the students working readiness will increase by 0.228. Every corporate world information variable increase by 1%, internship and motivation of entering corporate world variables are considered constant then it increases by 0.161. Each variable of motivation of entering corporate world increases by 1% which will cause student working readiness increase by 0.111.

Hypothesis testing is done which is simultaneous test (F test), partial test (t test), Simultaneous determination coefficient (R^2), and partial determination coefficient (r^2). The F test is done to show whether all independent variables included in the model have a joint influence on dependent variable (Ghozali, 2011: 98). By looking at the significance value F count < 0.05 , the alternative hypothesis (H_{a1}) is accepted, whereas if the significance value is F count > 0.05 . then the alternative hypothesis is rejected. The results of simultaneous test can be seen in Table 6. As follows:

TABLE 6: The Results of Simultaneous Test (F Test) X1, X2, and X3 against Y Variable.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	446,489	3	148,830	22,577	,000 ^b
	Residual	494,397	75	6,592		
	Total	940,886	78			

a. Dependent Variable: Working Readiness (Y)

b. Predictors: (Constant), Motivation of Entering Corporate World (X3), Corporate World Information (X2), Internship (X1)

Source: Data processed in 2019

In Table 4.10. obtained F_{count} 22.577 with probability value 0.000 < 0.05 , which means that the independent variables, namely industrial work practice, corporate world information and motivation of entering corporate world simultaneously have significant influence on working readiness of vocational high school students. So H_{a1} is **accepted** and H_0 is rejected. The statistical t test basically shows how far the influence of one independent variable individually in explaining the variation of dependent variable

(Ghozali, 2016: 98). By looking at the significance value $t_{count} < 0.05$ then H_a is accepted, and if the significance value is $t_{count} > 0.05$ then H_a is rejected. The results of t test can be seen in Table 7. As Follows:

TABLE 7: The Results of Partial Test (t Test) X1, X2, and X3 against Y Variable.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,225	4,499		2,939	,004
	Internship (X1)	,228	,057	,415	4,008	,000
	corporate world information (X2)	,161	,078	,200	2,058	,043
	Motivation of Entering corporate world (X3)	,111	,050	,225	2,227	,029

a. Dependent Variable: Working Readiness (Y)

Source: Data processed in 2019

Based on Table 7. it can be seen that in industrial work practice variable the value of t_{count} is 4,008 with the sig value. 0,000 < 0,05, then the industrial work practice variable significantly influences working readiness, so **H_{a2} is accepted**. For the corporate world information variable, the value of t_{count} is 2.058 with the sig value. 0.043 < 0.05, then corporate world information variable has significant influence on working readiness, so **H_{a3} is accepted**. While, motivation of Entering corporate world variable obtained t_{count} 2227 with the sig value. 0.029 < 0.05, then Motivation of Entering corporate world significantly influences working readiness, so **H_{a4} is accepted**. The simultaneous determination coefficient (R²) is used to determine the amount of influence of independent variables on dependent variable which can be seen in Table 8. As follows:

TABLE 8: The Results of Simultaneous Determination Coefficient Test.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,689 ^a	,475	,454	2,567

a. Predictors: (Constant), Motivation of Entering corporate world (X3), corporate world information (X2), Internship (X1)

Source: Data processed in 2019

From table 9. Adjusted $R^2 = 0.454 = 45.4\%$. This means that the amount of influence of internship, corporate world information and motivation of entering corporate world towards students working readiness is 45.4% and the remaining 54.6% is influenced

by other variables not included in this study. The partial determination coefficient (r^2) is used to find out each independent variable if the other variables are constant toward dependent variable. The partial determination coefficient of each variable is used to determine the amount of influence of each of these variables. The test results of partial determination coefficient (r^2) can be seen in the following table 9:

TABLE 9: Partial Determination Coefficient (r^2).

Model		Coefficients ^a							
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	13,225	4,499		2,939	,004			
	Internship	,228	,057	,415	4,008	,000	,625	,420	,336
	corporate world information	,161	,078	,200	2,058	,043	,485	,231	,172
	Motivation of Entering corporate world	,111	,050	,225	2,227	,029	,525	,249	,186

a. Dependent Variable: Working Readiness

Source: Data processed in 2019

Based on the results of the above calculations, it shows that the amount of contribution of industrial work practice toward working readiness is 17.64%. The amount of contribution of corporate world information toward working readiness is 5.34%, and the amount of contribution of motivation of entering corporate world toward working readiness is 6.20%. So that in this study the greatest influence on students working readiness is industrial work practice, then followed by corporate world information and motivation of entering corporate world. Based on the results of percentage descriptive analysis, the industrial work practice variable gets the average 87.6% with very good criteria. The corporate world information toward gets the average 78.6% with good criteria. motivation of entering corporate world gets the average of 86.1% with very high criteria.

3.1. The Influence of Industrial Work Practice, Corporate World Information, and Motivation of Entering Corporate World towards Working Readiness of Vocational High School Students

Industrial work practice, corporate world information and motivation of entering corporate world in this study proved to be able to provide a positive and significant influence on working readiness. So that working readiness will increase if there is a good contribution and collaboration between students and the school in providing learning and knowledge that is both theoretical and practical.

The industrial work practice variable in this study has the greatest contribution towards working readiness compared to corporate world information and motivation of entering corporate world. This was supported by interview conducted with Mr. Muhyatno (head of the AP department) stated that industrial work practice had run smoothly and there were no obstacles. The placement of industrial work practice of each student was in accordance with the office administration department. There was rarely a complaint from the company where the students took internship.

The corporate world information variable in this study has the lowest contribution compared to industrial work practice and motivation of entering corporate world. In accordance with the observation of the findings in the field that the work information brochure posted on the information board was still unattractive because it was printed in black and white and lack of complete information, there was no position required. The students were less up to date about corporate world information that was shared by BKK in the group because of the signal constraints or the absence of cellular data to access information so that sometimes the students missed the information.

3.2. The Influence of industrial work practice on students working readiness

A student who has a high work spirit is reflected in the experience during the implementation of industrial work practice program. The importance of industrial work practice does not only provide experiences directly in the field but aims to make the students more ready to enter corporate world in a real way. The results of the research about industrial work practice at SMK Negeri 2 Temanggung are included in the good criteria. This is in accordance the opinion of Star, et al. in Wena (2013: 100) explains that vocational education has a close relationship with industrial world so that learning and

training practice play a key role to equip the graduates to be able to adapt to the field. This is also in line with the research conducted by Adityagama et al. (2018) which states that the industrial work practice will make the students have the working readiness. With industrial work practice, the students will get experiences that can be used as an illustration of the world of work.

In the industrial work practice variable the imitation stage indicator has the lowest value compared to other indicators, this is in accordance with the conditions at SMK Negeri 2 Temanggung especially the office administration department in good and correct telephone practice, students are still confused and stiff when making good and right phone calls and in accordance with what the teacher exemplifies in front of the class because the students are still not used to formally telephone. In archival practice, the students are also still confused to imitate the teacher in carrying out archival storage.

3.3. The Influence of corporate world information on student work readiness

The results of this study state that the corporate world information of SMK Negeri 2 Temanggung is included in the good category, which means that information obtained by the students from various sources and parties that can support them in preparing themselves to work is good so that they can prepare themselves to enter the corporate world. According to Munandir (1996: 165) complete information can help the students to gain self-understanding and corporate world understanding with all the traits and demands which is the requirement for the students in making work plans.

The indicators are free from subjective factors, namely job information from the office or company where the industrial work practice has the lowest value. This means that the students have not fully explored information at internship place but only on the official web and work information provided from the BKK. This is because after completion of internship, the students do not establish communication and hospitality with the industrial world that students occupy. As a result, the students rarely get information about jobs from business and industry.

3.4. The influence of motivation of entering corporate world towards working readiness

The results of the research on the motivation of entering corporate world at SMK Negeri 2 Temanggung are included in the high criteria. The amount of influence of motivation

on one's working readiness depends on how much intensity the motivation is given. It is expected that the presence of high students work motivation will have a good impact on students working readiness. According to McCormick in Mangkunegara (2016: 94) states that work motivation will influence students working readiness after graduation.

On environmental indicator in the statement of work after graduation from Vocational High School because many of his friends work have the lowest index value. The less supportive environment causes the students not to be enthusiastic or less motivated to enter the corporate world. This happens due to the place of each student is different.

4. Conclusion

Based on the results and discussion of the research that have been explained above, industrial work practice, corporate world information and motivation of entering corporate world have positive and significant influence on working readiness of office administration department at SMK Negeri 2 Temanggung, which means that the better industrial work practice, corporate world information and motivation of entering corporate world, the higher the working readiness of the students. There is positive and significant influence of industrial work practice on working readiness of office administration department students at SMK Negeri 2 Temanggung means that the better the industrial work practice, the higher the students' working readiness. The increase in the students' working readiness will occur when the students prepare themselves with various things that support industrial work practice through the stages of preparation, demonstration, imitation, practice, and evaluation. There is positive and significant influence of corporate world information on working readiness of office administration department at SMK Negeri 2 Temanggung means that the better the corporate world information, the higher the students working readiness. Positive influence can be seen from the information entering the corporate world that students receive must be accurate and precise, information must be clear in the content and method of deciphering it, information must be relevant, information must be presented attractively, information free from subjective factors and information must be useful. There is positive and significant influence on motivation of entering corporate world towards working readiness of office administration department students at SMK Negeri 2 Temanggung, which means that the higher the motivation of entering corporate world, the higher the working readiness. Motivation will be felt by the students when the students are motivated by various factors related to the corporate world such as desire, encouragement and needs, hopes and ideals, respect for self, environment, and interesting activities. With the motivation of

entering corporate world, the students will be better prepared to enter the corporate world so that they can improve their working readiness.

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