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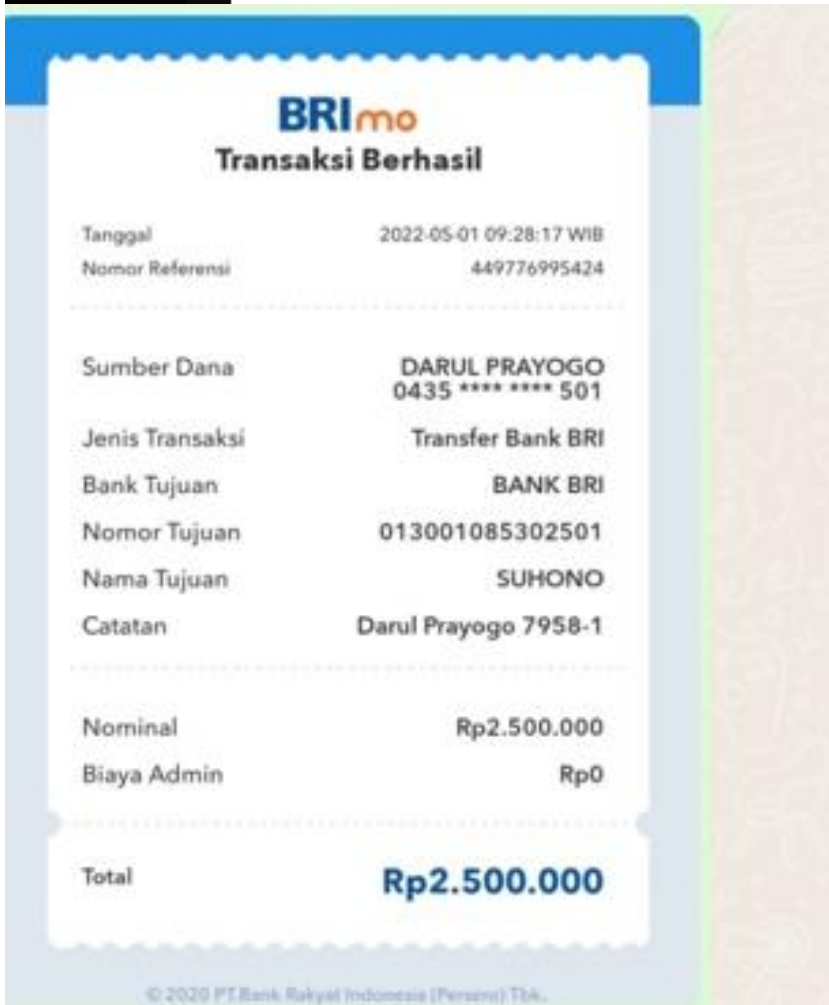
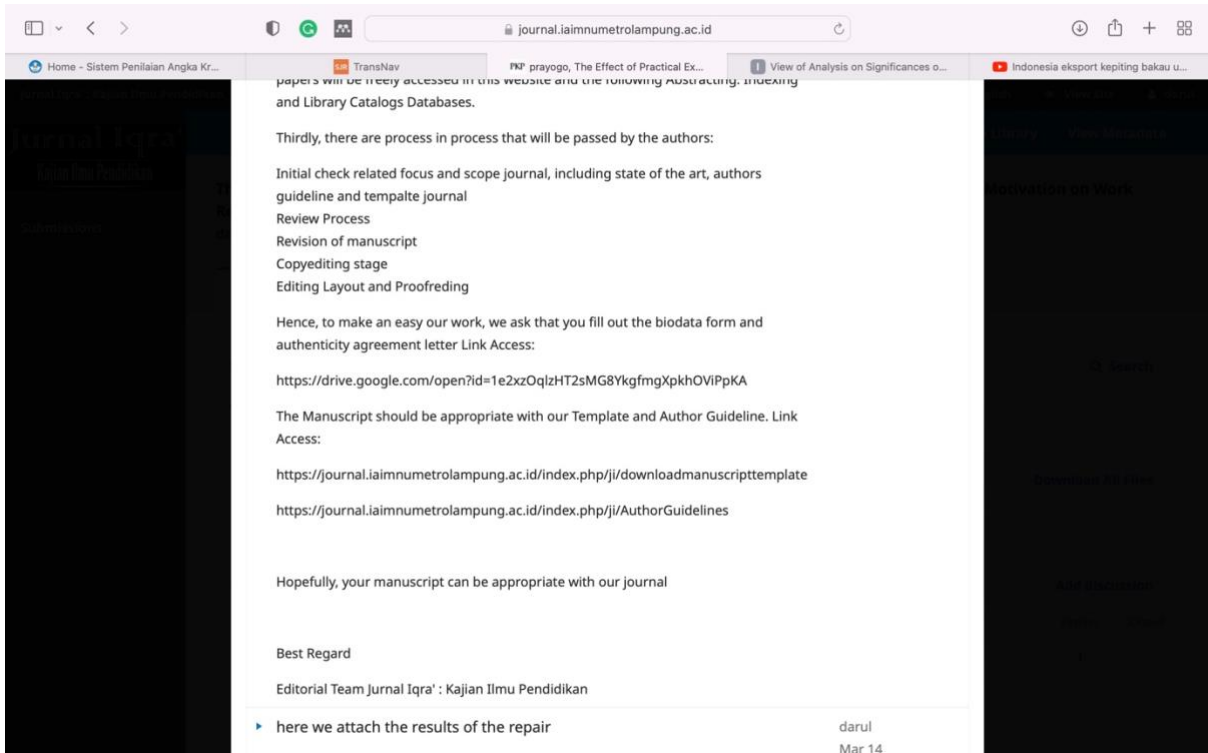
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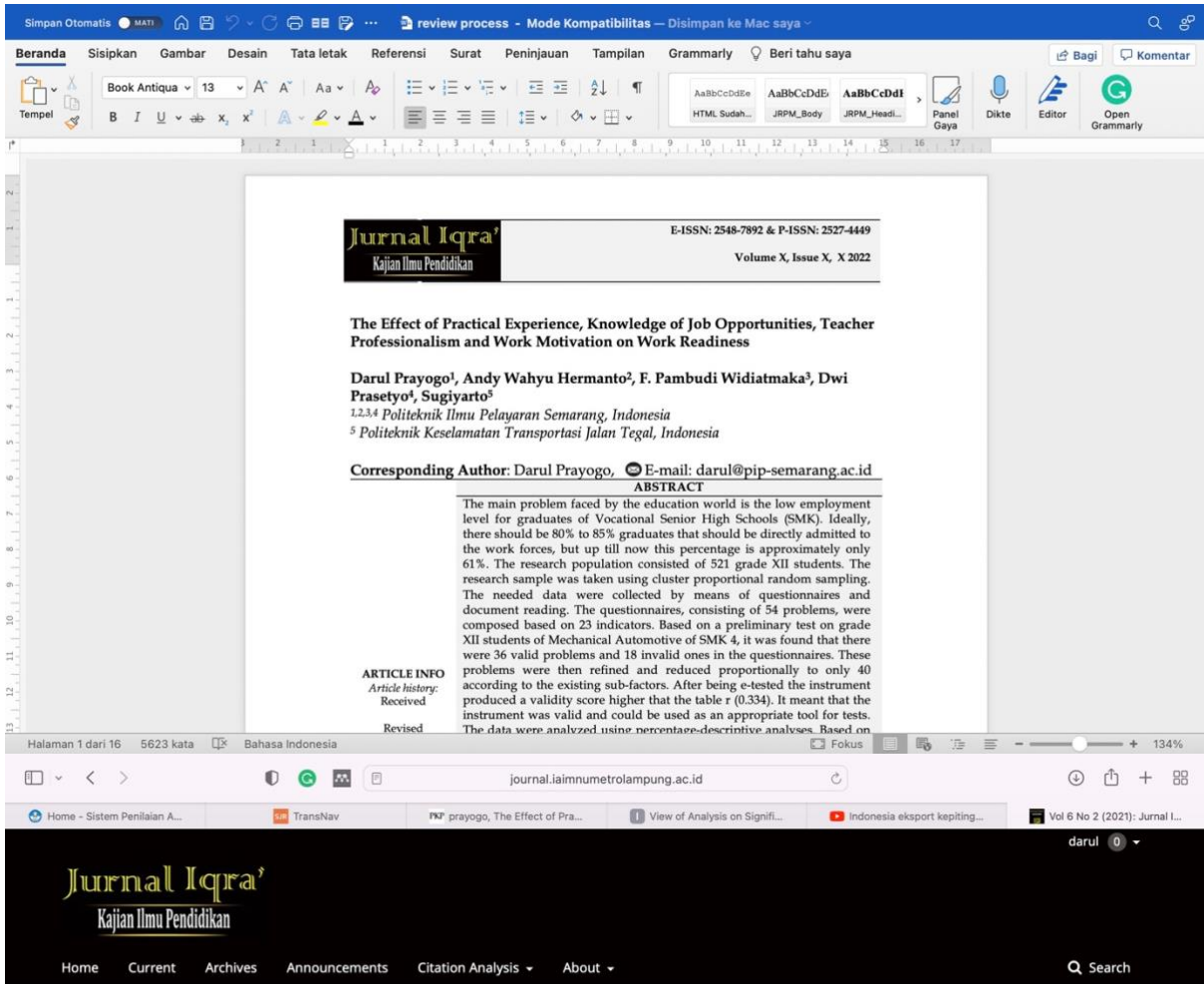
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Kajian Ilmu Pendidikan

E-ISSN: 2548-7892 & P-ISSN: 2527-4449
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The Effect of Practical Experience, Knowledge of Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness

Darul Prayogo¹, Andy Wahyu Hermanto², F. Pambudi Widiatmaka³, Dwi Prasetyo⁴, Sugiyarto⁵
^{1,2,3,4} Politeknik Ilmu Pelayaran Semarang, Indonesia
⁵ Politeknik Keselamatan Transportasi Jalan Tegal, Indonesia

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ABSTRACT

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2

There are of course several factors causing the aforementioned phenomenon including lack of work readiness of SMK graduates, absence of a link and match between SMK and world of work, unidentified needs of world of work by SMK, and so on. It is necessary for education in SMK to be able to provide competencies and skills so that graduates are ready and able to adapt to advances in world of work. Being skilled in industrial sector and having ability according to their field of expertise is main objective of implementation of vocational education.

Research conducted by (Mustikawanto, 2019) shows that work motivation has a positive and significant effect on the work readiness of graduates of the Electrical Skills Program Vocational School. Meanwhile, research conducted by (Eliyani, 2016), found that internship experience had an indirect positive effect on job readiness.

Several studies have been carried out but in general, and do not focus on one major, namely the Automotive Mechanical Engineering expertise program. Because it is still common, this research will focus on the Automotive Mechanical Engineering expertise program. He took this major because other researches were not ready to work in the industrial world who took that major. It seems that this research has not discussed in depth the Automotive Mechanical Engineering expertise program which is in fact very much needed

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Semarang (71 students). SMK N 10 Semarang (95 students). Thus, total population was 521 students.

Sample

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Thus, total sample was 226 students.

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Students' work readiness is also affected by teacher professionalism. Teachers have direct relationships and interactions with students. Professional teachers determine students' work readiness. Through interesting and innovative teaching methods, they can assist students to understand materials presented more easily. Results of this study discovered that 31.86% teachers were very professional and 67.26% teachers were professional in teaching Automotive. Teachers of State Vocational High Schools in Semarang had a high level of discipline in administration of student assignments, mastered materials and had excellent academic qualifications and were skilled in Automotive field. Teacher preparation in teaching, mastery of materials, methods of delivering materials and evaluation of learning outcomes determine students' material mastery. This is similar to the research conducted by (Ajoke et al., 2017).

Last but not least, based on results of this study, total effect was always greater than direct effect. It means that work motivation as an intervening variable plays a role in determining students' work readiness. In this study, students' work motivation was still classified as low. Based on conditions and observations in the field, Students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang had better mastery of hard skills than soft skills. Therefore, practical experience, knowledge about jobs and teacher professionalism are needed to increase students' motivation to work.

Contribution

Interested in conducting research on "The Influence of Practical Experience, Researcher Knowledge About Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness of Students of Class XII Automotive Mechanical Engineering Expertise in SMK Negeri Schools in Semarang". This research was conducted to find out why and how to improve job readiness for prospective SMK graduates of the Automotive Mechanical Engineering expertise program so that the teachers who are in charge of their department can immediately change the method in the learning process.

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Page 12 of 17 5943 words Indonesian

Title

CONCLUSION

Direct effect of practical experience on work motivation is $0.3052 = 0.0930 = 9.30\%$. Direct effect of practical experience on work readiness was $0.0932 = 0.0086 = 0.86\%$. Indirect effect of practical experience, since there is work motivation, obtained a score of $(0.093 \times 0.305 \times 0.403) = 0.01143$ or 1.14% . In addition, total effect of practical experience on work readiness obtained a score of $(0.86\% + 1.14\%) = 2.00$ or 2% .

Direct effect of knowledge about jobs on work motivation is $0.2722 = 0.0739 = 7.40\%$. Direct effect of knowledge about jobs on work readiness is $0.1282 = 0.01638 = 1.64\%$. Indirect effect of knowledge about jobs, since there is work motivation, obtained a score of $(0.128 \times 0.272 \times 0.403) = 0.0140$ or 1.40% . Total effect of knowledge about jobs on work readiness obtained a score of $(1.64\% + 1.40\%) = 3.04\%$.

Direct effect of teacher professionalism on work motivation is $0.0912 = 0.0083 = 0.83\%$. Direct effect of teacher professionalism on work readiness is $0.1452 = 0.021 = 2.1\%$. Additionally, indirect effect of teacher professionalism, since there is work motivation, obtained a score of $(0.145 \times 0.091 \times 0.403) = 0.0053$ or 0.53% . Total effect of teacher professionalism on work readiness obtained a score of $(2.1\% + 0.53\%) = 2.63\%$.

The combined effect of practical experience, knowledge about jobs, teacher professionalism on work motivation is 0.238 or 23.8% , while remaining 0.762 or 76.2% is affected by other variables/models that are not examined in this study. The combined effect of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness is 0.306 or 30.6% , while remaining 0.696 or 69.4% is affected by other variables/models not examined in this study. Based on this study, practical experience, knowledge

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AUTHOR CONTRIBUTION STATEMENT
 Darul Prayogo is the one author of the study. Collect, tabulate and process field research data into a research article.

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RESULT AND DISCUSSION
 Research results and discussion are stages that must be carried out carefully because data presented determine whether research objectives can be realized. This chapter provides an overview of research subject, research implementation, data presentation and discussion of research results. Entire description of the above discussion can be explained in following sections.

Table 1 Hypothesis Testing The Effect of practical experience, knowledge of jobs, teacher professionalism on work motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	Collinearity Statistics	
	B	Std. Error	Beta			Partial	Tolerance	
(Constant)	18.41	7.16		2.57	.011			
Practical experience	.371	.076	.305	4.85	.000	.310	.862	1.16
Knowledge about jobs	.251	.057	.272	4.37	.000	.282	.879	1.13
Teacher professionalism	.110	.072	.091	1.52	.129	.102	.962	1.04

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0.83%. Indirect effect obtained score of $(0.091 \times 0.305 \times 0.186) = 0.0052$ or 0.52%.
 Total effect obtained score of $(0.83\% + 0.52\%) = 1.35\%$.

Table 2 Results of hypothesis of the effect of practical experience, knowledge of jobs and teacher professionalism on work motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5345.441	3	1781.814	24.364	.000(a)
	Residual	16235.740	222	73.134		
	Total	21581.181	225			

a Predictors: (Constant), Teacher professionalism, Knowledge of jobs, Practical Experience
 b Dependent Variable: Work motivation

Based on calculations, variables of practical experience, knowledge about jobs, teacher professionalism in relation to work motivation obtained an F score of 24.364 and a significance level of 0.000. Since significance level < 0.05 , practical experience, knowledge about jobs and teacher professionalism jointly had an effect on work motivation.

Table 3 Results of analysis of the effect of practical experience, knowledge about jobs and teacher professionalism on work motivation

Mode	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change
				R Square Change	F	df1 df2	
1							

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work motivation on work readiness obtained 49.4%. Therefore, knowledge about jobs was a variable that had a very strong effect on work readiness, which was 67.5%.

Score of relationship between variables of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness is shown in the fol

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CONCLUSION

The combined effect of practical experience, knowledge about jobs, teacher professionalism on work motivation is 23.8%, while remaining 76.2% is affected by other variables/models that are not examined in this study. The combined effect of

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practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness is 30.6%, while remaining 69.4% is affected by other variables/models not examined in this study. Based on this study, practical experience, knowledge about jobs, teacher professionalism and work motivation have an effect on work readiness of Class XII Students of Automotive Mechanical Engineering Skill

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