The Influence of Student Creativity, Learning Independence, Student Personality, Work Experience (Prakerin) and Work World Information on Readiness to Enter theWorkforce on Students

Maharani Afandi, Efrizal Syofyan

Universitas Negeri Padang, Padang, Indonesia
Email: maharaniafandi05@yahoo.com

ABSTRACT

This study aims to analyze and examine the influence of Student Creativity Effectiveness, Learning Independence, Student Personality, Work Experience (Prakerin) and Information on the World of Work Against Readiness to Enter the World of Work on State Vocational School Students and Management in Padang City. This type of research is Associative Descriptive with an Alumni population of 100 people. The sampling technique uses Proportional Random sampling with a sample of 80 people. The analysis technique used is Multiple Regression Analysis. The results of this study indicate that: 1) Student creativity influences students 'readiness to enter the workforce in students of SMK Negeri Bisni and Padang City Management, 2) Independence of learning affects students' readiness to enter the workforce in students of SMK Negeri Bisni and Management of Padang City, 3) Student personality affect students' readiness to enter the workforce in students of SMK Negeri Bisni and Padang City Management, 4) Work experience (prakerin) affects students' readiness to enter the workforce in students of SMK Negeri Bisni and Management of Padang City, 5) Information on workforce affects students' readiness to enter the workforce in students of SMK Negeri Bisni and Padang City Management.

Keywords: *student creativity, learning independence, student personality, work experience*

1. INTRODUCTION

To complement the knowledge gained while studying at school, before graduating, vocational students are required to carry out work practices with the aim that students get to know the working world with all its characteristics and gain experience how to work in their occupied fields. The definition of apprenticeship, it can be said that "in general, apprenticeship is seen as a short-term practical work experience where students receive training and gain experience in a particular field or career field of their interest" (Zopiatis, 2007, p. 65). where one of the aims of the internship is: to set an example for students how the world of work really is, and to ensure that students are able in their area of expertise (Coco, 2000).The internship program provides an opportunity for students to test their skills, skills and expertise in areas of work that are suitable for their future careers(Howery, 1983).

Overall, amount each yearof SMK unemployment is increasing. Even though there are those who work and are self-employed, the unknown activities remain the most and always increase every year. From the last four years, it has always been increasing. Compared to working people and entrepreneurs, the percentage is still around 40%, while 60% is occupied by students whose activities are unknown. This proves that there are still many SMK graduates who do not work, while the

employment opportunities are limited. It can be said that the SMK goal has not been achieved namely creating graduates who are ready to work.

Students enter the complex, global workforce so it is not surprising that share-holders see higher education institutions (HEIs) as providers of workforce training (Arum et al., 2016). This researcher wants to test and find out: 1) The increasing needs of workers with certain special skills or expertise. 2).The readiness of SMK graduates in Padang to enter the workforce can be influenced by two general factors, within the student and from outside the student. 3) The high and low readiness of SMK graduates in Padang to enter the workforce is influenced by the family environment, community environment, peers, attitudes , skills and opportunities.4) Increasingly heavier competition in the world of work, due to unbalanced employment with job seekers.5) SMK graduates in the city of Padang do not use sources of information about the world of work to increase their knowledge.
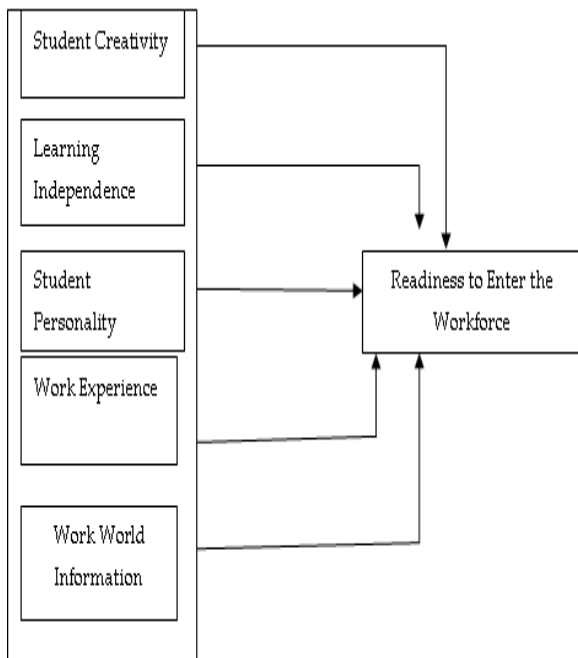

Figure 1. Research Indicator

2. METHODS

Population is an object or subject that is determined by the researcher then can be concluded. The study population was alumni of the State Vocational School in the city of Padang. In accordance with BNPT regulations, 100 alumni were tracked. Operational Definition Variables, (Readiness to enter the world of work is all situations and conditions that are owned by students to carry out activities or work, That learning independence is the ability of students to actively determine the learning needs, learning objectives, identify learning resources, choose and determine the learning strategy approach (learning time, place of learning, learning rhythm, learning tempo), and evaluate the learning outcomes achieved, either with or without help from others, Personalities that encourage individuals to do something, even regarding their careers., Internship experience is knowledge or skills acquired by students in the organization of education in the world of business and industry that can improve student professionalism because they go directly into the world of work.Information about the world of work is all about the field of work that will provide all knowledge of the world of work and aspects of the world of work that can help individuals choose jobs that are in accordance with their self-concept).

2.1 Data analysis techniques

According to Sugiyono (2007: 275) multiple linear regression analysis is a regression equation that involves a relationship between two or more variables. Multiple linear regression is used to determine the effect of changes of one independent variable on the dependent variable. Irianto (2009: 193) linear regression model is as follows.

3. RESULTS AND DISCUSSION

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		80
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.70057942
Most Extreme Differences	Absolute	.117
	Positive	.061
	Negative	-.117
Kolmogorov-Smirnov Z		1.043
Asymp. Sig. (2-tailed)		.227

a. Test distribution is Normal.

Source : Primary Data 2020

Obtained that all variables in this study the data are spread normally, because the significant level> = 0.05.α Significant value of 0.227> 0.05 indicates that all of these variables are normally distributed data.

Table 2. Multicollinearity Test

Variable	Tolerance	VIF	Conclusion
Student Creativity	0,536	1,864	There are no symptoms of multicollinearity
Learning Independence	0,718	1,392	
Student Personality	0,412	2,425	
Work Experience (Prakerin)	0,748	1,336	
World of Work Information	0,588	1.700	

Table 3. Determination Coefficient Analysis (R^2)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941[a]	.885	.877	1.75709

a. Predictors: (Constant), Work World Information, Learning Independence, Student Creativity, Work Experience (Prakerin), Student Personality

b. Dependent Variable: Readiness to Enter the World of Work

Based on table 3 we can find out the results of multiple regression tests showing that the coefficient of determination (R^2) was 0.885 or 88%. This means that 88% of readiness to enter the world of work is influenced by student creativity, learning independence, studentpersonality, work experience and work world information. While 11.5% is influenced by other variables not in this study.

4. CONCLUSIONS

The conlusions of the research are, 1) In general, student creativity variable is said to be very good, seen from an average score of 3.44 and TCR of 82.66%. This means that student creativity is maximized and must be retained. Because maintaining a creativity is not something easy, especially for a student whose mindset is still changing., In general, the learning sterility variable is said to be good, seen from an land-average score of 3.88 and TCR of 77.53%. This means that learning independence must still be increased again. Learning independence must be owned by students, so that when they enter the world of work, students are able to do the work provided independently and do not depend on others. 2) In general, personality variables are said to be good, seen from an average score of 3.61 and TCR of 72.13%. This means that one's personality is good, making it easier to enter the workforce. A good personality reflects someone who is good in character. 3) In general the

variable work experience (prakerin) is said to be very good, seen from an average score of 4.17 and TCR 83.31%. This means that work experience (prakerin) is very important in entering the workforce. Experience is one of the considerations of accepting work for a job. Therefore it is necessary to have experience, which will add value when applying for a job. 4) In general, the working world information variable is said to be very good, seen from an average score of 4.31 and TCR 86.22%. This means that the world of work information becomes something important in finding a job. Increase knowledge about the world of work information, will make it very easy to get the latest information / updated. The lowest score is seen in indicators of work discipline with an average score of 2.41 and a TCR of 72.25% which is Good. This means that work discipline must be increased in finding work. To get a good job, must be supported by yourself with a disciplined attitude.

REFERENCES

Arikunto, Suharsimi.2010.*Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Ali, Mohammad & Asrori, Mohammad. 2007. Psikologi Remaja Perkembangan Peserta Didik. Jakarta: PT Bumi Aksara.

Autosa, Rasouli, Zehner, Flores. 2016. *Student's Readiness For E- learning Application in Higher Education. JurnalInternational*. Vol. Tahun 2016.

Azlan, Noor. 2006. *Faktor-faktor yang mempengaruhi Pemilihan Kerja Perguruan Di Kalangan Pelajar-pelajar. Jurnal Psikologi* Volume 3 No. 2 Tahun 20016.

Bowen, DE (1986), "Mengelola pelanggan sebagai sumber daya manusia dalam organisasi layanan", *ManusiaManajemen Sumber Daya* , Vol. 25 No. 3, hlm. 371-383.

Caballero, CL, Walker, A. dan Fuller-Tyszkiewicz, M. (2011), " Skala Kesiapan Kerja (WRS): mengembangkan ukuran untuk menilai kesiapan kerja pada lulusan perguruan tinggi ",Jurnal Pengajaran dan Pembelajaran untuk Graduate Employability , Vol . 2 No. 2, hlm. 41-54

Carmeli, A., McKay, AS dan Kaufman, JC (2014), "Kecerdasan emosional dan kreativitas: memediasi peran kedermawanan dan semangat ", *Journal of Creative Behavior*, Vol. 48 No. 4, hlm. 290-309

Callanan, G. dan Benzing, C. (2004), "Menilai peran magang dalam karir yang berorientasi pekerjaan mahasiswa yang lulus ", *Pendidikan + Pelatihan* , Vol. 46 No. 2, hlm. 82-89.

Chin, ST, Raman, K., Yeow, JA dan Eze, UC (2012), "Hubungan antara kecerdasan emosional dan kecerdasan spiritual dalam memupuk kreativitas dan inovasi di kalangan pengusaha sukses: kerangka kerja konseptual ", *Procedia - Ilmu Sosial dan Perilaku*, Vol. 57 No. 9, hlm. 261-267.

Clarke, M. (2018), " Memikirkan kembali kelulusan kerja: peran modal, atribut individu dan konteks " , Studi dalam Pendidikan Tinggi , Vol. 43 No. 11, hlm. 1923-1937.

Clark, H. (2013), " Kerja Kesiapan Standar dan Benchmark: kunci untuk membedakan America ' tenaga kerja dan mendapatkan kembali daya saing global " , ACT, Iowa City, IA, tersedia di: www.act. org / konten / bendungan / tindakan / tidak aman / dokumen / Work-Readiness-Standards-and-Benchmarks.pdf (diakses 7 Juli 2018).

Casner-Lotto, J., & Barrington, L. (2006, Oktober). *Apakah mereka benar-benar siap bekerja? Perspektif pengusaha tentang pengetahuan dasar dan keterampilan terapan para pendatang baru di angkatan kerja AS abad ke-21* (Dewan Konferensi, kapal mitra untuk Keterampilan Abad 21, Suara Perusahaan untuk Keluarga yang Bekerja, Masyarakat untuk Manajemen Sumber Daya Manusia). Diperoleh 9 Oktober 2006, dari http://www.conference-board.org/pdf free / BED-06-Workforce.pdf.

Cavanagh, J., Burston, M., Southcombe, A. dan Bartram, T. (2015), " Berkontribusi untuk lulusan yang berpusat memahami kesiapan kerja: studi eksplorasi dari mahasiswa Australia ' persepsi kerja mereka ", The Jurnal Internasional Pendidikan Manajemen , Vol. 13 No. 3, hlm. 278-288.

Coco, M. (2000), "Magang: coba sebelum Anda membeli pengaturan", *SAM Advanced ManagementJurnal* , Vol. 65 No. 2, hlm. 41-47.

Dalyono. 2005. *Psikologi Pendidikan*. Jakarta: Rineka Cipta

DE Super (Ed.),.Konsep diri dalam pengembangan kejuruan. Pengembangan karir:Teori konsep-diri (hlm. 1–16). New York, NY: Dewan Ujian Masuk Perguruan Tinggi. Super, DE (1988). Penyesuaian Kejuruan: Menerapkan Konsep-Diri. Pengembangan Karir Triwulan, 36,351–357

Departemen Pendidikan Nasional. 2004. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

Dikmendikti. 2003.*Undang-Undang Praktek Kerja Industry (Prakerin)* tersedia di http;//kal.dikmentidki.go.ig/donwloads/SK_PK AL.doc.

Dimyati dan Mudijono. 2002. *Belajar dan Pembelajaran*. Jakarta: PT Raja Grafindo Persada

Dirwanto. 2008. Analisis faktor-faktor yang Mempengaruhi Kesiapan Kerja pada SMK Ma'rif NU Kesesi Kabupaten Pekalongan Tahun Ajaran 2007/2008. Tesis. Surakarta : Universitas Sebelas Maret.

Fenwick, T. dan Hall, R. (2006), " Keterampilan dalam ekonomi pengetahuan: mengubah makna dalam kondisi yang berubah " , Jurnal Hubungan Industrial, Vol. 48 No. 5, hlm. 571-574.

Finn, K. (2017), " Transisi relasional, keputusan emosional: arah baru untuk berteori pekerjaan lulusan " , Jurnal Pendidikan dan Kerja, Vol. 30 No. 4, hlm. 419-431.

Fitriyanto ,Agus. 2006. *Ketidaksiapan Memasuki Dunia Kerja Karena Pendidikan*. Jakarta: Dinika Cipta.

Ghufron, Nur dan Risnawita, Rini. 2016. Teori-teori Psikologi. Yogyakarta: Arnezz Media

Hamalik , Oemar. 2001. *Pengembangan Sumber Daya Manusia Manajemen Pelatihan Ketenagakerjaan Pendekatan Terpadu*. Jakarta : PT Bumi Aksara

Hamalik, Oemar. 2003. *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru Algesindo

Hillsdale, NJ: Erlbaum.Super, DE, Starishevsky, R., Matlin, N., & Jordaan, JP (1963). Pengembangan karir: Teori konsep diri.

Howery, C. (1983), "Pendidikan sarjana", dalam Freeman, H., Dynes, RR dan Whyte, WF (Eds),*Sosiologi Terapan: Peran dan Aktivitas Sosiolog dalam Pengaturan Beragam* , Jossey-Bass,San Francisco, hlm. 322-347

Hughes, DJ, Furnham, A. dan Batey, M. (2013), "Prediktor struktur dan kepribadian penilaian diri kreativitas ", *Keterampilan Berpikir dan Kreativitas* , Vol. 9, Agustus, hlm. 76-84.

Idris. 2015. *Aplikasi Model Analysis Data Kuantitatif dengan Program SPSS.* Universitas Negeri Padang

Ihsan, Muhammad. 2017. Analisis faktor-faktor yang mempengaruhi Kesiapan Kerja pada Siswa SMK Negeri 1 Sinjai. Jurnal: Universitas Negeri Makassar

Jackson, D. (2016), " Penguasaan keterampilan dan pembentukan identitas lulusan dalam lulusan sarjana: bukti dari Australia ", Studies in Higher Education, Vol. 41 No. 7, hlm. 1313-1332.

Jennifer, Baldwin. 2015. *An Explanatory Factor Analysis and Reliability Analysis of Student Online Leraning Readiness (SOLR) Instrument*. *Jurnal International*. Vol. 19 Tahun 2015.

Kardimin, Akhmad. 2004. *Strategi Melamar Kerja dan Bimbingan Karier*. Yogyakarta: Pustaka Belajar.

Kartono , Kartini. 2007. *Faktor-faktor dalam Berwirausaha* (online), di akses 23 November 2016.

Khodijah, Nyayu. 2016. Psikologi Pendidikan. Jakarta: PT Grafindo Persada.

Meuter, ML, Bitner, MJ, Ostrom, AL dan Brown, SW (2005), "Memilih di antara layanan alternatif mode pengiriman: penyelidikan percobaan pelanggan dari teknologi layanan mandiri ", *Journal ofPemasaran* , Vol. 69 No. 2, hlm. 61-83.

Mulyasa. 2003. *Kurikulum Berbasis Kompetensi Konsep, Karakteristik, dan Implementasi*. Bandung: PT Remaja Rosdakarya

Myllyla , M., &Torp, H. 2010. *Second Life in building social competece in teacher education.Procedings of the Society for Information Techology & Teacher Education International Conference.* Tahun 2010. *Journal Intenatioal.* Akses 2 Desember 2016

Nasution S. 2003. *Metode Penelitian Naturalistik Inkuiri*. Bandung : Tarsito

R. Eric Landrum *DePaul*. Abby Wilner . *Mengajar Psikologi, 37* : 97-106, 2010. Persepsi Alumni tentang Kesiapan Tenaga Kerja . *Universitas Negeri BoiseUniversitas*. Vol. 37, No. 2, 2010

Riduwan. 2010. *Belajar Mudah Untuk Penelitian Baru, Karyawan, dan Peneliti Pemula*. Bandung. Alfabeta

Poh Li Lau 1,2 , Kerrie G. Wilkins-Yel 2 , dan Y. Joel Wong 2 .*Meneliti Efek Tidak Langsung Konsep Diri pada Pekerjaan Kesiapan Melalui Ketahananand Panggilan Karir*. Kurator Universitas Missouri 2019. Jurnal Pengembangan Karir

Setiadi , Nugroho J. 2005. *Perilaku Konsumen Konsep dan Implikasi untuk Strategi dan Penelitian Pemasaran*. Jakarta: Kencana

Slameto. 2010. *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: Rajawali Grafindo.

Sudijono, Anas. 2010. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.

Suryani, Titik. 2013. *Prilaku Konsumen di Era Internet: Implikasinyapada Srategi Pemasaran*. Yogyakarta : Graha Ilmu.

Supranto, J. 2006. *Metode Ridet*. Jakarta: Rineka Cipta

Syah, Muhibbin. 2005. Psikologi Belajar. Jakarta : Rajawali Pers

Syofyan, Rita (2014) *Analisis Faktor-faktor yang Menentukan Minat Mahasiswa Program Studi Kependidikan Universitas Negeri Padang* Terhadap *Profesi Guru*. Universitas Negeri Padang. Tesis

Swanberg, A., & Martinsen, O. (2010). Kepribadian, pendekatan untuk pembelajaran dan pencapaian.Psikologi Pendidikan, 30, 75-88

Tirtonegoro, Sutratinah. 2001. *Anak Supernormal dan Program Pendidikannya*. Jakarta: Bina Aksara.

Velasco, MS (2014), " Apakah institusi pendidikan tinggi membuat perbedaan dalam pengembangan kompetensi? Model produksi kompetensi di universitas " , Pendidikan Tinggi, Vol. 68 No. 4, hlm. 503-552.

Wibowo. 2012. *Manajemen Kinerja*. Jakarta: Raja Grafindo Persada

Yusuf , Muri A. 2002. Kiat Sukses dalam Karier. Jakarta: Ghalia Indonesia

Zopiatis, A. (2007), "Magang perhotelan di Siprus: pengalaman akademis asli atau berkelanjutan frustrasi? ", *Jurnal Internasional Manajemen Perhotelan Kontemporer* , Vol. 19 No. 1,hlm. 65-77.

Zhang, LF (2003). Apakah lima besar memprediksi pendekatan pembelajaran? Kepribadian dan Individu Perbedaan ual, 34, 1431–1446.290 Jurnal Pengembangan Karir 40 (4) di SIMON FRASER LIBRARY pada 31 Mei 2015