



***THE INFLUENCE OF CAREER EXPECTATIONS TOWARD WORK READINESS
IN SMK STUDENTS***

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ABSTRACT

The research aims to study influence of career expectations toward work readiness in SMK Students. Data collections use questionnaire, and data analysis uses regression with tool of SPSS version 21.0 for windows, which are collected from 176 students at the XII grade of SMK of Electrical Power Instalation Technique in Malang Raya. the result shows that there is significant influence of career expectations influence toward work readiness by 40,7%.

Keywords: career expectations, work readiness, SMK

INTRODUCTION

The development of electrical energy is increasingly developing in accordance with changing times. Therefore, it is necessary to increase human resources that are more competent and ready to work, so that they demand all parties in various fields. The field of education is one field that is able to prepare graduates to be ready for work.

Vocational education is one of the competency-based education that is expected to be able to produce work-ready graduates who are competent and competitive with other nations. Vocational education will prepare people who are ready to work through job training (Calhoun & Finch, 1982). Vocational education helps individuals to identify the suitability of work readiness (Billet, 2011). In accordance with the National Education System Law No. 20 of 2003 Article 15, namely vocational education is secondary education that prepares students especially to work in certain fields. Students are taught a competency that will be used in accordance with the world of work.

In fact, vocational education still faces several obstacles to producing quality graduates. One problem is that they are not ready to work in the industry because the ability and experience of students to enter the industry is still weak (Sasmito, Kustono, & Patmanthara, 2015). This situation is a major challenge for the Indonesian people because they have to improve their human resources so they are able to compete and have a

competitive advantage in all industrial sectors and services. Increasing competitiveness begins with the preparation of qualified graduates, so that their human resources have expertise and skills, especially for workers in sufficient numbers at all levels.

Increasing competitiveness to meet the demands of the industrial world requires mature work readiness. Work readiness is a condition of a person prepared physically and mentally, and having the will and ability in activities to get the desired results and supported by experience (Nurjanah, 2015). Therefore, vocational education graduates must have work readiness to face the world of work. When entering the workforce, they are expected to be able to do and complete their work well and understand their duties and responsibilities. Increasing the work readiness of vocational students is an important thing so that vocational graduates can be absorbed in the world of industry (Kurniawati, 2015).

One of the factors that influence work readiness is career expectations. Career expectations are the factors that most influence the achievement of work readiness (Sirsa, Dantes, & Sunu, 2014). This is indicated by the magnitude of the determination coefficient (R^2) = 0.364 or with a correlation level of 36.4%. Career expectations of vocational students are expectations about career or expectations about the work that will be achieved when graduating later. In vocational education

career expectations play an important role in overcoming the problems faced by individual students. Career expectations for Vocational Schools are an illustration of obtaining, showing work that is in accordance with their expertise package (Ministry of Education, 2006). Students in their efforts to be ready to face the world of work often face obstacles. The level of student effort to overcome the obstacles to be ready to face the world of work is influenced by career expectations. Career expectations are the driving force for achieving goals based on abilities, experience, knowledge, and expertise that have been obtained in the environment (Krisnawan, Candiasa, & Sunu, 2013).

Expectations affect individuals in determining the actions to be taken to achieve a person's goals or success, including estimates of the various events that will be faced. If someone wants something and really hopes to get it big enough, then the person concerned will be very encouraged to do even bigger business. By understanding the desired goal, in the form of work according to the field of expertise, students will be better prepared to enter the industrial world.

Based on the discussion above, it is necessary to examine the extent of the influence of career expectations on career expectations in the vocational students' expertise package in the Electric Power Installation Technique.

RESEARCH METHODS

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This study uses a quantitative approach with survey methods. This study aims to explain the influence of career expectation variables (X) with work readiness variables (Y). The population of this study was all students in class XII of the Electric Power Installation Engineering expertise package in Malang, namely State Vocational High School 6 Malang, National Vocational School Malang, Singosari State Vocational School 1, Muhammadiyah 7 Gondanglegi Vocational School, Brantas Karangkates Vocational School, and Turen Vocational School. While the number of samples is as many as 176 students. In detail the number of samples in each school is shown in Table 1. Data collection techniques in this study used a questionnaire. While the data analysis technique is using regression with the help of SPSS version 21.0 for Windows.

Table 1. Research Populations and Samples

SMK	Population	Sample
Public Vocational School 6 Malang	67 Students	37 Students
Vocational School National Malang	20 Students	11 Students
Vocational School Muhammadiyah 7	35 Students	20 Students
Vocational School Turen	46 Students	26 Students
Vocational School Brantas Karangkates	79 Students	44 Students
Public Vocational School 1 Singosari	68 Students	38 Students
Jumlah	315 Students	176 Students

RESULT

Based on the results of the research that has been done, the data is obtained as follows:

Table 2. Descriptive statistics

Variable	N	Min.	Max.	Mean	Std. Dev.	Var.
Career Expectations (X)	176	38	60	49,92	4,72	22,24
Work Readiness (Y)	176	53	84	71,03	5,99	35,84

Career Expectations

Career expectations from the data collection of 176 respondents are shown in Table 2. This is explained descriptively on the actual data having an average of 49.92, standard deviation of 4.72, variance of 22.24, maximum score of 60, and a minimum score of 38.

Table 3. Career Expectation Data Frequency Distribution (X)

No	Interval	Category	Frequency	Percentage (%)
1	60 – 56	Very good	23	13,07
2	55 – 51	Good	55	31,25
3	50 – 46	Good enough	62	35,23
4	45 – 41	poor	32	18,18
5	40 – 36	Very poor	4	2,27
Total			176	100%

Based on the results of student questionnaire filling, it was obtained an illustration that career expectations were quite good. This is described descriptively as Table 3, which is as many as 23 students or 13.07% have very good career expectations (X), 55 students or 31.25% have good career expectations (X), 62 students or as big as 35.23% have career expectations (X) that are good enough, 32 students or equal to 18.18% have career expectations (X) that are poor while 4

students or equal to 2.27% have career expectations (X1) which are very poor.

Work readiness

Work readiness from the data collection of 176 respondents is shown in Table 2. This is explained descriptively on the actual data having an average of 71.03, standard deviation of 5.99, variance of 35.84, maximum score of 84, and minimum score of 53.

Table 4. Distribution of Work Readiness Data Frequency (Y)

No	Interval	Category	Frequency	Percentage (%)
1	84 – 78	Very good	25	14,2
2	77 – 71	Good	77	43,75
3	70 – 64	Good enough	48	27,27
4	63 – 57	Poor	24	13,64
5	56 – 50	Very poor	2	1,14
Total			176	100%

Based on the results of student questionnaire filling, it was obtained an illustration that work readiness was classified as good. This is described descriptively as in Table 4, which is as many as 25 students or 14.2% have excellent work readiness (Y), 77 students or 43.75% have good work readiness (Y), 48 students or as big as 27.84% have good work readiness (Y), 24 students or 13.64% have poor work readiness (Y), while 2 students or 1.14% have work readiness (Y) which is very less well.

Normality Test

The normality test has the purpose of knowing whether the data is normally distributed or not. The normality test is carried out on each variable (X and Y) and on

the residual value. The normality test was carried out by the Kolmogorv Smirnov One Sample test with a significance level of 0.05 and using SPSS version 21.0 for Windows. The results of testing the normality of data can be seen in Table 5.

Table 5. Normality Test Results

Variables	Significance	Significance	Result
	Value	Level Limit	
Career Expectations (X)	0,326	0,05	Normal
Work Readiness (Y)	0,244	0,05	Normal

From Table 5 it can be concluded that the career expectation variable (X) and work readiness (Y) have normal data distribution, where the significance value of each variable is greater than 0.05.

Linearity test

Linearity test is used to find out whether each independent variable has a linear relationship or not with the dependent variable. The linearity test was carried out with the help of SPSS version 21.0 for Windows using the Test for Linear with a significance level of 0.05. The interpretation of the linearity test is to look at the sig value. on the linearity in the Anova table, if the value is sig. <0.05 so that it meets linearity requirements.

Table 6. Anova

		Sum of Squares	df	Mean Square	F	Sig.
(Combined)		3265,918	22	148,451	7,556	,000
Between Groups	Linearity	2554,510	1	2554,510	130,025	,000
	Deviation from	711,408	21	33,877	1,724	,032
	Linearity					
Within Groups		3005,877	153	19,646		
Total		6271,795	175			

Effect of Career Expectations on Work Readiness

Table 7. Anova X against Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2554,510	1	2554,510	119,572	,000 ^b
1 Residual	3717,285	174	21,364		
Total	6271,795	175			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Table 8. Coefficients X against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	30,595	3,714		8,237	,000
1 X	,810	,074	,638	10,935	,000

a. Dependent Variable: Y

Table 9. Summary X Model against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,638 ^a	,407	,404	4,622

a. Predictors: (Constant), X

Table 9 obtained the value of R square 0.407 and Table 7 obtained the F value of 119.572 with a significance value of 0,000. Then there is a significant influence between career expectations on job readiness. The magnitude of the influence of career expectations on work readiness is 40.7%, while 59.3% of work readiness is influenced by other variables not examined in this study.

DISCUSSION

Career Expectations

The results of the study showed that the average for overall career expectations was 49.92. These results indicate that the career expectations of students can be said to be quite good. It can be concluded that there

are still not many students who have the kind of work expectation going forward. Students are still confused with their careers going forward, in other words students do not have plans for their work. This could be due to a lack of information about the career of Electric Power Installation Engineering.

This is in line with the results of other studies, namely students who have career expectations so he will have more information about his future career and understand his work environment. Career expectations require a focus for faster career advancement (Kim, 2008). Career expectations of each individual have different goals and can be motivated if there are: 1) positive correlation between effort and performance, 2) good performance will produce the desired value, 3) value will satisfy important needs, and 4) desire to satisfy is strong enough to make useful efforts (Čiarnienė, Kumpikaitė, & Vienažindienė, 2010).

Therefore, to increase career expectations of students, roles and responsibilities in career guidance from several parties are needed, namely: 1) students, commitment to work, study, and develop appropriate skills, 2) parents, encourage their children to explore opportunities through involvement and greater school and community participation in leadership development activities, as well as encouraging children to complete their assignments at home, 3) teachers,

responsible for developing appropriate instructional strategies to help students reach the curriculum, 4) principals, ensuring that each student has access to the best educational experiences, support and encourage partnerships between schools and the wider community to facilitate experiential learning opportunities (Ministry of Education, 2006).

Kesiapan Kerja

Working readiness

Work readiness is the ability that must be possessed by students in accordance with their expertise competencies for entry requirements to enter the world of work that is needed and desired according to ability. Based on the results of the study found the average value for overall work readiness is 71.07 at 43.75%. These results indicate that the work readiness of vocational students in the expertise package of Electric Power Installation Engineering in Malang can be categorized as good. It can be concluded that there are many students who have the work readiness in the future.

Work readiness is a process and purpose that involves the development of student work related to attitudes and skills, so that students become aware and confident of their roles and responsibilities in the future (Baiti & Munadi, 2014). work readiness shows the potential of graduates in terms of long-term work performance and career progress, therefore work readiness is

an important selection criterion and must be systematically examined in the assessment of graduates when looking for work (Caballero & Walker, 2010).

Based on this, schools must be able to better utilize infrastructure to improve learning and enhance cooperative relations with the industry to prepare for better student work readiness, such as the presence of internships in the industry to apply the knowledge and skills acquired in schools in the industry to gain experience (Farida, 2010; Kwok, Gujral, & Chan, 2014). So that the presence of Vocational Schools in Indonesia will be obtained by graduates who are ready to work, can be competently competent and have soft skills and hard skills in accordance with the field of expertise that develops in the community (Randang, 2011; Siregar, 2015).

The Effect of Career Expectations on Work Readiness

Based on the results of data analysis on the influence of career expectations on work readiness it is stated that there is an influence of career expectation variables on work readiness with a significance of 0,000. While the magnitude of the influence of career expectations on work readiness is 40.7%. The existence of career expectations in students will encourage students to have work readiness. Students will prepare, plan, and learn about their future careers. Career expectations are very important for students

so that later students will not have difficulties and be shocked by the world of work.

There is a significant contribution of career expectations to the work readiness of Seririt 2 Vocational High School students. Career expectations are expectations of achieving student work so that it encourages students to master skills and will have greater job readiness (Sirsa et al., 2014). Therefore, teachers should provide knowledge about the world of work and fostering student competencies, so that students have a shadow of what they will work and where after graduation and can motivate students to more seriously pursue the competencies learned.

The direction of the teacher about student career expectations is very necessary and influences career choices, and if the industry partners with schools it will help deliver accurate information regarding careers / employment in the industry (Hurst & Good, 2009). The condition of the disconnection of vocational school graduates' expectations of student experience and work expectations has occurred. For this reason, cooperation is needed to improve curriculum alignment with the industry's desired needs (Bangser, 2008).

CONCLUSION

Based on the results of the study, it was concluded that there was a significant effect of career expectations on work readiness of 40.7%. Therefore, to increase career

expectations for work readiness there needs to be roles and responsibilities from several parties, namely 1) students, 2) parents, 3) teachers, and 4) principals. In addition, schools must be able to further enhance cooperative relations with the industrial world to better prepare student work readiness.

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