

The Influence of Entrepreneurship Knowledge, Soft Skills and Internship on Working Readiness (A Case Study at SMK Karya Bhakti Brebes)

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Abstract

The educated unemployment in Indonesia caused by some factors such as the lack of knowledge and skill or soft skill as well as lack of job training so that the graduates become unemployment who do not have readiness to work. The purpose of the study is to know and analyze the influence of entrepreneurship knowledge, soft skill and job training to job readiness. The method used the survey, description, and correlation. Students of SMK Karya Bhakti grade eleventh. The sample of the research is 80 respondents by using proportional random sampling. The method of data collecting is by using questionnaires. The data are analyzed by using linear regression. The result of the research shows that there is an influence of entrepreneurship knowledge to job readiness, partially obtained value of 6.484, the effect of soft skill on the job readiness is 1.498, and the influence of job training to job readiness partially obtained value of 2.205. simultaneously the influence of entrepreneurship knowledge, soft skill, job training on job readiness based on F test obtained value 17.330

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INTRODUCTION

Indonesia is the country with the highest unemployment rate in the world. This is evidenced by a survey conducted by The World Factbook which states Indonesia has 8.25% unemployment rate. The above explanation is also supported by statistical facts released by the Central Bureau of Statistics (BPS) which revealed that the number of unemployed educated in Indonesia, especially at the vocational level of 10.43% in August 2015. This unemployment rate has not been increased by the number of unemployed from high school and colleges with a percentage of 10,66% and 8,02% respectively.

One of the government's efforts through the Ministry of National Education includes subjects Entrepreneurship as a compulsory subject for vocational students. In accordance with Attachment 1 of KEMPENDIKNAS number 053 / U / 2001, the purpose of vocational education is to improve the ability and skills of students to prepare them as middle and skilled workers, educated and professional and able to develop themselves in line with the development of science and technology.

High School Kejurua (SMK) according to the Law on National Education System article 3 no. 20 Year 2003 is that national education function to develop ability and forming character and civilization of dignified nation in order to educate nation life, aims to the development of potential learners in order to become a man who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen ".

With the government policy on the provision of Vocational High School in which to provide education about entrepreneurship knowledge, softskills and fieldwork practices in the expected output of vocational students can be individuals who have knowledge, softskills and attitude ready to compete in the world of work. And be a solution to the economic problems that exist in Indonesia. Individuals who have job readiness will be able to reduce

existing unemployment problems. With knowledge, softskills and fieldwork practices owned by a graduate of SMK will be able to manage the existing resources.

According to (Fitriyanto) (2006), simple readiness of work can be defined as a condition that indicates the existence of harmony between physical maturity, mental, and experience so that the individual has the ability to perform a certain activity in relation to work or activity. Work readiness is needed to produce strong and qualified workforce candidates. Given the prospective workforce that exceeds the number of employment resulting in competition to get a job increasingly tight. In real life it is not all adolescents have good work preparedness.

A preliminary study that has been conducted in several vocational schools in Brebes shows that most of the vocational alumni who are still not working are SMK Karya Bhakti Brebes. The data obtained from SMK Karya Bhakti Brebes, about 60% of its graduates still become unemployed.

Based on the data and the above phenomenon becomes the basis of the researcher's interest to conduct research, the Influence of Knowledge of Entrepreneurship, Soft Skill and Field Work Practices on Work Readiness.

METHODS

Variables in this research are Knowledge of Entrepreneurship, Soft Skills, Field Work Practice, and Readiness Work. The method used is a survey with descriptive and correlational studies. The population of students of SMK class XII. A sample of 80 respondents with sampling technique using proportional random sampling. Methods of data collection using questionnaires. Data analysis with Linear Regression.

This research is a kind of quantitative research. The method used is a survey with descriptive and correlational studies. The population in this study is the students of

XIISMK Karya Bhakti Brebes as much as 372siswa. In this research, the sampling technique is proportional random sampling that requires random sampling method from each sub the population. With a sample of 80 respondents.

The instrument used in this study is the Questionnaire. According (Sugiyono) (2009), the questionnaire is the technique of collecting data by member a set of questions or written statement to the respondent to answer. In this study, researchers used questionnaires that have provided questionnaires for respondents who have been prepared by researchers. Questionnaires addressed to the selected sample of 80 students of class XII SMK Karya Bhakti Brebes.

The study used descriptive analysis and tested classical assumptions and used path analysis. Result of normality test with calculation kolmogorof-smirnof got significance value above 0.05. This means that the residual data is normally distributed. The result of multicollinearity test of its tolerance value > 0.10 and VIF value of each independent variable <10, it does not contain multicollinearity and regression model does not contain heteroskedasticity.

RESULTS AND DISCUSSION

Effect of Entrepreneurship Knowledge on Job Readiness

Statistical test t on the variable Entrepreneurship knowledge obtained t value = 6.484 with the value of sig = 0,000 <0.05 so H_0 is rejected so that there is influence of entrepreneurial knowledge on the readiness of work. In Partial Determination Coefficient test the amount of r^2 of entrepreneurship knowledge is 35,64%, which is obtained from partial correlation coefficient for entrepreneurship knowledge variable squared ie (0,596) ². Of the three independent variables tested individually the most dominant in influencing job readiness is entrepreneurial knowledge, this is because knowledge is the most fundamental capital to create job readiness. With the knowledge

possessed by students it will support soft skills as well as capital for students of field work practice. Good entrepreneurial knowledge owned by students is the result of the learning process during school, with good knowledge possessed by students in expect later can be used as stock in the world of work. This is in line with research conducted by (Eliyani and Yanto) (2016) on the Determination of Readiness Work Students SMK Class XII Competence of Accounting Expertise in Semarang City that showed that the knowledge of productive training diklat positive indirect effect on job readiness through self efficacy. Entrepreneurial knowledge variable showed 58 respondents stated strongly agree. A student is said to have good entrepreneurial knowledge is if able to identify attitudes and behavior of entrepreneur, apply attitude and behavior of prestatative work, formulate problem solution, develop attitude and passion of entrepreneur, build commitment for himself and others, take business risk, make decision, show unyielding and resilient attitude, managing conflict, developing business vision and mission, analyzing business opportunity, and analyzing aspects of business management. Knowledge of entrepreneurship is the whole what is known about all forms of information processed and processed in the cognitive domain of memory and understanding of the way of business that raises the courage to take risks rationally and logically in handling a business (Ranto, 2007). According to (Fitriyanto) (2006) in simple work readiness can be interpreted as a condition that indicates the existence of harmony between physical maturity, mental, and experience so that individuals have the ability to perform a certain activity in relation to work or activity. Work readiness is needed to produce strong and qualified workforce candidates. Given the prospective workforce that exceeds the number of employment resulting in competition to get a job increasingly tight. In real life not all teenagers have good work preparedness.

Effect of Soft Skills on Job Readiness

Test statistic t on the variable Soft skills obtained t value = 1.498 with the value sig =

0.003 < 0.05 so H_0 rejected and so there is influence Soft skills on the readiness of work. The effect of soft skills is 2.85%, which is obtained from the partial correlation coefficient for the squared confidence variable (0.169) 2. Soft skills are skills possessed by an individual. Good soft skills are expected to be individual selling points for individuals in the competitive world of work. The provision of Soft skills that is given during the process of education in SMK in the hope is that students after graduation SMK has more value or its own selling points in comparison with others. Soft skills is a skill on how to communicate, emotional skills, language skills, group skills, ethics, morals, courage and spiritual skills. (Yusnawati) (2007) argues that, "readiness is a condition in which a person has reached a certain stage or is connected with physical, psychological, spiritual and skills maturity".

Effect of Field Work Practices on Job Readiness

Test statistic t on Work Practice variables t obtained value $t = 2.205$ with the value of $\text{sig} = 0.001 < 0.05$ so H_0 rejected then there is influence Field Work Practice on job readiness. The effect of fieldwork practice is 6%, which is obtained from the partial correlation coefficient for the squared trust variable (0.245) 2. The variables of field work practice showed most respondents stated strongly agree. Indicators of field work Practice include the mastery of students' skills in completing the work, attitudes and behavior of students in harmony in the world of work, discipline and responsibility, creativity, independence, cooperation, and obedience. The Field Work Practice is intended to provide a real working experience for students of SMK so that students have a real picture of the application of theory during the learning at school that pour in field work practices. Field Work Practice (PKL) is a form of professional skills education organization, which systematically and synchronously blends between school education programs and business programs obtained through direct work activities in the world of work to achieve a level of professional expertise. Where professional

expertise can only be formed through three main elements of science, engineering and tips. Science and technique can be learned and controlled when and where we are, while the tips can not be taught but can be mastered through the process of working directly on the profession itself. Partially this research yields conclusion that field work practice has significant effect to job readiness. This is supported by the results of research conducted by Sirsa et al (2014), on the contribution of industrial work experience to readiness. The research conducted by (Eliyani and Yanto) (2016) on the Determination of Readiness of Vocational High School Grade XII Competence of Accounting Expertise in Semarang City also shows the result that prakerin experience directly affect the readiness of work. Another research conducted by (Prihatinto) (2009) shows that there is a significant influence between industrial work practice toward the readiness of class XII students of building skill building engineering program of SMK Negeri 1 Adiwarna Tegal academic year 2008/2009, with F test result and obtained F arithmetic equal to $50.31 > F$ table of 4,001 which means that H_a accepted or can be inferred exist.

Effect of Entrepreneurship Knowledge, Soft Skills and Field Work Practice simultaneously on Readiness Work.

Simultaneous Significance test (Test Statistic F) obtained F value is 17.330 with $\text{sig} = 0,000 < 0,05$ so H_0 rejected and no influence entrepreneurial knowledge, soft skills and job training simultaneously on job readiness. So in other words independent variables of entrepreneurship knowledge, soft skills and field work practices, able to explain the amount of dependent variable readiness work. Test Multiple Coefficient of Determination (R^2) values obtained Adjusted $R^2 = 0.383 = 38.3\%$ This means that independent variable entrepreneurial knowledge, soft skills and job training, jointly affect the dependent variable job readiness by 38.3% and the rest influenced by other variables not included in this study. By looking at the magnitude of the influence of the three independent variables on the dependent

variable, it can be said that students have the readiness to work is if the students have the knowledge of entrepreneurship, soft skills and good field work experience. Simultaneously the results of this study on Entrepreneurship Knowledge, Soft Skills and Field Work Practice have a significant effect on Readiness Work. It is also supported by another study conducted by (ShaheenMajid, Zhang Liming, Shen Tong, and SitiRaihana) in a journal entitled Importance of Soft Skills for Education and Career Success. And research conducted by (M. Aykut Attar) on Entrepreneurship, Knowledge, and the Industrial Revolution. This paper constructs a two-sector unified growth model that explores the timing and the inevitability of an industrial revolution through entrepreneurs' role for the accumulation of useful knowledge. While learning-by-doing in agriculture Eventually Allows the preindustrial economy to leave its Malthusian trap, an industrial revolution is delayed as entrepreneurs of the manufacturing sector do not attempt invention if not much is known about natural phenomena. The next variables that also affect the readiness of work is the practice of field work and soft skills. Six indicators in the variable job training yakni mastery of the skills of students in completing the work, attitude and behavior of students in harmony in the world of work, discipline and responsibility, creativity, self-reliance, cooperation and obedience in general can create the experience as real about the world of work obtained during practice field work. With this experience that will be a provision for students to be ready to work. Variable soft skills also have a role affecting readiness work. A student can be said to have a job readiness if it has logical and objective considerations for work, critical attitude and cooperate with others, responsible for work, ability / skill in work, and follow the development of field of expertise and wish to go forward. This shows that the importance of entrepreneurial knowledge, soft skills and field work practices in achieving student work preparedness.

CONCLUSION

The results of this research indicate that there is a positive and significant influence between entrepreneurship knowledge, Soft skills, and field work practices on job readiness for students of class XII of SMK Karya Bhakti Brebes.

After conducting research at SMK Karya Bhakti Brebes, the researcher conveyed the suggestion with the hope that it could be input especially for schools that become the object of research as improvement step in increasing entrepreneurship knowledge, softs kills, and field work practice of students in school.

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