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The Influence Of Organizations Engagement And Learning Achievement On Working Readiness Of Development Economics Department Student Class Of 2017 Universitas Negeri Malang

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Abstract

This study aims to the influence of organizations engagement and learning achievement on working readiness of development economics department student class of 2017 Universitas Negeri Malang. The research method uses descriptive quantitative. The population of this research is all of student of the Development Economics Department class of 2017, Universitas Negeri Malang. The technique used sampling is simple random sampling. This study used a sample of students with indications of being active in organizations. The instruments used are quistionnaires and documentation. The result of the study show that adjusted R square value of 0.424, it can be stated that organizations engagement and learning achievement contributed 41.9% to the work readiness of students of Development Economics Department class of 2017, Universitas Negeri Malang. While 58.1% is explained by other variables not examined in this study.

Keywords:Organizations Engagement, Learning Achievement, Work Readiness.

INTRODUCTION

Progress and developments in the current industrial era 4.0 create increasingly high competition in the labor market, considering the challenges and changing demands of the business world and the industrial world are always changing. This can affect developments in the fields of work available in the labor market. So that it is necessary to improve the quality of Human Resources (HR) to be able to compete and get jobs in accordance with the field of expertise. Without the support of

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good human resources, it will be difficult for the business world and industry to implement and resolve various issues and problems faced by the business world and industry, so that they will not be able to compete properly (Nelvi, 2009). One of the ways to increase human resources is through education.

University is the highest educational institution in the national education unit. For higher education, final semester students at the undergraduate level are prospective graduates who will then continue into the world of work, students are required to be able to balance the quality and quality required by the company, but unfortunately many college graduate students do not match the qualifications required by the company (Agusta, 2015). Most of the students stated that they were not ready to work after graduating from college. This problem can be self-defeating, moreover it can increase the number of unemployed at the university level. So, it is very necessary to improve the quality of human resources in order to improve student work readiness. This is a big responsibility for the education system to produce graduates who will be ready to work (Junaidi, et al. 2018).

Universitas Negeri Malang (UM) is one of the State Universities in Indonesia located in Malang City, East Java. One of the goals is to produce graduates who have academic, professional, and/or vocational competencies who are pious, have noble character, are intelligent, independent, have national commitment, and are able to develop professionally. Students of development economics department have a forum in an organization called the (HMJ EKP). In addition, students can also join other organizations in the campus environment. It is hoped that the availability of these various organizations can accommodate students to practice their abilities in shaping their work readiness such as learning to work together, adaptation, communication and responsibility.

Wahyudi (2016) said that the factors that influence student work readiness are the level of maturity, experience and mental and emotional conditions. In this study, external factors that affect student work readiness are organizations engagement, organizations provide various knowledge and experiences to students. In addition, by being active in organizations engagement, students can improve their personality integrity and broaden their knowledge and insight. Being organizations engagement has a significant influence on student work readiness, because by being active in organizing students are trained and experienced in collaborating with others so that in the future they really have readiness when entering the world of work.

Furthermore, the internal factor that affects student work readiness is learning achievement. Learning achievement is the ability obtained by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills of students so that they become better

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than before (Sjukur, 2012; Gunawan, et al., 2018a). Student achievement in this study was in the form of cognitive, psychomotor, and affective aspects which were reflected in the student achievement index.

With the alignment between the factors that affect student work readiness, researchers want to prove whether organizations engagement and learning achievement can actually increase the work readiness of students of the Development Economics Department Student class of 2017, Faculty of Economics, Universitas Negeri Malang. Therefore, the title for this study was taken: *The Influence of Organizations Engagement And Learning Achievement On Working Readiness Of Development Economics Department Student Class of 2017 Universitas Negeri Malang.*

LITERATURE REVIEW

Working Readiness

Working readiness is defined as the ability that comes from oneself with little or no outside help to find, obtain and adjust work according to what is needed and desired by the individual (Ward & Riddle, 2002). Working readiness can be seen as certain characteristics in the form of maturity that is obtained by someone from the learning experience including aspects of knowledge, skills, and attitudes to carry out certain activities or jobs (Asmar Yulastri, 2006: 172). In this study, the skills and experience of working together were viewed from the activeness of students in organizing while the knowledge and understanding aspects were seen from the students' learning achievements. These two variables affect the level of student work readiness, and can be used as a benchmark for improving the quality of human resources for graduates of state universities.

Preparing to enter the world of work requires a mature readiness in the students themselves, especially regarding the characteristics related to students themselves. According to Anoraga (2006) the characteristics of work readiness are as follows:

1. Have motivation
2. Have seriousness
3. Having sufficients skills
4. Have discipline

According to Wahyudi (2016) the factors that influence student work readiness are:

1) Maturity level
2) Experience
3) Mental and emotional

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Organization Engagement

According to the popular scientific dictionary (2001:12) active is "active in carrying out obligations, creative and busy (in business and organization)". While the notion of organization is the activities of compiling and forming relationships so that business unity is realized in achieving the aims and objectives of education (Purwanto, 2006: 17). Based on the above opinion, it can be concluded that what is meant by being organizations engagement is when students are active and actively involved together with other members in realizing organizational goals during the management period. Being active in organizations provides experiences for students to be better prepared to enter the world of work. And organization at the university level is a forum for students to develop interests, talents and a means of expanding knowledge so that students who are organizations engagement can be said to be more prepared to enter the working readiness.

Organizational activities are expected to be able to increase the insight and knowledge of its members. The existence of these activities as a forum for students to channel their talents, interests and potentials. According to Suryosubroto (2009: 301) the characteristics of student activity in participating in the organization are:

a. Meeting attendance rate
b. Position held
c. Providing suggestions, suggestions, criticisms and opinions for organizational improvement
d. Willingness of members to sacrifice
e. Member motivation

According to Sukirman (2004: 69) by joining the organization can obtain the following benefits:

1) Train cooperation in the form of multi-disciplinary work teams.
2) Fostering an independent, confident, disciplined and responsible attitude.
3) Train to organize.
4) Practice communication and express opinions in public.
5) Fostering and developing talent interests.
6) Adding insight.
7) Increase a sense of concern and sensitivity to the community and student environment.
8) Fostering critical, productive, creative and innovative abilities.

Learning Achievement

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Muhibbin Syah (2010:102) learning achievement is the reality or development of various potentials and capacities of a person. Based on some of these opinions, by obtaining high learning achievement, it is expected to make it easier for college graduates to find work in the future. Due to the fact that in the current job application requirements, the learning achievement index is also something that agencies or companies must consider in recruiting their prospective workers (Junaidi, et al 2018). Thus, IPK is one of the important aspects in terms of knowledge that can affect the level of student working readiness.

According to Ahmadi (2013: 138), the factors that affect learning achievement, namely:

1) Internal factors, namely physical factors (physiology) both congenital and acquired, such as hearing, body structure and so on. Psychological factors, whether innate or not, such as intelligence and talent as well as certain personality elements, and psychological maturity factors.
2) External factors, which are classified as external factors are social factors consisting of the family environment, school environment, community environment and group environment. Cultural factors such as customs, knowledge.

RESEARCH METHOD

The design in this study uses a quantitative approach with a descriptive type of research. Descriptive research is research that tries to explain or explain an event based on data. The independent variables in this study are organizations engagement (X1) and student learning achievement (X2). Meanwhile, the dependent variable is student working readiness (Y). Sampling in this study is 15% of the existing population, because the total population exceeds 100, namely 264 students. So, 264 x 15% / 100 = 39.6 or rounded up to 40 students, with an indication of being active in organizing for at least 4 semesters. The sampling technique used is simple random sampling. The instruments used in this study include 1) a questionnaire, 2) documentation.

The steps taken in analyzing the data are followed by temporary hypothesis testing, namely by testing the validity and reliability of the question instruments that will be used for research. Then after the results of the hypothesis test are in accordance with the specified value criteria, it is continued with the classical assumption test, starting from the normality test, multicollinearity, heteroscedasticity. Then proceed with data analysis with multiple regression test. Next, the hypothesis test was conducted with t-test and f-test. Finally, calculate the coefficient of determination and effective contribution to the variables studied.

RESULT

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Based on research that has been conducted on students of the Department of Development Economics class of 2017, State University of Malang, the following results can be obtained:

Table 1. Result

No	Research Hypothesis	Analysis Result	Research Hypothesis Test	Research Result
1.	There is an influence of oragnizations engagement on working readiness of Development Economics Department Student Class of 2017 UM	The results of the t-test show a significance value less than 0.05 (0.000), so H0 is rejected.	The research hypothesis is accepted sig. = 0.000	The variable of organizations engagement has a significant effect on working readiness of the Development Economics Department student class of 2017 UM
2.	There is an influence of learning achievement on working readiness of Development Economics Department Student Class of 2017 UM	The results of the t-test show a significance value less than 0.05 (0.016), so H0 is rejected.	The research hypothesis is accepted sig. = 0.016	The variable of learning achievement has a significant effect on working readiness of the Development Economics Department student class of 2017 UM
3.	There is an influence of oragnizations engagement and learning achievement on working readiness of Development Economics Department	The results of the f-test show a significance value less than 0.05 (0.000), so H0 is rejected.	The research hypothesis is accepted sig. = 0.000	The variable of organizations engagement and learning achievement has a significant effect on working readiness of the Development Economics Department student class of 2017 UM

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No	Research Hypothesis	Analysis Result	Research Hypothesis Test	Research Result
	Student Class of 2017 UM			

DISCUSSION

1. The influence of organizations engagement on working readiness of Development Economics Department Student

Based on the results of research conducted on students of the Development Economics Deaprtment student class of 2017 Universitas Negeri Malang using multiple linear regression analysis, it can be stated that the variable of organizations engagement has a significant positive effect on working readiness. The positive influence means that if the organizations engagement increases, the student's work readiness also increases.

Students who actively participate in organizations have more working readiness because in student organizations they are given the opportunity to channel their interests and talents and have experience in collaborating. This statement is in accordance with the theory of Faris Choirudin, 2013: 3 which states that student organizations are non-structural institutional subsystems of universities which are a forum and means of self-empowerment of students which are expected to accommodate and channel interests, talents and hobbies as well as become a forum for increasing reasoning and scientific activities. , as well as student professions that are part of the educational process. The experience gained by students when they are organizations engagement has an important effect on increasing their working readiness. Some of the benefits obtained by students who are active in organizations include training in teamwork, fostering an independent attitude, training in communication, adding insight and increasing a sense of concern and sensitivity to the student environment. So it can be concluded that students who are organizations engagement are better prepared to enter the world of work. This is also evidenced by student statements from the questionnaire distributed by researchers via google form that being organizations engagement can provide a lot of experience that can be used as capital to enter the world of work.

The results of this study are in line with previous research conducted by Setyaningrum (2018), entitled the effect of organizations engagement and learning achievement on working readiness of students of the 2013 office administration education study program, Universitas Sebelas Maret, Surakarta.

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The results of the study revealed that organizations engagement had a positive effect on working readiness of students of the 2013 Office Administration Education Study Program, UniversitasSebelas Maret, Surakarta. This means that the higher the activeness of students in organizations, the higher the level of student working readiness. Students who are active in organizations will have better job readiness than students who are not active in organizations.

This study also proves that there is a significant effect on the results of the t-test which shows the t_{count} value of 4,884 which is greater than the ttable value of 2,026 with a significance level (α = 0.05). In addition, the significance value of the effect is 0.000 (less than 0.05). So it can be concluded that organization engagement has a significant influence on working readiness, and the hypothesis H1 in this study is acceptable.

2. The influence of learning achievement on working readiness of Development Economics Department Student

Based on the results of research conducted on students of the Development Economics Department student class of 2017 at the Universitas Negeri Malang using multiple linear regression analysis, it can be stated that the learning achievement variable has a significant positive effect on working readiness. The positive influence means that if the student's learning achievement is getting better, the working readiness will be higher.

According to (Sjukur, 2012; Gunawan, et al., 2018a) learning achievement is the ability obtained by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills of students so that they become better than before. In this study, student achievement was measured based on the achievement of the Student Achievement Index. IPK is obtained from the siakad of each respondent in the research sample. Based on the results of the research, the IPK obtained by students of the Development Economics Department student class of 2017 who are organizations engagement is on average more than 3.51 and the highest is 3.95. In the questionnaire distributed with the help of the gform, several respondents stated that they had other achievements in academic and non-academic fields at the university and national level. This statement proves that students who are active in organizations, besides being active in socializing and having a good IPK, they are also competent in the sciences that are the focus of their learning. Thus, with several statements on learning achievement that affect working readiness, such as students being able to solve problems and dig up information from various media, being independent in completing tasks and responsibilities, can affect the level of student working readiness. Due to the fact

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that in the current job application requirements, the learning achievement index is also something that agencies or companies must consider in recruiting their prospective workers (Junaidi, et al 2018).

The results of this study are in line with previous research conducted by Gunawan (2020) with the title the influence of leadership style, managerial ability, self-efficacy, and learning achievement on student working readiness. The results of this study reveal that learning achievement has a significant effect on student working readiness. This means that students who have good learning achievements will have a better level of working readiness. This means that there is strong support from the aspect of understanding students' knowledge of the focus of their learning.

This study proves that there is a significant effect on the results of the t test which shows the tcount value of 2,514 which is greater than the ttable value of 2,026 with a significance level (α = 0.05). In addition, the significance value is smaller than 0.05, which is 0.016. So it can be concluded that learning achievement has a significant influence on working readiness, and the hypothesis H1 in this study is acceptable.

3. The influence of organizations engagement and learning achievement on working readiness of Development Economics Department Student

Based on the results of research conducted on students of Development Economics Department student class 2017 at Universitas Negeri Malang using multiple linear regression analysis, it can be stated that the variables of organizations engagement and learning achievement together (simultaneously) have a significant positive effect on student working readiness. The higher the level of organizations engagement and student achievement, the higher the level of student working readiness.

Wahyudi (2016) classifies the factors that influence student working readiness, including the level of maturity, experience and mental and emotional conditions. Factors that support the level of student working readiness are external factors (which come from outside themselves) namely experience and mental and emotional conditions. The factor in this study is the variable of organizations engagement. And internal factors (which come from within) in the form of maturity, in this study what is meant is the variable of learning achievement as seen from the IPK.

The results showed a significant effect on the results of the f test which showed the fcount value of 13,323 which was greater than ftable 3.24 with a significance level (α=0.05). Also, the significance value of the effect is smaller than 0.05, which is 0.000. So it can be concluded that organizations engagement and

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learning achievement simultaneously affect student working readiness, and the hypothesis H1 in this study can be accepted.

In addition, the results of this study indicate an R2 value of 0.419 which means that 41.9% of the working readiness variable (Y) is influenced by the independent variable, which in this study is organizations engagement (X1) and learning achievement (X2). While the remaining 58.1% of the work readiness variable (Y) is influenced by other variables not discussed in this study.

CONCLUSION

Based on the results of the study and referring to the formulation of the problems described previously, it can be concluded that:

1. There is a significant effect of positive organizations engagement on the working readiness of Development Economics Department student class of 2017, Universitas Negeri Malang. A positive influence means that an increase in organizations engagement is followed by an increase in student working readiness. This is supported by the experience and skills that students gain when they are organizations engagement.
2. There is a significant positive effect of learning achievement on the working readiness of Development Economics Department student class of 2017, Universitas Negeri Malang. The positive effect means that increasing learning achievement can increase student working readiness. This is supported by the understanding factor and also the student's knowledge.
3. There is a simultaneous influence of organizations engagement and learning achievement on working readiness of Development Economics Department student class of 2017, Universitas Negeri Malang. With a contribution percentage of 35.143% on the variable of activeness in organization and as much as 6.7% by the variable of student achievement.

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