International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Influence of Locus of Control and Internship Experience on the Work Readiness of Vocational Education Students

Muhammad Kris Yuan Hidayatulloh[1]
[1]Universitas Negeri Surabaya, Indonesia
Ekohariadi[2]
[2]Universitas Negeri Surabaya, Indonesia
Suparji[3]
[3]Universitas Negeri Surabaya, Indonesia
Ömer Çobanoğlu[4]
[4]University of Gaziantep, Turkey

Corresponding Author: muhammadkris.19003@mhs.unesa.ac.id

Abstract

This study aims to analyze: (1) the impact of locus of control on mechanical engineering students' willingness to work; (2) the impact of practical experience on the work willingness of mechanical engineering students; and (3) the simultaneous influence of locus of control and practical experience on the willingness to work of mechanical engineering students. This study uses ex post facto methods through a quantitative data approach using research question instruments distributed for vocational students. Data was obtained from 72 students as samples selected for analysis using regression. The results of this study found: (1) there is a positive effect between locus of control on students' willingness to work in mechanical engineering skills; (2) there is a positive effect between practical experience on students' willingness to work in mechanical engineering skills; and (3) there is a positive effect between locus of control and practical experience simultaneously on students' willingness to work in mechanical engineering competencies.

Keywords: Locus of Control; Intership Experience; Work Readiness, Vocational School.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

INTRODUCTION

Vocational education is an institution that carries out certain skills learning processes along with competency-based evaluations in order to prepare students to become technician-level workers (Sudira, 2012). Based on UUSPN No. 20 of 2003 Article 15 which states that the objectives of vocational secondary education include: (1) preparing graduates to be able to compete in the world of work, either independently or filling existing jobs in the world of business and industry as middle-level workers, in accordance with the field and program skills in demand; (2) equipping graduates to be able to choose a career path, be tenacious and persistent in their competencies and able to develop a professional attitude in their area of expertise; and (3) equip graduates with science and technology so they are able to develop themselves towards a higher level of education.

According to data obtained from the Central Statistics Agency, 8 million people were unemployed as of January 2021, of which 11.24 percent were vocational school graduates. This is due to the difference between the quality of labor required by the industry and the abilities of the applicants (Disas, 2018).

The results of initial observations carried out at SMK YPM 8 Sidoarjo show that 68% of graduates were absorbed into the world of work according to their field of expertise in 2020. This figure is still not enough to meet the success of graduates with graduate absorption in the world of work of 75%. This problem is thought to be the influence of internal or external factors on the students themselves to be ready to work.

Based on the explanation above, it can be explained that one of the causes of the increasing unemployment rate is due to the lack of work readiness of graduates in the world of business and industry. To analyze how work readiness involves several factors, including locus of control and practical field work experience. These two factors will be used as research variables to reveal students' work readiness at SMK YPM 8 Sidoarjo.

Personality locus of control according to Tentama and Abdussalam (2020) is an individual's belief regarding the relationship between behavior and the consequences it obtains. Locus of control can be interpreted as a personality regarding whether or not an individual believes in an action they take that can influence an event (Kırdök & Harman, 2018). Locus of control consists of internal locus of control which is an individual's belief that everything that happens to him is due to factors from within himself, and external locus of control which is an external factor that influences individual success (Ng-Knight & Schoon, 2017). Individuals with an internal locus of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

control are people who actively seek information before making decisions and have strong motivation to achieve, and are more suited to carrying out tasks with high initiative and independence. On the other hand, people with an external locus of control will do well in routine and structured jobs, where their success is very dependent on the direction of other parties (Rahman, 2017).

Locus of control in this research explains the extent to which students believe that students are in control of their own success or external factors outside themselves that can determine their success. Students who have an internal locus of control have the belief that they have a role in being able to manage and direct their lives to be responsible for whatever achievements they receive (Afista & Hidayatulloh, 2020). This is supported by research conducted by Akyürek & Guney (2018) which states that individuals with a high internal locus of control will show a willingness to work hard in independently collecting information about careers such as the field of work and preparing the requirements that must be met on the job. destination in the future (information gathering). This information is proven to increase the knowledge that will be used in planning his career.

Field work practice is one of the mandatory programs that must be held by vocational schools. Organizing field internship will contribute to helping students gain real experience from the learning outcomes achieved during the classroom learning process (Iktiari & Purnami, 2019). Another opinion states that field work practice is training that is held in order to provide the work skills needed in a particular job according to the demands of the type of work (Lisnawati & Adman, 2019). Based on the explanation above, it can be concluded that field work practice is a productive skills practice program that is mandatory so that it must be taken and carried out by vocational school students which is carried out in the world of business and industry to increase work readiness.

According to the concept of field internship which refers to the Minister of Education and Culture of the Republic of Indonesia Decree Number 323/U/1997 Article 2 which states that the implementation of field internship aims to: (1) produce workers who have professional skills with a level of knowledge, skills and work ethic that is in accordance with the objectives employment; (2) strengthening links and matches between schools and the business/industry world; (3) increasing the efficiency of the education process; (4) increasing appreciation of the soul and sociology; (5) improving moral attitudes, ethics and work enthusiasm; (6) increasing personal growth for employees; (7) provide recognition and appreciation for work experience as part of the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

educational process; (8) improving the quality and relevance of vocational education through the participation of science; (9) following the development of the latest skills, thoughts and paradigms both in work and in human resources (Husnita & Suparno, 2020).

The benefits of field work practice for students are: (1) producing workers who have professional skills, including mastering knowledge, skills and work enthusiasm in accordance with industry demands; (2) strengthening school relations with the business and industrial world; (3) increasing the efficiency of the learning process and quality workforce training; (4) provide legal recognition and appreciation for work experience obtained as part of the educational process; (5) preparing quality human resources according to the demands of the times in the era of industrial revolution 4.0 (Siti Suantari et al., 2019); (Edy et al., 2019)

Field work practice activities are divided into three activity stages, namely: (1) preparation stage, where the school needs to prepare what competencies are currently needed by the industry; (2) implementation stage, where students can absorb various work experiences, knowledge, abilities both in the process of skills, creativity and work ethic; and (3) the evaluation stage, to find out clearly whether a student really has the knowledge and work abilities as expected by professional standards (Khadifa et al., 2018).

Readiness is the level or state that must be achieved in the process of individual development at the levels of physical, mental, social and emotional growth (Baiti et al., 2017). Another opinion states that readiness is a person's overall condition that makes him ready to respond or answer in a certain way to a situation (Krisnamurti, 2017). Based on this opinion, it can be concluded that readiness is a psychological condition of someone who is more mature to make decisions or respond to a problem or situation, complete developmental tasks, adapt to the environment and be able to solve the problems they face.

Work readiness is a condition of a person's ability to carry out or perform a job or task based on skills and knowledge characterized by professionalism and supported by the work attitude required by the job (Lee et al., 2021). Building work readiness for vocational school students is important in producing graduates who are able to compete and succeed in their jobs in the world of work. Vocational education is closely related to the world of work or industry, so practical learning and training hold the key to equipping graduates to be able to adapt to the workforce (Prianto et al., 2020).

Students' readiness to enter the world of work is influenced by three main factors, namely physiological factors, psychological factors and experience factors (Pangastuti & Khafid, 2019).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Apart from that, according to Hilmi (2020), there are seven factors that influence work readiness, namely (1) ability factors; (2) self-image factor; (3) supporting factors; (4) academic factors; (5) inherited factors; (6) behavioral factors; and (7) ideals factor.

Based on the description above, it can be concluded that work readiness for vocational school students plays an important role in facing the world of work. Students' ability to face the world of work is influenced by locus of control, both internal and external. Another factor that supports work readiness is the implementation of practical field work which provides real experience for students to become more familiar with the world of work, and put into practice all the knowledge gained at school. The influence of these two factors has a contribution to work readiness in accordance with the objectives of this research, namely to analyze: (1) the influence of locus of control on work readiness; (2) the influence of practical field work experience on work readiness; (3) the influence of locus of control and practical field work experience simultaneously on work readiness.

METHOD

This research was conducted using an ex post facto type of research using a quantitative data approach without providing treatment to the variables studied (Sugiyono, 2018). The research design uses a correlational design, namely looking for the causal influence of the variable locus of control, field internship on work readiness.

The research was conducted at SMK YPM 8 Sidoarjo. Data collection was carried out in the 2021/2021 even semester academic year via online form. The research population was all students with the Machining Engineering Skills Competency at SMK YPM 8 Sidoarjo with the sample taken being all Class XII students with the Machining Engineering Skills Competency through a purposive sampling technique totaling 60 students.

The instrument used in this research was a questionnaire. The data obtained was then analyzed using a multiple regression test assisted by statistical analysis software with a significance level of 5% which aims to test the significance of the influence of more than two variables through their correlation coefficient.

RESULT

The results of simple regression analysis testing of the influence of locus of control on work readiness are shown in Table 1.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Table 1. Table of *Coefficients Locus of control*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49,265	8,831	-	5,579	0,000
	locus of control	0,343	0,130	0,355	2,631	0,011
a. *Dependent Variable*: work readiness						

Table 1 shows that the probability value is 0.11. If compared with a significance level of 0.05, then (0.05 > 0.11). So it can be concluded that H0 is rejected and Ha is accepted, meaning that there is an influence between locus of control and work readiness. Meanwhile, the regression coefficient = 0.355 (signed + or positive). So, it is proven that locus of control has a positive influence on work readiness. Thus, it can be concluded that if the locus of control increases, this will be followed by an increase in the work readiness of class XI students in machining engineering at SMK YPM 8 Sidoarjo.

Table 2. Table of *Model Summary* X_1*Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,355[a]	0,126	0,108	4,45147

a. *Predictors: (Constant), locus of control*

Table 2 shows the correlation coefficient (R) = 0.355 and the coefficient of determination (Rsquare) is 0.126. This result can be interpreted to mean that the influence of the locus of control variable (X1) on work readiness is 12.6%. The results of simple regression analysis testing of the influence of field internship on work readiness are shown in Table 3.

Table 3. Table of Coefficients internship

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,551	7,711	-	6,686	0,000
	internship	0,333	0,122	0,365	2,718	0,009
a. *Dependent Variable*: work readiness						

Table 3 shows that the probability value is 0.09. If compared with a significance level of 0.05, then (0.05 > 0.09). So it can be concluded that H0 is rejected and Ha is accepted, meaning that there is an influence between field internship and work readiness. Meanwhile, the regression

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

coefficient = 0.365 (signed + or positive). So, it is proven that field internship have a positive influence on work readiness. Thus, it can be concluded that if field internship increase, this will be followed by an increase in work readiness.

Table 4. Table of Model Summary X_2*Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,365[a]	0,133	0,115	4,43275
a. *Predictors: (Constant)*, internship				

Table 4 shows the correlation coefficient (R) = 0.365 and the coefficient of determination (R_{square}) is 0.133. This result can be interpreted as meaning that the magnitude of the influence of the field work practice variable (X2) on the work readiness of class XI Machining Engineering students at SMK YPM 8 Sidoarjo is 13.3%.

The results of testing the multiple regression analysis of the influence between locus of control and field internship simultaneously with work readiness are shown in Table 5.

Table 5. Table *Coefficients locus of control* dan praktik kerja lapangan

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,737	9,845	-	4,036	0,000
	locus of control	0,251	0,135	0,260	1,860	0,069
	internship	0,251	0,127	0,275	1,971	0,055
a. *Dependent Variable*: work readiness						

Based on Table 5, the constant values obtained are (a) = 39.737, b1X1 = 0.260, and b2X2 = 0.275. So the regression line equation can be expressed in the following equation:

Y = 39.737 + 0.260 X1 + 0.275 X2

This equation has meaning: a constant of 39.737 shows that if there is no increase in the variables of locus of control and field work practice, the student's work readiness is 39.737. Then, the regression coefficient of 0.260X1 states that each addition (+ sign) of 1 locus of control will increase students' work readiness by 0.260. Likewise, conversely, a decrease of 1 locus of control

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

means that students' work readiness is also predicted to decrease by 0.260. Likewise, the regression coefficient of 0.275 So it can be concluded that the variable locus of control (X1) and field work practice (X2) simultaneously have a positive influence on students' work readiness (Y).

Table 6. Table of Model Summary X1 dan X2*Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,439[a]	0,193	0,158	4,32344

a. *Predictors: (Constant)*, internship, *locus of control*

Table 6 shows the correlation coefficient (R) = 0.439 and determination coefficient (Rsquare) = 0.193. This shows that the influence of the variables locus of control (X1) and field internship (X2) on work readiness (Y) is 19.3%, while the influence of 80.7% is influenced by other variables not studied.

Table 7. Table of F test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209,790	2	104,895	5,612	0,007[b]
	Residual	878,530	47	18,692		
	Total	1088,320	49			

a. Dependent Variable: work readiness

b. Predictors: (Constant), internship, *locus of control*

In Table 7, the probability value obtained is 0.007, smaller than the significance level (0.05) with p-value (0.007 < 0.05). Thus, it can be concluded that locus of control and field internship simultaneously have an influence on work readiness. The increase in the quality of locus of control and field internship is directly proportional and will be followed by an improvement in the level of work readiness of class XI students in machining engineering at SMK YPM 8 Sidoarjo.

DISCUSSION

By accepting the first hypothesis which shows that there is an influence between locus of control and the work readiness of class increasing students' work readiness after graduating from school. This shows that the better the formation of a locus of control in students, the greater the tendency for students to increase their work readiness. The results of this hypothesis test also support research explaining that individuals are said to be mature or ready to make career decisions if the knowledge they have to make career decisions is supported by adequate information about the job based on the exploration that has been carried out. This is in line with

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

research by Saraswati et al (2020) which found that locus of control can increase students' work readiness if students have an attitude that can direct them to behave positively and have responsibility for their future.

Acceptance of the second hypothesis is that there is an influence between field work practice and work readiness of class significant impact on students' work readiness. This is in line with research by Wahyuningsih and Yulianto (2020) that the better the practical experience of field work, the greater the tendency for students to increase their work readiness. Husnita & Suparno through their research (2020) found that work experience in industry influences students' readiness to enter the world of work. This shows that the experience aimed at carrying out practical field work is a process that matures professional abilities and mental attitudes as well as increasing skills and knowledge about the industrial world, so that students will be better prepared to enter the world of work.

Fataron and Sianggaran (2019) succeeded in describing two factors that influence work readiness, namely internal factors and external factors. Internal factors are factors that come from within the job seeker which include physical and mental maturity, pressure, encouragement, creativity, interest, talent and motivation, while external factors include the role of society, family, school infrastructure, information about the world of work and experience. field work practice. Thus, students are required to form a locus of control within themselves so that students have high confidence that everything that happens to them will be largely determined by themselves. Apart from that, students' practical field work experience really supports students' knowledge and skills as well as work readiness to enter the world of work according to their respective fields of expertise.

CONCLUSION

Based on the data analysis and discussion above, this research can be concluded as follows: (1) there is a significant influence in the direction of the positive relationship between locus of control and work readiness in class The direction of the positive relationship between field work practice on work readiness in class YPM 8 Sidoarjo.

REFERENCES

Afista, Y., & Hidayatulloh, M. K. Y. (2020). Locus Of Control Internal Dan Niat Wirausaha Siswa Sekolah Menengah Kejuruan. GEOGRAPHY: Jurnal Kajian, Penelitian Dan Pengembangan

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Pendidikan, 8(2), 163–168.

Akyürek, S., & Guney, S. (2018). Effects of learning styles and locus of control on the decision-making styles of leader managers. Eurasia Journal of Mathematics, Science and Technology Education, 14(6), 2317–2328. https://doi.org/10.29333/ejmste/89515

Baiti, R. D., Abdullah, S. M., & Rochwidowati, N. S. (2017). Career self-efficacy dan kesiapan kerja pada mahasiswa semester akhir. Jurnal Psikologi Integratif, 5(2), 128–141. http://ejournal.uin-suka.ac.id/isoshum/PI/article/view/1411/1212

Disas, E. P. (2018). Link and Match sebagai Kebijakan Pendidikan Kejuruan. Jurnal Penelitian Pendidikan, 18(2), 231–242. https://doi.org/10.17509/jpp.v18i2.12965

Edy, D. L., Malikha, S., Widiyanti, & Rahma Putra, A. B. N. (2019). Analysis of the competence of expertise in the intership program in the industrial era 4.0 vocational education in Indonesia. International Journal of Innovation, Creativity and Change, 8(1), 97–119.

Fataron, Z. A., & Sijabat, R. (2019). Chain for Strengthening Work Readiness. Dinamika Pendidikan, 14(2), 193–204. https://doi.org/10.15294/dp.v14i2.20940

Hilmi, M. A. (2020). Pengaruh Pengalaman Prakerin, Konsep Diri Dan Komitmen Siswa Terhadap Kesiapan Kerja Bidang Otomotif Sekolah Menengah Kejuruan Di Kediri. EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran, 1(2), 79–90. https://doi.org/10.37859/eduteach.v1i2.1951

Husnita, & Suparno. (2020). Pendidikan Karakter dan Prakerin Berpengaruh Terhadap Kesiapan Siswa Memasuki Dunia Kerja. Jurnal Pedagogi Dan Pembelajaran, 3(3), 428–438.

Iktiari, R., & Purnami, A. S. (2019). Manajemen Praktek Kerja Industri untuk Meningkatkan Keterserapan Lulusan SMK pada Dunia Usaha dan Dunia Industri. Media Manajemen Pendidikan, 2(2), 168. https://doi.org/10.30738/mmp.v2i2.3719

Khadifa, A., Indriayu, M., & Sudarno. (2018). Pengaruh Praktik Kerja Industri dan Efikasi Diri Terhadap Kesiapan Kerja Siswa Kelas XI SMK Negeri 1 Banyudono 2017/2018. Jurnal Pendidikan Bisnis Dan Ekonomi, 4(1), 14–41.

Kırdök, O., & Harman, E. (2018). High school students' career decision-making difficulties according to locus of control. Universal Journal of Educational Research, 6(2), 242–248. https://doi.org/10.13189/ujer.2018.060205

Krisnamurti, T. F. (2017). Faktor-faktor yang mempengaruhi kesiapan kerja siswa SMK. Jurnal Pendidikan Dan Ekonomi, 6(1), 65–76.

Lee, H., Min, H., Kim, C., Shim, K., Song, Y., & Kim, E. (2021). Psychometric evaluation of the Korean

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

version of the work readiness scale for graduating nursing students. Collegian, 28(1), 128–134. https://doi.org/10.1016/j.colegn.2020.03.002

Lisnawati, R., & Adman, A. (2019). Pelaksanaan Program Praktek Kerja Industri Dalam Penguasaan Kompetensi Keahlian Administrasi Perkantoran. Jurnal Pendidikan Manajemen Perkantoran, 4(2), 264. https://doi.org/10.17509/jpm.v4i2.18022

Ng-Knight, T., & Schoon, I. (2017). Can Locus of Control Compensate for Socioeconomic Adversity in the Transition from School to Work? Journal of Youth and Adolescence, 46(10), 2114–2128. https://doi.org/10.1007/s10964-017-0720-6

Pangastuti, U., & Khafid, M. (2019). Peran Kematangan Karir dalam Me-mediasi Kompetensi Kejuruan dan Efikasi Diri terhadap Kesiapan Kerja Siswa. Economic Education Analysis Journal, 8(2), 485–500. https://journal.unnes.ac.id/sju/index.php/eeaj

Prianto, A., Winardi, & Qomariyah, U. N. (2020). The Effect of the Implementation of Teaching Factory and Its Learning Involvement toward Work Readiness of Vocational School Graduates. International Journal of Instruction, 14(1), 283–302. https://doi.org/10.29333/IJI.2021.14117A

Rahman, A. F. (2017). Hubungan Internal Locus Of Control dan Dukungan Orang Tua terhadap Kesiapan Kerja Siswa Sekolah Menengah Kejuruan (SMK). Psikoborneo, 4(1), 91–98.

Saputra, E., & Jalinus, N. (2020). Analisis Perspektif Pelaksanaan Magang dan Peluang Kerja dalam Menilai Kesiapan Kerja Siswa. INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi, 20(3), 107–114. https://doi.org/10.24036/invotek.v20i3.748

Saraswati, A. A. S. D., Putri, I. G. A. M. A. D., Suprasto, H. B., & Sari, M. M. R. (2020). Influence of competence and locus of control on readiness of accounting department students facing the world of work era industrial revolution 4.0. International Research Journal of Management, IT & Social Science, 7(4), 14–23. https://sloap.org/journals/index.php/irjmis

Siti Suantari, N. P., Natajaya, I. N., & Yudana, M. (2019). Studi Evaluatif Tentang Implementasi Program Praktik Kerja Industri (Prakerin) di Program Studi Keahlian Agro Bisnis Produksi Tanaman SMKN 1 Petang. Jurnal Administrasi Pendidikan Indonesia, 9(1), 67–76. https://doi.org/10.23887/japi.v9i1.2744

Sudira, P. (2012). Filosofi dan Teori Pendidikan Vokasi dan Kejuruan. Yogyakarta: UNY Press.

Sugiyono. (2018). Metode penelitian pendidikan pendekatan kauntitatif, kualitatif, R&D. Bandung: AlfaBeta.

Tentama, F., & Abdussalam, F. (2020). Internal locus of control and entrepreneurial intention: A

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

study on vocational high school students. Journal of Education and Learning (EduLearn), 14(1), 97–102. https://doi.org/10.11591/edulearn.v14i1.13999

Wahyuningsih, I., & Yulianto, A. (2020). Pengaruh Status Sosial Ekonomi Orang Tua dan Praktik Kerja Industri melalui Motivasi Kerja terhadap Kesiapan Kerja. Economic Education Analysis Journal, 9(2), 532–551. https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/39430

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License