

THE EFFECT OF SOFT SKILL MASTERY AND CAREER GUIDANCE ON WORK READINESS OF XII CLASS STUDENTS OF SMK PGRI 1 PONOROGO THROUGH WORK MOTIVATION AS AN INTERVENING VARIABLES

PENGARUH PENGUASAAN SOFT SKILL DAN BIMBINGAN KARIR TERHADAP KESIAPAN KERJA SISWA KELAS XII SMK PGRI 1 PONOROGO MELALUI MOTIVASI KERJA SEBAGAI VARIABEL INTERVENING

By:

Sagita Ayu Maya Ragati

Accounting Education Study Program, Yogyakarta State University
sagitaayu.2018@student.uny.ac.id

Sukirno

Teaching Staff of Accounting Education Department, Yogyakarta State University
sukirno@uny.ac.id

Abstract

The main goal of vocational high school is to create human resources who are ready to work after graduation, but in reality there are not a few SMK graduates who do not have the readiness to work. This study aims to determine the effect of soft skill mastery and career guidance on job readiness through work motivation as an intervening variable. The data collection method used is a questionnaire. The sampling technique used proportional random sampling with the number of respondents 162 class XII students of SMK PGRI 1 Ponorogo. Data analysis was performed by simple regression analysis, path analysis, and Sobel test. The results of the study showed that there was a positive and significant effect of Soft Skill Mastery on Work Motivation, there was a positive and significant effect of Career Guidance on Work Motivation, there was a positive and significant effect Soft Skill Mastery on Work Readiness, there is a positive and significant effect of Career Guidance on Work Readiness, there is a positive and significant effect of Work Motivation on Work Readiness, there is a positive and insignificant effect of Soft Skill Mastery on Work Readiness with Work Motivation as an intervening variable, and there is a positive and insignificant effect of Career Guidance on Work Readiness with Work Motivation as an intervening variable.

Keywords: Soft Skill Mastery, Career Guidance, Work Motivation, and Work Readiness

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penguasaan soft skill dan bimbingan karir terhadap kesiapan kerja melalui motivasi kerja sebagai variabel intervening. Metode pengumpulan data yang digunakan adalah kuesioner. Teknik pengambilan sampel menggunakan proportional random sampling dengan jumlah responden 162 siswa kelas XII SMK PGRI 1 Ponorogo. Analisis data dilakukan dengan analisis regresi sederhana, analisis jalur, dan uji sobel. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan Penguasaan Soft Skill terhadap Motivasi Kerja, terdapat pengaruh positif dan signifikan Bimbingan Karir terhadap Motivasi Kerja, terdapat pengaruh positif dan signifikan Penguasaan Soft Skill terhadap Kesiapan Kerja, terdapat pengaruh positif dan signifikan Bimbingan Karir terhadap Kesiapan Kerja, terdapat pengaruh positif dan signifikan Motivasi Kerja terhadap Kesiapan Kerja, terdapat pengaruh positif dan tidak signifikan Penguasaan Soft Skill terhadap Kesiapan Kerja melalui Motivasi Kerja sebagai variabel intervening, dan terdapat pengaruh positif dan tidak signifikan Bimbingan Karir terhadap Kesiapan Kerja melalui Motivasi Kerja sebagai variabel intervening.

INTRODUCTION

Today, the world of work has strong and tight competition among prospective workers. Manpower who have not been able to meet the needs of the world of work is one of the things Indonesia is facing. The inability of the workforce is caused by many things, one of which is readiness to enter the world of work. Readiness to enter the world of work can be seen from the work readiness of a graduate. Whether or not graduates are ready to enter the workforce can be caused by several things, including the readiness of education providers and the readiness of each individual graduate. The unpreparedness or inability of education providers in Indonesia in creating prospective workers who are ready to work is one of the factors that causes Indonesia to have not been able to compete in entering the world of work. Education providers are also not optimal in educating prospective workers or preparing professional workers in accordance with the needs of the world of work. One of the education providers whose aim is to prepare graduates to be ready to work is the Vocational High School.

Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs, or other equivalent forms or continuation of learning outcomes that are recognized as equal or equivalent to SMP or MTs.

Vocational High School has a goal to provide students with special skill and expertise in order to have readiness to enter the world of work. In line with the statement (Rahman, 2016) in preparing its graduates, Vocational High Schools emphasize practice and hone their students' skill so that Vocational High School graduates will be more prepared and established to work so that Vocational High School graduates are expected to have higher work readiness compared to graduates of other education providers.

Work readiness is a condition that shows a harmony between physical, mental, and experience maturity so that individuals have the ability to carry out certain activities in relation to work (Fitriyanto, 2006). Work readiness is a trait that must and must be possessed by every vocational school graduate so that with the skill possessed, it is expected to be able to support them to enter the world of work. The high and low level of work readiness possessed by students is caused by several factors. According to (Kwok, Gujral, & Chan, 2014) states that work readiness is influenced by internal factors and external factors. Internal factors come from within students including mental conditions, emotions, creativity, intelligence, interests, and motivation, while external factors come from outside students including the role of society, family, school facilities and infrastructure, social environment, world of

work information, and experience. work practice.

Based on initial observations made at SMK PGRI 1 Ponorogo, data on the interest of class XII students of SMK PGRI 1 Ponorogo showed that 71% of students said they chose to work, 21% of students said they would continue their studies to higher education, 2%

of students chose entrepreneurship, and 6 % of students are still undecided. In addition, graduate data can strengthen that there is a gap between expectations and the reality that occurs in the field where most students choose to work but in fact many graduates are still not working, below is the absorption data of graduates obtained from initial observations:

Table 1 Job Absorption of Graduates of SMK PGRI 1 Ponorogo

Major	Work		Study		Unemployed		Number of Graduates	
	2020	2021	2020	2021	2020	2021	2020	2021
Automation and Office Governance	47	36	11	8	17	20	75	64
Institutional Accounting and Finance	43	39	11	9	16	20	70	68
Online Business and Marketing	21	15	4	2	7	9	31	26
Multimedia	15	14	4	3	2	2	22	18

Source: TU SMK PGRI 1 Ponorogo

The data shows that there are some graduates of SMK PGRI 1 Ponorogo who are already working. In addition to work, there are also graduates who continue to college, but also not a few graduates who are still unemployed even though they are ready to work. In addition, based on data from the Central Statistics Agency, it is stated that the highest unemployment in Indonesia is SMK graduates. This statement is based on data reported by the Central Statistics Agency seen from the last 3 years, if the data is seen from August and only sees in terms of SMK

graduates only, namely the open unemployment rate for SMK graduates in August 2019 of 11.24%, August 2020 of 13, 55%, and August 2021 at 11.13%. Vocational High School (SMK) as a school that should be able to create graduates who are ready to work with the skill and expertise provided the highest contribution to the unemployment rate in Indonesia. This can be caused by many factors why many graduates are still unemployed, including the lack of student work readiness, the increase in vocational graduates who are not matched by job

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opportunities, and the ability of students who are not in accordance with the needs of the world of work.

Several studies have mentioned things that can affect work readiness, one of which is in research (Khoiroh & Prajanti, 2018) revealed that there is a positive and significant effect of work motivation, industrial work practices, soft skill mastery, and information on the world of work on work readiness partially and simultaneously. Then in another study it was stated that there is a positive and significant influence between career expectations, career guidance, and work motivation simultaneously on students' work readiness (Sofiani & Taman, 2019). In this case, it can be seen from some of these studies that soft skill mastery and work motivation are factors that can affect students' work readiness.

According to (Afriani & Setiyani, 2015) a person's success in work is not only determined by hard skill, but is also determined by soft skill which determine whether a person is able to be accepted well in his work environment or not. Based on the Survey of the National Association of Colleges and Employees (NACE) in 2002 in the United States of America from the results of a poll of 457 entrepreneurs, 19 soft skill are needed in the world of work including communication skill, honesty, teamwork skill, interpersonal skill, ethics, motivation, adaptability, analytical power, computer skill, organizational skill, detail-oriented, leadership, self-confidence, polite, wise,

achievement index, creative, humorous, and entrepreneurial skill.

In addition, the work motivation factor from within students also affects students' work readiness. Motivation is very important for students because it will make students themselves become better students. Work motivation is a very important encouragement for every SMK student. The existence of work motivation will encourage students not to give up easily and always try hard so that they have the opportunity to become workers according to their abilities. Work motivation students will affect the success of achieving its goals. The results of interviews with 10 class XII students of SMK PGRI 1 Ponorogo conducted at the time of the pre-study, the students said that they still felt unworthy to work and did not believe that SMK graduates could make it easier for them to find work. In addition, students feel pessimistic because there are not a few graduates who have not worked, go to college, and those who work are not according to their fields, therefore students' work motivation is low.

In addition to soft skill mastery and work motivation as internal factors that affect work readiness, there are external factors that also influence it, namely information on the world of work through the school or commonly referred to as career guidance. Career guidance is a process of providing assistance to students in understanding and acting on the basis of self-knowledge and job opportunities, being able to make decisions so that students can

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manage their career development. Career guidance is expected to make students choose a job according to their abilities, interests, and talents and can understand how ready they are to compete with each other in the world of work and be able to understand what is in themselves well. Based on interviews with counseling teachers at SMK PGRI 1 Ponorogo, career guidance services have been implemented, but student responses to career guidance services provided by schools are still lacking and students' awareness and activeness to find out about work information is still low.

The statements above explain that work readiness is influenced by several factors. Work motivation as one of the internal factors from within students has an important role. In order to be ready to enter the world of work, good work motivation is needed in students. Students who have high work motivation are expected to be able to build the work readiness of students or SMK graduates. So that in this study using work motivation as an intervening variable or mediating from the independent variable, namely the soft skill mastery and career guidance on work readiness as the dependent variable. This study uses work motivation as an intervening variable because work motivation is one of the internal factors that cannot be sharpened when compared to other independent variables.

An explanation supported by the theory of each variable that affects work readiness is

the background of this research. Based on the initial observations that have been made and the reality in the community, it is explained that many factors affect work readiness. And for the novelty of this research with previous research, there are intervening variables to mediate between the factors that affect work readiness. Therefore, the authors are interested in conducting research on "The Effect of Soft Skill Mastery and Career Guidance on Work Readiness of Class XII Students of SMK PGRI 1 Ponorogo through Work Motivation as an Intervening Variable".

METHODS

This study used a quantitative approach, because many are required to use numbers, starting from data collection, data interpretation, and the appearance of results (Arikunto, 2010). In this study will examine the effect of soft skill mastery (X_1) on work motivation (I), examine the effect of career guidance (X_2) on work motivation (I), the effect of soft skill mastery (X_1) on work readiness (Y), the effect of career guidance (X_2) on work readiness (Y), the effect of work motivation (I) on work readiness (Y), the effect of soft skill mastery (X_1) on work readiness (Y) through work motivation (I) as an intervening variable, and the effect of career guidance (X_2) on work readiness (Y) through work motivation (I) as an intervening variable.

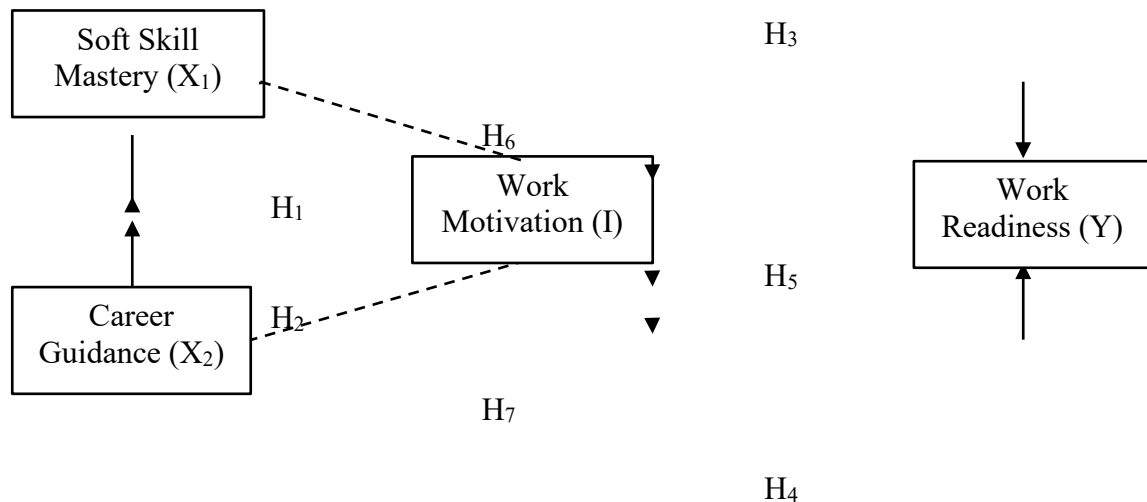


Figure 1 Research Paradigm

The population of this research is class XII students of SMK PGRI 1 Ponorogo for the Academic Year 2021/2022 which consists of 9 classes with a total of 271 students. The sample uses a proportional random sampling technique, where samples are taken from members of the population using a random method without regard to the strata in the population.

Data were obtained using a questionnaire. The distribution of the questionnaires was carried out online using a google form due to the Covid-19 pandemic. Questionnaires were used to obtain relevant data from respondents regarding the variables of work readiness, soft skill mastery, career guidance, and student work motivation which were measured using a Likert scale of four alternative answers regarding the suitability of the respondent's condition to the statement given. Alternative answers include strongly

disagree, disagree, agree, and strongly agree given to each statement. The research instrument in each variable used in this study was compiled with reference to research indicators and modifying existing research in the form of a questionnaire which is divided into four parts, including statements about job readiness with indicators according to (Ratnasari, 2017), soft skill mastery with indicators according to (Kadarningtyas, 2015), career guidance with indicators according to (Nurrahmah, 2014), and work motivation with indicators according to (Yudikiswanti, 2017) with a total of 105 statements. To determine the feasibility and reliability of the instrument, instrument trials were conducted, namely the product moment Pearson correlation validity test and Cronbach's alpha reliability test. The trial of this research instrument was carried out on 41 class XII students of SMK PGRI 1 Ponorogo for the 2021/2022 academic year.

Furthermore, the research data obtained were analyzed by data including descriptive statistical analysis, classical assumption test, and hypothesis testing. Descriptive statistical analysis is useful for describing each research variable so that it is easier to understand through the results of describing research data. Classical assumption tests in this study include normality test, multicollinearity test, heteroscedasticity test, and linearity test. Furthermore, to test the hypothesis to test the effect between the independent and dependent variables using simple regression analysis, while to test the effect between the independent variables on the independent variables through the intervening variable using path analysis and sobel test.

FINDINGS AND DISCUSSION

Findings

1. Descriptive Statistical Analysis

a. Work Readiness

Data on the variable of work readiness were obtained from the total results of respondents' answers to a questionnaire with 24 statements. The score uses a likert scale with four alternative answers, namely the highest score is 4 and the lowest score is 1. After descriptive statistical analysis, the highest total score is 96 and the lowest total score is 48 with an average value of 75.383, median 76, and standard deviation of 10.401. Judging from the value of the distribution of the variable tendencies, the overall work readiness of class XII SMK PGRI 1 Ponorogo is in the high category. The results of the trend categories of work readiness variables are obtained as follows:

Table 2 Categories of Work Readiness Trends

Interval Class	Frequency		Category
	Absolute	Relative (%)	
$X \geq 72$	113	69.75	High
$48 \leq X < 72$	49	30.25	Medium
$X < 48$	0	0	Low
Total	162	100	

b. Soft Skill Mastery

Data regarding the soft skill mastery variable was obtained from the total results of respondents' answers to a questionnaire with 24 statements. The score uses a likert scale with four

alternative answers, the highest score is 4 and the lowest score is 1. After descriptive statistical analysis, the highest total score is 96 and the lowest total score is 27 with an average value of 79.907, median 81, and standard

deviation 11.125. Judging from the value of the distribution of the tendency of the variable, then overall the variable soft

skill mastery is in the high category. The results of the trend category for soft skills mastery variables are as follows:

Table 3 Categories of Soft Skill Mastery Trends

Interval Class	Frequency		Category
	Absolute	Relative (%)	
$X \geq 72$	141	87.04	High
$48 \leq X < 72$	17	10.49	Medium
$X < 48$	4	2.47	Low
Total	162	100	

c. Career Guidance

Data regarding career guidance variables were obtained from the total results of respondents' answers to a questionnaire with 20 statements. The score uses a likert scale with four alternative answers, namely the highest score is 4 and the lowest score is 1. After descriptive statistical analysis, the

highest total score is 80 and the lowest total score is 23 with an average value of 68.148, median of 70, and standard deviation of 8.950. Judging from the value of the distribution of the tendency of the variable, the overall career guidance variable is in the high category. The results of the career guidance variable trend category are as follows:

Table 4 Categories of Career Guidance Trends

Interval Class	Frequency		Category
	Absolute	Relative (%)	
$X \geq 60$	144	88.89	High
$40 \leq X < 60$	16	9.88	Medium
$X < 40$	2	1.23	Low
Total	162	100	

d. Work Motivation

Data on work motivation variables were obtained from the total results of respondents' answers to a questionnaire with 17 statements. The score uses a likert scale with four alternative answers,

namely the highest score is 4 and the lowest score is 1. After descriptive statistical analysis, the highest total score is 68 and the lowest total score is 17 with an average value of 60.549, median of 63, and standard deviation of 7.839.

Judging from the value of the distribution of the tendency of the variable, the overall work motivation variable is in the high category. The

results of the trend categories of work motivation variables were obtained as follows:

Table 5 Categories of Work Motivation Trends

Interval Class	Frequency		Category
	Absolute	Relative (%)	
$X \geq 51$	153	94.44	High
$34 \leq X < 51$	7	4.32	Medium
$X < 34$	2	1.23	Low
Total	162	100	

2. Classic Assumption Test

Before testing the hypothesis, the classical assumption test was carried out first to ensure the data met the requirements for the regression test. Classical assumption test in this study includes normality test, multicollinearity test, heteroscedasticity test, and linearity test.

a. Normality Test

The normality test aims to test

whether in a regression model, the dependent variable, the independent variable, or both are normally distributed or not (Sugiyono, 2013). The normality test in this study was carried out by the Kolmogorov-Smirnov statistical test with the Monte Carlo approach, a variable can be said to be normal if the significance value is more than 0.050 (Ghozali, 2011).

Table 6 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		162
Normal Parameters ^{a,b}	Mean	.000
	Std. Deviation	7.952
Most Extreme Differences	Absolute	.084
	Positive	.083
	Negative	-.084
Test Statistic		.084
Asymp. Sig. (2-tailed)		.007 ^c
Sig.		.197 ^d

Monte Carlo Sig. (2-tailed)	99% Confidence	Lower Bound	.187
	Interval	Upper Bound	.208

Based on the table above, it can be seen that the significance value of Kolmogorov-Sminov with the Monte Carlo approach is 0.197 more than 0.050. This can indicate that the data is normally distributed.

b. Multicollinearity Test

The multicollinearity test aims to test whether there is a correlation

between the independent variables in the regression model. The value used for the multicollinearity test is the tolerance value or the VIF value. If the VIF value is not more than 10 and the tolerance value is not less than 0.100, then it can be declared free from multicollinearity (Ghozali, 2011).

Table 7 Multicollinearity Test

Variable	Tolerance	VIF	Information
Soft Skill Mastery	0.449	2.227	Free of multicollinearity
Career Guidance	0.347	2.881	Free of multicollinearity
Work Motivation	0.531	1.883	Free of multicollinearity

Based on the table above, it shows that there is no independent variable that has a tolerance value of less than 0.100 and the Variance Inflation Factor (VIF) value also shows that there is no variable that has a VIF value of more than 10. Therefore, it can be concluded that there is no multicollinearity between the independent variables. in the regression model used in this study.

c. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model

there is an inequality of variance from the residuals of one observation to another observation (Sugiyono, 2013). This study uses the heteroscedasticity test of the Weighted Least Square method by squaring one of the independent variables then all variables are divided by one of the variances that have been squared (Ghozali, 2011). If the significance level of the independent variable is < 0.050 , it can be said to contain heteroscedasticity

Table 8 Heteroscedasticity Test

Variable	Sig.	Information
Soft Skill Mastery	0.467	Not occurheteroscedasticity
Career Guidance	0.342	Not occurheteroscedasticity
Work Motivation	0.966	Not occurheteroscedasticity

Based on the table above, it can be seen that the significance value of each independent variable is more than 0.050. Therefore, it can be concluded that there is no heteroscedasticity in the independent variables used in this study.

d. Linearity Test

The linearity test aims to determine whether the independent

variable and the dependent variable have a linear relationship or not. To find out the results of the linearity test in this study, by looking at the Sig column. on the Linearity row in the Anova Table. If the value is < 0.050 then it is linear, so it can be stated that it meets the requirements of linearity (Ghozali, 2011).

Table 9 Linearity Test

Model	Price F		Sig.	Informatio n
	F _{count}	F _{table}		
Work Motivation*Soft Skill Mastery	4828.150	2.667	0.000	linear
Work Motivation*Career Guidance	1515.975	2.667	0.000	linear
Work Readiness*Soft Skill Mastery	3784.066	2.667	0.000	linear
Work Readiness*Career Guidance	1427.966	2.667	0.000	linear
Work Readiness*Work Motivation	1129.069	2.667	0.000	linear

Based on the table of linearity test results above, it can be seen that the variables of soft skill mastery, career guidance, and work motivation produce sig. linearity is less than 0.050, it can be concluded that the independent variable has a linear relationship to the dependent variable.

3. Hypothesis Testing

a. Simple Linear Regression Analysis

Simple linear regression analysis was carried out to test the hypothesis of the effect between variables of soft skill mastery and career guidance on work motivation, as well as the effect of soft skill mastery, career guidance, and work motivation on work readiness. The tests carried out are the coefficient of

determination (R^2) and the t test.

Table 10 Coefficient of Determination Test Results

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Soft Skill Mastery (X_1)	0.553 ^a	0.306	0.302	6.551
Career Guidance (X_2)	0.681 ^a	0.463	0.460	5.760
Dependent Variable: Work Motivation (I)				
Soft Skill Mastery (X_1)	0.608 ^a	0.369	0.365	8.286
Career Guidance (X_2)	0.594 ^a	0.353	0.349	8.394
Work Motivation (I)	0.421 ^a	0.178	0.173	9.461
Dependent Variable: Work Readiness (Y)				

B

ased on the table above, the percentage of the effect of the soft skill mastery variable effect on work motivation is 30.6% and the percentage of the effect of the career guidance variable effect on work motivation is 46.3%. In addition, the percentage of the

effect of the variable soft skill mastery on work readiness is 36.9%, the percentage of the effect of the variable career guidance on work readiness is 35.3%, and the percentage of the effect of the variable work motivation on work readiness is 17.8%.

Table 11 Statistical Test Results t

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.405	3.744		7.853	0.000
	Soft Skill Mastery (X_1)	0.390	0.046	0.553	8.398	0.000
2	(Constant)	19.914	3.486		5.712	0.000
	Career Guidance (X_2)	0.596	0.051	0.681	11.755	0.000
Dependent Variable: Work Motivation (I)						
3	(Constant)	29.987	4.736		6.332	0.000
	Soft Skill Mastery (X_1)	0.568	0.059	0.608	9.678	0.000
4	(Constant)	28.349	5.080		5.580	0.000
	Career Guidance (X_2)	0.690	0.074	0.594	9.338	0.000
5	(Constant)	41.523	5.807		7.150	0.000

Work Motivation (I)	0.559	0.095	0.421	5.879	0.000
Dependent Variable: Work Readiness (Y)					

In the table of t-test results for models 1 and 2, it shows that the significance value of soft skill mastery and career guidance is 0.000 respectively. This value is smaller than 0.05, so it can be concluded that the hypothesis is accepted, which means that there is a significant effect of soft skill mastery and career guidance on work motivation partially. In addition, the table of t-test results for models 3, 4, and 5 shows that the significance value of soft skill mastery, career guidance, and work motivation is 0.000 respectively. This value is smaller than 0.05, it can be concluded that the hypothesis is

accepted, which means that there is a significant effect of soft skill mastery, career guidance, and work motivation on work readiness partially.

b. Path Analysis and Sobel Test

Path analysis and sobel test aims to test the proposed hypothesis and the effect of the intervening variable in mediating the independent variable on the dependent variable. Path analysis is an extension of multiple regression analysis or in other words path analysis is the use of regression analysis to estimate causality between variables that have been determined previously based on theory (Ghozali, 2011).

Table 12 Path Analysis Results

Variable	Direct Effect	Non-direct Effect	r	Sobel Test	P-Value
Soft Skill Mastery*Work Motivation*Work Readiness	0.504	0.064	0.616	1.616	0.106
Career Guidance*Work Motivation*Work Readiness	0.665	0.025	0.594	0.362	0.717

In the results of path analysis 1, it is known that the direct effect of soft skill mastery on work readiness is 0.504, the indirect effect of soft skill mastery on work readiness through work motivation is 0.064. This means that the better the soft skill mastery that is owned, the work motivation will increase so that work

readiness will also increase. To determine whether there is a significant or insignificant effect, the sobel test is carried out. Sobel test was carried out using the sobel test calculator for the signification mediation, in order to obtain a z-value of 1.616, because the z-value obtained was $1.616 < 1.96$ and P-

Value $0.106 > 0.05$, so the effect of soft skill mastery on work readiness through work motivation as the intervening variable is not significant.

While the results of path analysis 2, it is known that the direct effect of career guidance on work readiness is 0.665, the indirect effect of guidance on work readiness through work motivation is 0.025. This means that the better the career guidance that is owned, the work motivation will increase so that work readiness will also increase. To determine whether there is a significant or insignificant effect, the sobel test is carried out. Sobel test was carried out using the sobel test calculator for the signification mediation, in order to obtain a z-value of 0.362, because the z-value obtained was $0.362 < 1.96$ and P-Value $0.717 > 0.05$, so the effect of career guidance on work readiness through work motivation as the intervening variable is not significant.

Discussion

There is a positive and significant effect of Soft Skill Mastery on Work Motivation of Class XII students of SMK PGRI 1 Ponorogo

The results of this study indicate that there is a positive and significant effect of Soft Skill Mastery on Work Motivation of Class XII students of SMK PGRI 1 Ponorogo. This is evidenced by the value of the correlation

coefficient of 0.553 and the value of t_{count} showing a value of $8.398 > t_{table}$ value of 1.975 with a significance value of 0.000 which means less than 0.050.

Motivation is one of the soft skill needed in the world of work. Soft skill help students to develop their job skill and make them confident to work in a work environment. Confidence in their soft skill gives more motivation to students. So that soft skill will have a positive influence on the level of student work motivation.

The results of this study are new research which in previous research did not explain the influence of soft skill mastery on students' work motivation in the scope of education. However, this study is in line with research conducted by (Suaeb, Firdaus, & Rinda, 2020) which concludes that there is a significant influence between Soft Skill on the Work Motivation of PT Unitex employees with a coefficient of determination of 34.5% and the value of t_{count} showing a value of $6.490 > t_{table}$ value of 1.664.

There is a positive and significant effect Career Guidance on Work Motivation of Class XII students of SMK PGRI 1 Ponorogo

The results of this study indicate that there is a positive and significant effect Career Guidance on Work Motivation of Class XII students of SMK PGRI 1 Ponorogo. This is proven from the correlation coefficient value is 0.681 and the t_{count} value shows a value of

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11.755 > t_{table} value of 1.975 with a significance value of 0.000 which means less than 0.050.

It is very important to provide career guidance in schools to create student independence in choosing a career and provide hope to be achieved for future careers. With a good career guidance program, students will be more motivated to enter the world of work. The work motivation given in the career guidance program can be in the form of information about the company's profile, both from company policies and implementation, working conditions, and wages/salaries offered by the company. By providing information about the world of work to students through this career guidance program, it will increase students' work motivation.

The results of this study support previous research conducted by (Afriadi, Sentosa, & Marwan, 2018) which concludes that there is a positive and significant effect of career guidance on work motivation with a correlation coefficient value of 0.166 and a t_{count} value of 4.864 > t_{table} value of 1.96. In addition, research conducted by (Alfan, 2014) states that with good career guidance, students will be more motivated to enter the world of work.

There is a positive and significant effect Soft Skill Mastery on Work Readiness of Class XII students of SMK PGRI 1 Ponorogo

The results of this study indicate that there is a positive and significant effect Soft

Skill Mastery on Work Readiness of class XII students of SMK PGRI 1 Ponorogo. This is proven from the correlation coefficient value is 0.608 and the t_{count} value shows a value of 9.678 > t_{table} value of 1.975 with a significance value of 0.000 which means less than 0.050.

Soft skill is a skill, either alone, in groups, or in the community, such as communication skill, working together, having an honest attitude, good interpersonal, ethical, adaptable, and good analytical power. These skill and abilities will affect readiness to do a job. This then proves that the soft skill mastery which is one of the factors of work readiness has a positive effect on the level of student work readiness.

The results of this study support previous research conducted by (Fransiska & Aida, 2022) which concludes that there is a positive and significant effect between soft skill on student work readiness. In addition, research conducted by (Khoiroh & Prajanti, 2018) which states that students who have higher soft skill mastery will have higher work readiness as well. The contribution of soft skill mastery to work readiness can be seen through the coefficient of partial determination of 6.20%.

There is a positive and significant effect Career Guidance on Work Readiness of Class XII students of SMK PGRI 1 Ponorogo

The results of this study indicate that there is a positive and significant effect Career Guidance on Work Readiness for Class XII

students of SMK PGRI 1 Ponorogo. This is evidenced by the correlation coefficient of 0.594 and the value of t_{count} showing a value of $9.338 > t_{\text{table}}$ value of 1.975 with a significance value of 0.000 which means less than 0.050.

Career guidance is an important thing besides formal guidance at school. Students need guidance, direction, and learning in determining the direction or career that will be chosen. Career guidance in schools can help students understand and evaluate himself and know the various types of work related to the potential that exists within him.

The results of this study are in accordance with previous research conducted by (Sofiani & Taman, 2019) which concludes that there is a positive and significant effect of career guidance on student work readiness with a coefficient of determination of 0.205. Furthermore (Afriadi, Sentosa, & Marwan, 2018) concluded that career guidance plays a role in students' readiness for work which is one of the services that can assist students in career planning and decisions. In line with research conducted by (Pertwi, 2017) stated that the better students' understanding of their careers and themselves obtained from career guidance, the better students' work readiness.

There is a positive and significant effect Work Motivation on Work Readiness of Class XII students of SMK PGRI 1 Ponorogo

The results of this study indicate that there is a positive and significant effect Work

Motivation on Work Readiness of Class XII students of SMK PGRI 1 Ponorogo. This is evidenced from the correlation coefficient value of 0.421 and the t_{count} value shows a value of $5.879 > t_{\text{table}}$ value of 1.975 with a significance value of 0.000 which means less than 0.050.

Work motivation arises because of the desire to carry out activities, the encouragement and need to carry out activities, the hopes and ideals, the respect for oneself, the existence of a good environment, and the existence of interesting activities. Motivation is a change in a person which is marked by the emergence of feelings and reactions to achieve goals, which shows that if students have internal motivation, they will get maximum work readiness results.

The results of this study support previous research conducted by (Fransiska & Aida, 2022) which shows that there is a positive and significant effect of work motivation on work readiness with a value of t_{count} 4.373 $> t_{\text{table}}$ 1.986. According to research conducted by (Sofiani & Taman, 2019) who concluded that the higher the work motivation, the higher the students' work readiness (Khoiroh & Prajanti, 2018) shows that increasing work motivation has a positive influence on student work readiness which can be seen through the contribution of work motivation to work readiness of 8%.

There is a positive and significant effect Soft Skill Mastery on Work Readiness of Class

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XII students of SMK PGRI 1 Ponorogo through Work Motivation as an Intervening Variable

Soft Skill Mastery can have a direct effect on Work Readiness, but can also indirectly affect Work Readiness through Work Motivation as a mediation. The magnitude of the direct effect is indicated by the value of p_1 which is 0.504, while the value of the indirect effect is 0.064. Based on these data can be known the path coefficient value of the indirect influence of Soft Skill Mastery on Work Readiness through Work Motivation as an intervening variable has a positive value of 0.064. This means that the better the Soft Skill Mastery that is owned, the Work Motivation will increase so that Work Readiness will also increase.

Testing the sixth hypothesis which was carried out with the sobel test, it is known that the z value is 1.616, because the z value obtained is $1.616 < 1.96$ and P-Value $0.106 > 0.05$, the effect of Soft Skill Mastery on Work Readiness through Work Motivation as an intervening variable is not significant. Therefore, it can be concluded that there is a positive and insignificant effect of Soft Skill Mastery on Work Readiness through Work Motivation as an intervening variable, so the sixth hypothesis is rejected.

Soft skill is a skill, either alone, in groups, or in the community, such as communication skill, working together, having an honest attitude, good interpersonal, ethical, adaptable, and good analytical power.

Motivation is one of the soft skill needed in the world of work. In this study, students who have good soft skill mastery and in accordance with the needs of the world of work will continue to support students' work readiness even though students' work motivation is low. Motivation must still exist in students to support work readiness even though motivation has an insignificant effect. Previous research on the effect of soft skill mastery on work readiness through work motivation as an intervening variable has so far not been found.

There is a positive and significant effect Career Guidance on Work Readiness of Class XII students of SMK PGRI 1 Ponorogo through Work Motivation as an Intervening Variable

Career Guidance can have a direct effect on Work Readiness, but it can also indirectly affect Work Readiness through Work Motivation as a mediation. The magnitude of the direct effect is indicated by the value of p_1 which is 0.665, while the value of the indirect effect is 0.025. Based on these data can be known the path coefficient value of the indirect effect of Career Guidance on Work Readiness through Work Motivation as an intervening variable has a positive value of 0.025. This means that the better Career Guidance you have, the Work Motivation will increase so that Work Readiness will also increase.

Testing the seventh hypothesis which was carried out with the sobel test, it is known that the z value is 0.361, because the z value

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obtained is $0.361 < 1.96$ and the P-Value is $0.717 > 0.05$, the effect of Career Guidance on Work Readiness through Work Motivation as an intervening variable is not significant. Therefore, it can be concluded that there is a positive and insignificant effect of Career Guidance on Work Readiness through Work Motivation as an intervening variable, so the seventh hypothesis is rejected.

Career guidance carried out in the school aims so that students can develop their own attitudes and values in dealing with career choices and in preparation for entering them. When students have received good career guidance and students have understood their potential and can plan for their future, students will be more motivated to get the job they expect. This motivation arises because of the encouragement from within students to be able to meet their needs, appreciation for a job and the desire to be able to continue to develop in achieving the expected career. The presence or absence of a strong motivation from within the student, Career guidance that has been implemented by schools and given to students is still useful because the information conveyed during career guidance and students' abilities in dealing with career choices can support student work readiness. The results of this study do not support previous research conducted by (Alfan, 2014) which states that there is an effect of career guidance on student work readiness through work motivation of 0.508%.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study, it shows that there is a positive and significant effect of soft skill mastery on work motivation as evidenced by the correlation coefficient value of 0.553 and t_{count} of 8.398 with a significance of 0.000, there is a positive and significant effect of career guidance on work motivation as evidenced by the correlation coefficient value of 0.681 and t_{count} of 11.755. with a significance of 0.000, there is a positive and significant effect of soft skill mastery on work readiness as evidenced by the correlation coefficient value of 0.608 and t_{count} 9.678 with a significance of 0.000, there is a positive and significant effect of career guidance on work readiness as evidenced by the correlation coefficient value of 0.594 and t_{count} 9.338 with a significance of 0.000, there is a positive and significant effect of work motivation on work readiness as evidenced by the correlation coefficient value of 0.421 and t_{count} 5.879 with a significance of 0.000, there is a positive and insignificant effect soft skill mastery on work readiness through work motivation as an intervening variable as evidenced by the value of the indirect effect path coefficient of 0.064 and the sobel test value of $1.616 < 1.96$ and P-Value $0.106 > 0.05$, and there is a positive and insignificant effect career guidance on work readiness through work motivation as an intervening variable as evidenced by the path coefficient value of the indirect effect of 0.025

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and the sobel test value of $0.362 < 1.96$ and P-Value of $0.717 > 0.05$

Suggestion

Based on the results of the research, suggestions that researchers can give include this research can be used as a reference for schools so that they can provide optimal career guidance services regarding developments in the world of work, so that they can provide an overview for students to enter the world of work with high work readiness in accordance with current development. In addition, students are expected to have good soft skill mastery in accordance with what is needed in the world of work so that it will help students prepare to enter the world of work. Students are expected to believe and believe in their abilities and have strong motivation within themselves, so that students are able to achieve their dreams and be able to face the obstacles they experience. Suggestions for further researchers, it is hoped that they can add or use variables outside of this study that can affect students' work readiness and it is recommended to use other data analysis tools.

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