The Relationship Between the Implementation of Internship to Job Readiness Students of Grade XIII in the Construction of Sanitation and Care Building Expertise Program at SMK N 7 Semarang

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ABSTRACT

The existence of vocational high schools is required to produce graduates with skills in specific fields. Therefore, internship provides work experience that will affect student's readiness to enter the workforce. This study aims to determine the relationship between internship to the job readiness of Grade XIII students in the Construction of Sanitation and Care Building program at SMK N 7 Semarang. This research employs a descriptive correlational design with a cross-sectional approach involving 52 Grade XIII students in Construction of Sanitation and Care Building program at SMK N 7 Semarang. Data were collected in April 2024 using a questionnaire distribution method. The study uses the coefficient of determination test to measure the correlation or relationship between the two variables. The results indicate a relationship between internship to the job readiness of Grade XIII students in the Construction of Sanitation and Care Building program at SMK N 7 Semarang, showing a significance value of 0.02 < 0.05 with a t-value greater than the t-table value (2.385 > 1.997) and an R Square value of 0.082, meaning that internship has an 8.2% influence on student's job readiness. This indicates that the higher the internship score, the better the job readiness of Grade XIII students in the Construction of Sanitation and Care Building program at SMK N 7 Semarang. Based on these findings, it can be concluded that there is a relationship between internship to the job readiness of Grade XIII students in the Construction of Sanitation and Care Building program at SMK N 7 Semarang.

Keywords: *Internship, Job readiness, Vocational High School*

1. INTRODUCTION

In this era of globalization, it is expected that the Indonesian nation can produce quality human resources, as the competition in the world of work is becoming more stringent [1]. One of the indicators of qualified human resources is the formation of skilled professional workforce and experts in their fields and skills of the workforce can be acquired through learning in educational institutions or skills training in specialized institutions [2]. High School is a means of organizing educational and training programs for students [3]. The teaching and learning activities at the Vocational High School level are aimed at shaping the ability of students in developing knowledge, skills, values and attitudes in order to support the development of their potential. Secondary Schools are expected to be able to print the workforce or human resources that are ready to use in the world of work [4].

The presence of Vocational High School is required to mark graduates who have skills in a particular field, so that learning in Vocational High School provides provision of skills or mastery of productive competences according to their field [5]. This is meant for Vocational High School graduates to have sufficient procurement of skills to meet the demand of the Enterprise/Industrial World [6]. But in reality, there are still many Vocational High School graduates who are unable to work.

According to the Central Statistics Agency on unemployment according to higher education graduates released in August 2023, the number of unemployed reached 8.4 million people a 0.54% decrease from August 2022, this rate is relatively high when compared to before the pandemic [7].

In order to reduce the unemployment rate, Vocational High School are conducted by organizing education with a system that is divided into two categories, namely in the Vocational High School that adopts a three-year period of study, learning is subdivided into six semesters, five semesters in the school environment and one semester students conduct internship. Whereas in Vocational High School which adopts the four-year study period, the learning is split into eight semesters, six semesters in a school environment, the last two semester is used by students to carry out internship and to formulate final tasks. internship is part of the dual system education as a program of work. Internship is a stage of professional implementation in which a student who is close to completing his studies formally works in the field under the supervision of a competent administrator within a certain period of time aimed at developing the ability to perform responsibilities and gain work experience [8].

Work experience is an important aspect of personality formation, as it affects student behavior in understanding and applying knowledge directly [9]. Through the implementation of internship, students can learn and acquire the skills required by the world of work, this makes students better prepared in the face of the work world when they graduate according to the majority they enjoy [10].

2. METHODOLOGY

This research is quantitative research with a correlational design. This research uses a cross-sectional approach. The independent variable in this study is internship and the dependent variable is job readiness. The population and focus of the researchers studied in this study were students of class XIII index 1, 2 and 3 in the Construction of Sanitation and Care Building program at SMK N 7 Semarang as many as 105 students. Sampling techniques in this study use non-probability sampling, with the adoption of a purposive sampling approach, in which researchers deliberately determine samples by considering the characteristics and properties of a known population. The sample in this study consisted of at least 66 respondents from two index. As far as this research is concerned, it was carried out at SMK N 7 Semarang. This research instrument is a questionnaire

Before researchers proceed to the actual data collection stage on the research objects, to avoid respondent bias, researchers need to test the questionnaire on respondents with similar characteristics. Pilot testing is conducted to assess the validity and reliability of the research questionnaire, thus reducing the possibility of respondent bias. By ensuring that the instruments used are valid and reliable in the data collection process, it is expected that the research results can be trusted and consistent

2.1. Validity Test

- **Expert Validity Test**

The validity testing involves seeking expert opinions. After the instrument is created, it is then consulted [11]. Experts are asked to provide their opinions, with options ranging from: the instrument can be used without any changes, there are improvements needed, or a complete overhaul [12]. Once the data is obtained, further testing can proceed by correlating the item scores of the instrument using the Gregory formula

$$V = \frac{D}{A + B + C + D}$$

Table 1 Crosstab

		Expert 1	
		Less relevant, score 1-2	Highly relevant, score 3-4
Expert 2	Less relevant, score 1-2	A	B
	Highly relevant, score 3-4	C	D

Where:
V = Validation
A = Both experts disagree
B = Expert 1 agrees, expert 2 disagrees
C = Expert 1 disagrees, expert 2 agrees
D = Both experts agree

- **Construct Validity Test**

After the expert testing is completed, the instrument is then pilot tested on a sample from the population, with a minimum of 30 participants [13]. In the construct validity testing, the researcher sampled 31 individuals

The calculation result of r is compared to the r table at a significance level of α = 5%. The validity criteria are as follows:

- If the calculated r value is greater than the r table, then the questionnaire is considered valid (r value > r table)
- If the calculated r value is less than the r table, then the questionnaire is considered not valid (r value < r table)

2.2. Reliability Test

Besides considering validity aspects, measurement tools also pay attention to reliability aspects. Reliability is a measure of how well a measuring instrument can produce consistent or similar values when measurements are repeated on the same subjects and aspects [14]. In this study, reliability testing is conducted using Cronbach's Alpha technique.

The categories of reliability coefficients are divided into five categories [15], namely:

Table 2 Interpretation of correlation coefficient values

Value	Descriptions
0.80 – 1.00	Very Good
0.60 – 0.80	Good
0.40 – 0.60	Moderate
0.20 – 0.40	Poor
-1.00 – 0.20	Very Poor

3. RESULTS AND DISCUSSION

3.1. Prerequisite test

- Normality Test

Table 3 Results of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		66
Normal *Parameters*	*Mean*	0.0000000
	Std. Deviation	2.96045395
Most Extreme Differences	*Absolute*	0.094
	Positive	0.062
	Negative	-0.094
Test Statistic		0.094
Asymp. Sig. (2-tailed)		0.200

Based on the results of the normality test obtained a sig value of 0.200. A significance value that can be greater than the specified is 0.200 > 0.05 then the residual data is distributed normally and the regression model meets the classical assumptions of normality tests

- Linearity Test

Table 4 Results of Linearity Test

ANOVA Table							
			Sum of Squares	df	*Mean Square*	F	Sig.
Y * X	*Between Groups*	*(Combined)*	304.758	11	27.705	1.621	0.119
		Linearity	100.242	1	100.242	5.864	0.019
		Deviation from Linearity	204.516	10	20.452	1.196	0.314
	Within Groups		923.181	54	17.096		
	Total		1227.939	65			

Based on the results of the linearity test obtained a sig value of 0.314. A significance value that can be greater than the specified linearities condition of sig > 0.05 can be concluded that there is a significant linear relationship between the internship (X) variable and job readiness variable (Y).

3.3. Regression Test

Table 5 Results of Regression Test

Coefficients						
		Unstandardized Coefficients		*Standardized Coefficients*		
Model		B	Std. Error	Beta	t	Sig.
1	*(Constant)*	27.283	7.319		3.728	0.000
	Internship	0.402	0.169	0.286	2.385	0.020

Based on the simple regression results obtained the result with the equation Y = 27.283 + 0.402X. The results show that there is a positive influence of the variable of internship on the readiness to work. From the same equation, the constant value (27.283) indicates that if the internship have a value of 0, then the job readiness will have the value of 27.283. Furthermore, the regression coefficient for the variable X (internship) is 0.402 which has a positive value. That is, if the internship value increases by 1 value, then the job readiness will increase by 0.402.

3.4. Correlation Test

Table 6 Results of Correlation Test

Correlations			
		X	Y
X	*Pearson Correlation*	1	0.286
	Sig. (2-tailed)		0.020
	N	66	66
Y	*Pearson Correlation*	0.286	1
	Sig. (2-tailed)	0.020	
	N	66	66

Based on the table above, the Pearson Correlation coefficient between the two variables is 0.286. According to the interpretation table of correlation coefficients, this value falls within the category of low relationship strength.

3.5. Hypothesis Test

Table 7 Results of Hypothesis Test

Coefficients						
		Unstandardized Coefficients		*Standardized Coefficients*		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	27.283	7.319		3.728	0.000
	Internship	0.402	0.169	0.286	2.385	0.020

This study explains the relationship of internship to job readiness of students of Class XIII in Construction of Sanitation and Care Building program at SMK N 7 Semarang. The results of this study show that internship are related to student job readiness, seen from the analysis of the hypothesis obtaining a significance value of 0.020 where the value is smaller than the probability of 0.05. In addition, it can be seen in the value of t count that gets the value t count of 2.385 whereas t table is 1.996, then t count > table is 2.385 > 1.996 that can be concluded this hypothesis is acceptable

3.6. Coefficient Determinant

The result of the determinant coefficient is (R) 0.286 and explains the magnitude of the percentage influence of a bound variable called a determinant factor that is the result of squaring R, from which the output is obtained a determinant factor (R2) of 0.082 which contains the understanding that the relationship of a free variable X (internship) to the bound Variable Y (job readiness) is 8.2%, while the remaining 91.8% is influenced by factors outside the variable internship.

4. CONCLUSION

This study examines the relationship between internship and job readiness of Grade XIII students in the Construction of Sanitation and Care Building program at SMK N 7 Semarang. The research findings indicate that internship is associated with student job readiness. From the hypothesis analysis, the significance value obtained is 0.020, which is smaller than the probability value of 0.05. Furthermore, the calculated t-value is 2.385, while the critical t-value is 1.996. Therefore, t calculated > t critical (2.385 > 1.996), leading to the conclusion that this hypothesis is accepted.

From the available data, the relationship between internship to student's job readiness appears to be low. According to the questionnaire distributed by the researcher, there are two possible reasons: students are not confident about working in the construction field because their internship experience did not add to their knowledge and experience in construction, and students find it difficult to generate ideas when faced with new situations.

AUTHORS' CONTRIBUTIONS

Raihan Akmal Mahandika Awantoro conducted the research, analyzed the data, and wrote the manuscript. Listiyono Budi participated in assisting with formulating and finalizing the manuscript. Tugino participated in assisting with manuscript revisions. Virgiawan Adi Kristianto participated in assisting with data analysis.

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