

The Effect of Work Readiness and Work Motivation to Employment Opportunity with Competence as Mediating Factor: Study on Vocational Students in East Jakarta

^{1*}Dyah Pratiwi, ²Noverdi Bross, ³Zainul Kisman

^{1*,2,3}Trilogi University, School of Business, Jakarta, Indonesia, *Corresponding Author

Abstract: This study aims to determine the effect of work readiness and work motivation on employment opportunities with competence as a mediating factor in Vocational High School in DKI Jakarta taken from Vocational Schools in East Jakarta based on schools registered in the Vocational Education Office Tribe. The population in this study was obtained from the Department of Vocational Education Office as much as 9,633 students. Samples were taken using a random sampling technique, with a total sample of 100 students. Data collected by distributing questionnaires using google form to all prospective respondents as much as possible and used for research as many as 100 students, the data is processed using STATA version 13. The results of this study indicate that work readiness has no effect on competence, work motivation has no influence on competence, work readiness has an influence on opportunities, work motivation has an influence on work opportunities, competence has an influence on job opportunities, work readiness on competence has an influence, work motivation on work opportunities with competence as a mediating variable has no influence, then job readiness does not has an influence on motivation.

Keywords: Competence, Job Opportunity, Work Readiness, Work Motivation.

I. INTRODUCTION

On this current era of globalization is making its own challenges for the economy of each developing country. It is not immune to the problems faced by developing countries, one of which is the employment opportunities that are still not fully absorbed in Indonesia. Job opportunities are something that the government of Indonesia needs to pay attention to in advancing Indonesia's better development and realizing the prosperity of the Indonesian people in the future so as to create a society that has a competitive spirit with other developing countries and with developed countries [1]. In DKI Jakarta itself is increasing year by year also increasing the population of Jakarta's population each year has increased by 1 million in 2015, 10.2 million, 2016 10.3 million, and in 2017 10.4 million but an increase in the number there are still many educated workers in DKI Jakarta who are looking for work to survive and not work [2].

The times according to the development of qualified human resources and must be able to deal with competition between countries and free trade are very much determined from the development of vocational education or also called teaching factory [3]. According to Law number 20 of 2003 article 15 vocational education is, secondary education which prepares students primarily to work in certain fields. The aim of vocational education is to prepare students to be able to become productive people and be able to work independently, work diligently in accordance with the field of ability that vocational graduates have with it is expected to be able to fill industrial needs and reduce unemployment in Indonesia.

Table: I

Majors	No. of Schools	No. of Students
Engineering	381	19.057
Medical and Health	41	1.997
Finance and Management	729	38.969
Visual Design	204	9.409
Total	1.355	69.432

The table above is a vocational secondary education expertise competency grouped into four large groups, in Jakarta itself has a considerable amount of vocational competence and is able to create human resources that are able to occupy the needs of the industry to work. However, the labor market in Indonesia has a gap in the aspects of expertise. The expertise generated from graduates of educational institutions is not in accordance with the needs of the industry, and the need for an overhaul of the Vocational School curriculum and improve expertise in matters relating to digital. In addition, the high unemployment of Vocational School is due to the low value of soft skills in Vocational School graduates. The current Vocational School curriculum is good enough where it embraces 4C learning Communication, Collaborative, Critical thinking, and Creativity. However, this is due to lack of updates to the industry needs that are needed in the future, the government and schools should be able to see future needs so that vocational graduates are better prepared to work and are able to adapt to the needs of industry in Indonesia [4].

The low level of relevance of education is still one of the problems graduates of education are expected to be able to fill all the diverse development sectors of the industry, therefore vocational graduates are expected to be able to develop skills, abilities, and understanding [5]. Vocational Schools also educate graduates to meet the world of work to harmonize the needs of industry and also the abilities they have while in Vocational School. Therefore, Vocational School graduates are expected to have mature work readiness after being provided with learning while still sitting on Vocational School bench. Work readiness is a process to achieve a goal that involves the development of students' work which includes attitudes, values, knowledge and skills. Thus, vocational graduates who have been given provision while in school and have been given lessons in order to compete and occupy the needs of the industry must have more work readiness compared to high school graduates and be able to reduce the rate of unemployment in Indonesia [6].

Vocational School graduates who are not yet ready for work or unemployed, one of them is because their competency is not enough to be accepted by the workforce. Work competency is an important component that must be possessed by prospective workers to be accepted in industries that need it. Law No. 13 of 2003 concerning manpower states that work competence is the work ability of every individual which includes aspects of knowledge, skills and work attitudes that are in accordance with established standards.

Vocational School graduates are expected to find work must have motivation, a strong will to work according to the needs of industry in Jakarta. Motivation is the driving force that results in a person willing and willing to exert ability, energy and time to achieve what is desired [7]. Motivation is the encouragement that affects the workforce to increase work productivity, besides that motivation is able to increase the willingness of oneself to achieve goals or do things [8]. Motivation is defined as the strength (energy) possessed by a person which can lead to a level of potential and enthusiasm in carrying out an activity, both originating from within the individual (intrinsic motivation) or from outside (extracurricular motivation).

Problem Statement

1. Does work readiness affect competence?
2. Does work motivation affect competence?
3. Does competency affect job opportunities?
4. Does the level of work readiness affect employment opportunities?
5. Does work motivation affect job opportunities?
6. Does work readiness affect employment opportunities through competencies?

7. Does work motivation affect the unemployment rate through competencies?

8. Does work readiness affect work motivation?

A. Research Design

1. Research Framework

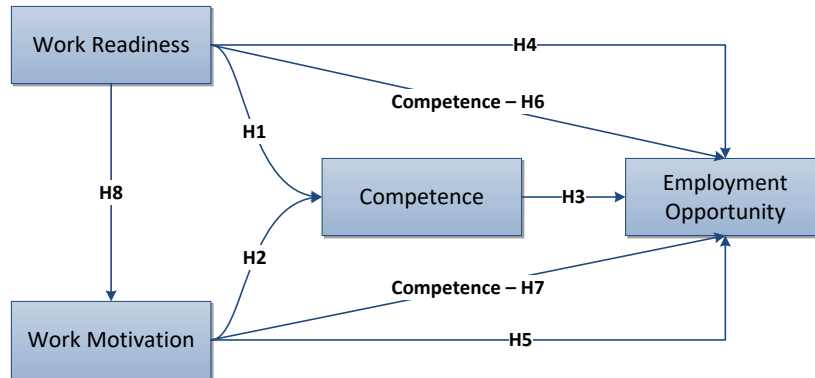


Fig. 1 Research Framework

2. Population, Sample, and Dataset

The population used in this study were students with vocational high school graduates in East Jakarta, amounting to 21,708 graduates. Then the sample was calculated using the Slovin formula, which then obtained a final sample of 100 people. Data was collected using a questionnaire distributed using Google Forms. Data were analyzed using Path Analysis techniques. Path Analysis is used to test the probability of a causal relationship between three or more variables. Thus, path analysis is basically a means to analyze causal relationships between variables in order to know both the direct and indirect effects between the independent variables on the dependent variable.

II. RESULTS AND FINDINGS

Path analysis allows us to examine the direct relationship between variables and non-direct relationships between variables in the model [9]. Thus, path analysis is basically a means to analyze causal relationships between variables in order to know both the direct and indirect effects between the independent variables on the dependent variable. Like knowing the presence or absence of influence between variables X_1 work readiness, work motivation X_2 , variable Y work opportunity and variable Z competence as mediating variables to strengthen or weaken variables X_1 , X_2 , on variable Y vocational high school employment opportunities in DKI Jakarta. This analysis aims to look at the direction of the relationship between the independent variables with the dependent variable whether of each variable there is a direct or indirect relationship and to predict the value of the dependent variable.

TABLE: II

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. regress y x1 x2 z x1z x2z x1y x2y x1x2
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Source	SS	df	MS	Number of obs = 100		
Model	20.0244481	8	2.50305602	F(8, 91) =	837.74	
Residual	.271896845	91	.002987877	Prob > F =	0.0000	
				R-squared =	0.9866	
				Adj R-squared =	0.9854	
Total	20.296345	99	.205013586	Root MSE =	.05466	

y	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
x1	.9677947	.1847412	5.24	0.000	.600829 1.33476
x2	.81211	.2252189	3.61	0.001	.3647404 1.25948
z	1.632208	.1553461	10.51	0.000	1.323632 1.940784
x1z	-.4332034	.0751211	-5.77	0.000	-.5824221 -.2839847
x2z	-.244645	.0733943	-3.33	0.001	-.3904338 -.0988563
x1yz	.0491464	.0101777	4.83	0.000	.0289297 .069363
x2yz	.0164195	.0112108	1.46	0.146	-.0058494 .0386884
x1x2	-.039472	.0472682	-0.84	0.406	-.1333644 .0544204
_cons	-2.384579	.4532545	-5.26	0.000	-3.284913 -1.484244

The first hypothesis proposed in this study is that the work readiness of vocational high school graduates in DKI Jakarta does not affect the competencies taken during the school period. The results of this study indicate that H_1 is rejected, meaning that work readiness had no effect on competence. Seen from table above shows that column t variable work readiness is worth -5.77 which means lower than 2, therefore work readiness cannot affect competence. Formed readiness in a person due to the knowledge, skills and soft skills that have been equipped. However, this is not comparable to the author's research because some respondents mentioned that the curriculum at the time of learning was not in accordance with industry needs, so that when the respondent had graduated from school and tried to do work, he had to make adjustments and the learning received by respondents was sometimes different from what was needed by the industry. Sometimes respondents find it difficult to find work because in vocational schools they are specialized in knowing one skill It's different with high school that learns everything.

The second hypothesis proposed in this study is that work motivation does not affect the competencies taken during the school period. The results of this study indicate that H_2 is rejected, meaning that work motivation does not affect competence. Seen from table above shows that column t variable work motivation has a value -3.33 which means it is lower than 2, therefore work motivation cannot affect competence. In this study shows that there is no significant relationship between work motivation and opportunity. This is because respondents have been provided with special skills that have been taught or given while still in school, but sometimes the curriculum at vocational school is not appropriate because it is not in accordance with industry needs, this makes respondents motivated to fight or race in order to produce and achieve the desired goals because someone has physical needs, security needs, and needs recognized their existence. If the respondent does not have that in themselves, then the respondent does not have the energy or motivation to achieve it.

The third hypothesis proposed in this study is that work readiness influences employment opportunities. The results of hypothesis testing in this study indicate that H_3 is accepted, meaning that job readiness influences employment opportunities. Seen from table above shows the column t variable morale readiness for work 5.24 where the value is higher than 2, therefore job readiness can affect employment opportunities. Existing employment opportunities fluctuate each year, with an average increase every year. So with the increase in job vacancies or job opportunities in DKI Jakarta, respondents must be prepared to occupy existing job openings to meet their needs and so on. The respondent's readiness is obtained from school lessons that are taught in a focused and concentrated manner in one area, so that they are able to carry out their work well and are ready to carry out the work given when the respondent is working.

The fourth hypothesis proposed in this study that work motivation affects the employment opportunities. The results of hypothesis testing in this study indicate that H_4 is accepted, meaning that work motivation influences employment opportunities. Seen from table above shows the column t variable morale work motivation 3.61 where the value is higher than 2, therefore work motivation can affect job opportunities. For respondents of vocational high school graduates who will work, this will motivate them to look for work because there is already a special provision of expertise that can be applied when respondents look for work or when they are already working. Motivation from the respondents just appeared or because there was an urge in themselves to want to achieve something like meeting the needs of clothing, food, and shelter, needs recognized by others, the need for security, with this basis can make respondents become enthusiastic in seeing work that is around and who are looking for a job.

The fifth hypothesis proposed in this study is that competence influences employment opportunities. The results of hypothesis testing in this study indicate that H_5 is accepted, meaning that competence influences employment opportunities. Seen from table above shows the column t variable work competency value 10.51 where the value is higher than 2, therefore competence can affect job opportunities. This research is positive because students who have finished school or completed school have competencies or majors and knowledge that are relevant to the needs of stakeholders or the needs of the industry. One must meet professional needs (professional needs), community needs (social needs), the needs of the world of work (industrial needs) and the needs of future generations (scientific vision aspects) at the time of graduating from school. Therefore, the existence of competencies possessed is very helpful in gaining employment opportunities, because respondents already have provisions that are brought to get jobs that are on employment opportunities. which where job opportunities are increasing every year makes the respondents competing to find a better job and in accordance with the abilities of the respondent.

The sixth hypothesis proposed in this study is the effect of job readiness on job opportunities mediated by competence. Hypothesis testing results in this study indicate that H_6 is accepted, meaning that work readiness has a direct effect on employment opportunities mediated by competence. Seen from table above shows the column t work readiness variable is worth 4.83 which means it is higher than 2, therefore job readiness has a direct effect on job opportunities mediated by competence. The influence of competence greatly affects the alumni of Vocational School graduates in East Jakarta due to the competence of the waiting period of time to get a shorter job, besides that alumni also have supplies that can be used at work so as to make alumni more confident and have sufficient work readiness

The seventh hypothesis proposed in this study does not affect work motivation on employment opportunities mediated by competence. The results of hypothesis testing in this study indicate that H_7 is rejected, meaning that work motivation does not directly affect job opportunities mediated by competence. Seen from table above shows the t column of work motivation variable is 1.46, which means it is lower than 2, therefore work motivation does not have a direct effect on job opportunities mediated by competence. The effect of competence does not affect work motivation because alumni who already have competence do not make the expertise as a motivation but as a support for readiness in finding work in accordance with their expertise or in accordance with industry or company demand. Sometimes there are obstacles in finding a difficult job in the era of globalization and also the current alumni are required to be able to run in accordance with the demands of their needs, therefore alumni competence cannot affect motivation in a person, this will have an impact on finding a job that is on occasion work. Job opportunities increase every year in accordance with industry needs, but in reality there are still many Vocational School alumni who have not got a job yet.

The eighth hypothesis proposed in this study does not affect job readiness on work motivation. Hypothesis testing results in this study indicate that H_8 is rejected, meaning that work readiness has no direct effect on work motivation. Seen from table above shows the column t variable work readiness value -0.84, which means lower than 2, therefore work readiness does not directly influence work motivation. The results of the study are not in line with previous studies, the reasons for work preparedness are not related to work motivation This is because work readiness is a condition which shows that a person is able to complete his task well and without any coercion from various parties, while motivation is a giver of motion that creates someone's excitement so that they want to work together, work effectively, and be integrated. In my opinion, in this study, if someone who already has work readiness, then it is not supported by the motivation because someone who already has a feeling of being ready to work does not need to have an impulse in himself, because in him already addressed the existence of mature readiness and able to carry out tasks well without the need for motivation.

III. CONCLUSION

Based on the results of the analysis and discussion that has been carried out namely regarding the effect of work readiness and work motivation on job opportunities mediated by the competence of vocational high schools in DKI Jakarta, the following conclusions can be given. Work readiness does not directly affect competence, work motivation does not directly affect competence, work readiness has a direct effect on job opportunities, work motivation has direct effect on job opportunities, competence has a direct effect on job opportunities, Work readiness has a direct effect on job opportunities mediated by competence, work motivation does not directly affect job opportunities mediated by competence, work readiness does not directly affect work motivation.

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