

LAB WORK DISCIPLINE AND THE IMPLEMENTATION OF THE FIELD EXPERIENCE INDUSTRY AS PREDICTOR FACTOR IN ENTERING THE WORLD OF WORK READINESS OF THE MECHANICAL ENGINEERING'S STUDENTS FACULTY OF ENGINEERING UNIVERSITAS NEGERI PADANG

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ABSTRACT

This research starts from experience and observation of the researcher from lab work discipline and the student experience in the implementation of Industrial Field Experience (PLI), and also less preparation of the students of Department of Mechanical Engineering in entering the workforce. This research is descriptive correlational. The population in the study consisted of 109 Mechanical Engineering's students which do Industrial Field Experience (PLI) in semester July to December 2014 consisted of class 2010 and 2011. Samples numbered 86 students were taken by proportional random sampling technique. Research data retrieval is done by distributing a questionnaire, Likert scale model. Data analysis technique used is descriptive statistics with percentage calculation and regression aided by a SPSS computer program. The results of this research are: 1) Lab work discipline can be used as a predictor factor of readiness to enter the workforce. 2) the implementation of PLI can be used as a predictor factor of readiness to enter the workforce. 3) Lab work discipline and implementation of PLI can be used as a predictor factor for entering the workforce readiness toward Mechanical Engineering FT-UNP's students. Lab work discipline can predict a better readiness to enter the workforce. And the experience obtained during the PLI can also predict a better readiness to enter the workforce. These results indicate that these two variables should be increased to obtain a better readiness to enter the workforce.

Keyword: Work Discipline, Field Experience Industry, Work Readiness

1. INTRODUCTION

Education is widely defined as a process that enables one to learn his way of life and implicitly means that the process of education will last a lifetime from the time humans are born till the end of life. Related to that one of the main problems faced by the Indonesian nation to enter the era of globalization is the condition of Human Resources (HR) is relatively low which is observed from the ownership of educational background. Improving the quality of human resources to the attention of all parties, especially in the atmosphere of multidimensional crisis that occurred today. The community needs the support of various parties to face free competition. For that education plays an important role for improving the quality of resources owned. In this case the actors of educational development strives to raise the quality of

education of the Indonesian nation in order to compete in the quality labor market by adjusting the development of education itself. PLI is basically a form of education that involves students directly working in Business World / Industrial World (DU/DI) so that later students have the ability or competence in accordance with expectations and demands DU / DI, and gain work experience as one thing to improve professional skills. This is well-founded considering that DU / DI requires qualified personnel, professionals in their fields to operate increasingly sophisticated equipment as a result of technological developments. The world of work requires a professional workforce, such as discipline, willing to work hard, high confidence, have a vision of the future, can work in teams, have a mature design, able to think analytically, adaptable, able to work in pressure, proficient language and able to organize workmanship. If you can not meet these criteria, then you can not contribute as DU / DI expects.

Success achieved by a person in a job, need to have readiness for everything that is required by the job field, be it physical readiness, mental readiness, readiness of the cognitive aspect and so forth. According to the dictionary of psychology readiness is "the level of development or maturity that is profitable to practice something" (Chaplin, 2006, page 419). Then Slameto (2010: 450) suggests readiness to enter the world of work is everything that must be prepared in implementing something to achieve a goal, there are several factors that affect the readiness to enter the world of work such as: confidence, commitment, initiative / creativity, persistence in work, work skills, discipline, achievement motivation, ability to work together, and ability to communicate. the lack of work discipline in implementing the practice and studying in the workshop can affect one's initiative and certainly affect its success in work and study, then the work discipline is supposedly very influential on the readiness of students to enter the workforce.

Discipline is one of the key elements in achieving success. One aspect of HR power is reflected in disciplinary attitudes and behaviors, because discipline can have a powerful impact on the ability to pursue something that is planned. However, in the implementation of practical learning in the workshop was still a lot of students who work not according to work procedures or proper work steps, come late, often in and out, noisy while working, issuing dirty words, etc. From some of the phenomena and descriptions that have been described it is clear that the factors that greatly affect the readiness of graduates work majoring in Mechanical Engineering closely related to confidence, commitment, initiative / creativity, diligence in work, work skills, discipline, achievement motivation, , and the ability to communicate. Given this, the authors are interested to conduct research on the discipline of work and the implementation of Industrial Field Experience (PLI) as a predictor factor of readiness to enter the working world of Mechanical Engineering students FT-UNP. Based on the background of the problem, the following problems can be identified: (1) relatively low human resources (HR) observed from education, (2) varied types of industry in the implementation of Industrial Field Experience, (3) Field Industry Experience (4) Lack of attention and supervision of supervisors during the implementation of Industrial Field Experience, (5) Lack of student discipline to the rules applicable to DU / DI during the implementation of PLI (7) There is a gap between the world of education and the world of work for graduates majoring in Mechanical Engineering FT-UNP, (8) Lack of mechanical engineering graduates to enter DU / DI, and (9) Many graduates of Mechanical Engineering who work are not in accordance with the science studied in the lecture.

The boundaries of the above problems can be formulated as follows: (1) Is the discipline of practical work can be used as a predictor factor for the readiness to enter the working world of Mechanical Engineering students FT-UNP ?, (2) Is the implementation of Industrial Field Experience can be used as a predictor factor on the readiness to enter the working world of Mechanical Engineering students FT-UNP ?, and (3) Is the discipline of practical work and the implementation of Industrial Field Experience can be used as a predictor factor for the readiness to enter the working world of Mechanical Engineering students FT-UNP ?.

Preparedness in KBBI Prima Pen Team (2001: 531) is stated "as an act related to the design to do something". According to Idris in Matthew (2000) readiness is a competency concerning knowledge, skill and attitude. Sayuti in Matthew (2000) also adds the sense of readiness as the main capital for a person to do the job to get maximum results. Aris Kurniawan (2012: 16) also said that there are other factors that also affect the readiness to enter the world of work are: the ability to adapt to work to adapt to the types of work, the ability to adapt to the environment, the ability to communicate properly and correctly, mastery of information about the world of work, where more and more people get information about the world of work will be better, the perception of career prospects is a view of future career predicted from the present in realizing the future of the future. Opportunities for job opportunities, which have high confidence to compete in getting a job and job description available is a picture of work in the business world. The development of work preparedness must follow certain principles.

According to Aris Kurniawan (2012: 17) aspects that must be prepared in the readiness of work are:

1. Confidence, which has a high confidence with the provision of knowledge and skills possessed to adjust to the work environment.
2. Commitment, ie the willingness / sincerity in carrying out the work in accordance with the rules in force.
3. Initiative / creative, which has high initiative and creative in developing a decision about the task given.
4. Perseverance in the worker, ie have confidence and patience in completing the job.
5. Work skills, which has a high ability in carrying out work both in terms of knowledge, and skills.
6. Discipline, which has a high attitude of discipline, obedient and obedient to follow any rules and regulations that apply.
7. Motivation achievement, which has a high ability to develop themselves.
8. Ability to work together, ie have an open attitude and ready to cooperate with anyone and work in a team. Responsibility, which has a high sense of responsibility for the work given.
9. Ability to communicate, which has the ability to communicate well, such as the mastery of foreign language technical languages and others.

Formation of behavior when viewed from the interaction between personality factors and environmental factors (situational). High work discipline does not just appear but is a continuous learning process. In order for work practices in the workshop to be effective then the teacher / lecturer who is a change agent needs to pay attention to the principles of consistent, fair, positive, and open.

According to Malayu S.P Hasibuan (2010: 194), the indicator of work discipline are:

1. Comply with all company regulations

2. Use of time effectively
3. Responsibility in work and duties
4. Attendance level

According to Chalpin (in Emi Prabawati, 2012: 30) "Experience is knowledge or skills gained from practice or from outside the learning effort". Meanwhile, according to Oemar Hamalik (in Emi Prabawati, 2012: 29), "Experience is a source of knowledge and experience gained because of the interaction between individuals and their environment". Industrial Field Experience is very useful students, such as can gain experience in the business / industry and foster self-confidence in the students. The application of knowledge and skills learned in higher education can be sharpened and better trained in industrial practice. In addition, students also can feel and recognize the atmosphere of work environment so that students are ready to work in the business world and the industrial world after finishing Higher Education. In general, the implementation of PLI is aimed to obtain / explore the practical knowledge of the field / industry through direct involvement in various business / industry activities, fostering the attitude and work ethic of students as a candidate for professional workforce, and able to discuss a topic encountered in the field through method of scientific analysis into the form of an Industrial Field Experience report (PLI). Based on the temporary observation and experience of the author at the time of following the course of Industrial Field Experience is still the obstacles obtained by students majoring in Mechanical Engineering FT UNP in the field of Industrial Field Experience is influenced by the readiness of students in facing the industrial world in the field and the mastery of the material to be applied sometimes different when conducting Industrial Field Experience in industry. Based on the description described above, the conceptual framework and relationship model (regression) between independent variables and dependent variables are then proposed. In accordance with the scope or the learning of the research is to see the relationship of work discipline and the implementation of industry field experience as predictor factors preparing to enter the workforce.

2. METHOD

This research is a quantitative research because this research uses many numbers, ranging from data collection, interpretation of the data, and the appearance of the results of this study was realized in numbers (Suharsimi Arikunto, 2010: 27). In addition, this research is an ex-post-facto research because the data obtained is the result data from the events that have been going on, so that researchers only reveal facts based on the measurement of symptoms that already exist in the respondent (Suharsimi Arikunto, 2010: 17).

According Sugiyono (2010: 61) population is a generalization region consisting of objects or subjects that have certain qualities and characteristics that have been determined by researchers to be studied and then drawn conclusions. The population in this study is a student majoring in Mechanical Engineering who has completed the Field Industry Experience period July-December 2014.

3. RESULTS AND DISCUSSION

The data of this research include three variables: work discipline (X1), industrial field experience (X2) and readiness to enter the workplace (Y). Having obtained the description of the data for the practical work discipline it is seen that the mean (mean value) 140.29, Standard Deviation 8.549, Mode 126.00, Median 141,0000, Minimum 125.00, Maximum 155.00, Range 23.00, and Sum 12065.00.

The basic statistical calculation of work discipline above work is known that the answer scores spread from the lowest score 123 and the highest score 155, so the range of scattered values in the sample is $155 - 125 = 30$ and standard deviation 8.549 and 73.079 variants. The level of respondent achievement in each variable. Descriptive analysis of students' perceptions about the learning process is done with the help of computer through SPSS program version 20.0. The results showed that mean (mean value) 165.2500, Standard Deviation 15.98343, Mode (mode) 160.00, Median 165.0000, Minimum 122.00, Maximum 196.00, Range 74.00, and Sum 12559.00.

$$\text{Tingkat pencapaian} = \frac{\text{Skor rata - rata}}{\text{skor ideal maksimum}} \times 100\%$$

$$\text{Tingkat pencapaian} = \frac{140,29}{5 \times 32} \times 100\% = 87,68\%$$

So it can be concluded that the average level of achievement score practicum work discipline is 87.68% and entered into the good category. From this data it can be said that the discipline of practical work of mechanical engineering students FT UNP in general is Good.

Description of data on the execution of industrial field experience shows that mean (mean) 88,8696, Standard Deviation 9.88514, Mode 90.00 and Median 90,0000, Minimum 100.00, Maximum 178.00, Range 35.00 and Sum 4088.00. The basic statistical calculation of the experience of industrial field experience is known that the answer scores spread from the lowest score of 100 and the highest score 178, so the range of scattered values in the sample is $178 - 100 = 78$ and the standard deviation of 14.391 and the variant of 207,110. The level of respondent achievement in each variable used formula:

$$\text{Tingkat pencapaian} = \frac{\text{Skor rata - rata}}{\text{skor ideal maksimum}} \times 100\%$$

$$\text{Tingkat pencapaian} = \frac{147,86}{5 \times 38} \times 100\% = 77,82\%$$

So it can be concluded that the average level of achievement score of industrial field experience experience is 77.82% and entered into the category quite well. From this data it can be said that the implementation of field experience of mechanical engineering students FT UNP in general is quite good.

The basic statistical calculation of readiness entering the workforce is known that the answer scores spread from the lowest score of 109 and the highest score 146, so the range of scattered values in the sample is $109 - 146 = 37$ and the standard deviation 9.009 and the variant 81.157. The level of respondent achievement in each variable used formula:

$$\text{Tingkat pencapaian} = \frac{\text{Skor rata-rata}}{\text{skor ideal maksimum}} \times 100\%$$

$$\text{Tingkat pencapaian} = \frac{123,83}{5 \times 30} \times 100\% = 82,55\%$$

So it can be concluded that the average level of achievement score of readiness to enter the workforce is 82.55% and entered into the good category. From this data can be said that Readiness to enter the working world of engineering students FT UNP in general is Good.

Normality testing of research data was done by using kolmogorov-smirnov test (K-S test). The significance level used as the basis for data distribution is $\alpha = 0.05$. The probability significance score for X1 variable is 0,200, X2 is 0,200 and Y is 0,200. Because the significance for all variables greater than 0.05 it can be concluded that the data on the discipline of practical work and field experience field industry and the readiness to enter the working world of students majoring in Mechanical Engineering FT UNP normal distribution.

Linearity test aims to determine whether two variables have a linear relationship or not significantly. The significance score of work discipline labor - readiness to enter the workforce of 0.004. Score of discipline work practicum significance - readiness to enter the workforce of 0.000. If the value of significance in Deviation from linearity < 0.05 then both variables are linearly related. From the results of the above analysis it is known that the discipline of practical work obtained Deviation from linearity with sig. 0.004 < 0.05 and the execution of industrial field experience obtained Deviation from linearity with sig. 0,000 < 0.05 . Thus the discipline of practicum work and the execution of industrial field experience on the readiness to enter the workforce is linear.

Multiple regression analysis is used to measure the influence of more than one independent variable to the dependent variable. Before looking at multiple regression equations, we must first find the value of R (Multiple Correlation Coefficient) and the value of R² (Coefficient of determination). R value (correlation coefficient) = 0,550 and R² (coefficient of determination) = 0,302. Furthermore, the search for multiple regression equation as follows: $Y = a + b_1X_1 + b_2 X_2$, the equation $Y = 37.861 + 0.306 X_1 + 0.291 X_2$, meaning that when the work discipline variables (X1) increases one unit, the readiness to enter the work world (Y) will rise by 0.306. Likewise with the implementation of industrial field experience (X2), if there is an increase of one unit, then the readiness to enter the work world (Y) will rise by 0.291. The determination coefficient value of 30.2% is the diversity of preparedness to enter the work world (Y) determined by the variables of the discipline of practical work (X1) and the implementation of industrial field experience (X2), obtained F = 17,985 with significant 0,000. So that it can be said to be significant $< 0,05$ (0,000 $< 0,05$), then Ho is rejected, Ha accepted, meaning the discipline of practicum work (X1) and implementation of industry field experience (X2) together can be used as predictor factor to readiness to enter work world (Y).

This study revealed that of 86 samples answered 32 items in revealing the great correlation of laboratory work discipline to the readiness of entering the workforce, 44 items reveal the large implementation of Industrial Field Experience (PLI) on the readiness to enter the world of work, and disclose the discipline of work practices and Industrial Field Experience (PLI) to readiness to enter the world of work together to influence the readiness to enter the workplace significantly. Prior to the experiment, it was conducted an instrument test to 28 respondents to see the validity and reliability of the instrument with 40 variable items of Work Practice Discipline (X1), 44 items of Variables of Field Industry Experience

Execution (X2) and 36 items of Readiness to enter the Working (Y) variable. Obtained 32 items valid variable X1, 38 item valid variable X2 and 30 item valid variable Y. For reliability test of variable X1 with real level of 0.05, got price rhitung 0,514 while r11 for X2 equal to 0,925 and rtable 0,423. So because $r_{11} > r_{table}$, it is concluded that the data of discipline of practicum work and the execution of industry field experience is reliable.

The normal curve of the discipline of work practice tends to increase with the level of respondent achievement of 87.68% and it can be said that the discipline of practical work of students of Mechanical Engineering Department of FT-UNP in the workshop in general is Good. The implementation of Field Industry Experience tends to increase with the level of respondent's achievement of 77, 82% and included in the category is quite good, so it can be said that the implementation of field experience of students majoring in Mechanical Engineering FT-UNP in general is Good Enough. And the normal curve of readiness to enter the workforce tends to increase with the level of respondent's attenuation of 82.55% and into the category of good, and it can be said that the readiness to enter the working field of students majoring in Mechanical Engineering FT-UNP in general is Good. This suggests the presumption of research discussed in the background that a good work discipline is expected to have an effect on the implementation of the student industry field experience, thus increasing the readiness to enter the workforce is correct.

Judging from the normality test, the level of significance used as the basis of data distribution is $\alpha = 0.05$. This proves that the probability significance score for X1 variable is 0,200, X2 is 0,200 and Y variable is 0,200. Because of the significance for all variables greater than 0.05 it can be concluded that the discipline of student practicum work in the workshop and the implementation of industry field experience and readiness to enter the working world of students majoring in Mechanical Engineering FT UNP has a normal relationship. From result of linearity test analysis known that student work practice discipline in workshop get Deviation from linearity with sig. 0.004 \square 0.05 and the field industry experience acquired Deviation from linearity with sig. 0,000 \square 0.05. Thus the discipline of student practicum work and the implementation of field industry experience of the students to readiness to enter the workforce is linear. And independence test between independent variables (multicollinearity test) shows Variance Inflation Factor (VIF) value for both independent variable that is work discipline and implementation of industrial field experience 1,000. Since the VIF value is less than 5.00 it is concluded that the regression model does not find any multicollinearity problem. Based on the results of the first and second hypothesis analysis proves that H_0 is rejected and H_a accepted. This proves the discipline of practicum work and the execution of industrial field experience can predict or predict readiness to enter the workforce. Discipline of practical work contributed 10.75% and industrial field experience contributed 23.71%. Result of third hypothesis analysis prove H_0 rejected and H_a accepted. This means that the discipline of practicum work and the execution of industrial field experience together contribute to the readiness to enter the workforce of 30.20%.

Achievement scores of respondents discussed, discipline work practice and the implementation of industrial field experience 82.55%. The data indicate that the issues raised in the background explain the readiness to enter the workforce of students affected by the discipline of practical work and the implementation of field experience of industry students is true. Discussion about the discipline of

practical work there is a significant relationship to the readiness to enter the world of work with a good relationship. Work discipline during the workshop in the workshop is very necessary in the students to gain success and gain readiness to enter the world of good work. The existence of a good work discipline in the lab will show readiness to enter the world of good work. The amount of influence of Industrial Practice Experience on the readiness of students is still relatively small at 21.1%. So based on the results of research reinforced by expert opinion and relevant research experience industry practice berkontribusi terhadap readiness of student work.

The problem that occurred in the Department of Mechanical Engineering FT-UNP is still the lack of readiness of students in entering the world of work. Based on the background of the problem identified that the cause of not yet optimal readiness to enter the workforce of students is the discipline of student practicum work in the workshop is still low and and the implementation of industrial field experience that has not been optimal. After the research, it can be concluded that the discipline of practicum work in the workshop and the implementation of industry experience gives a significant relationship 0.302. While the rest of 0.69 influenced or explained by other variables that are not included in this research model. Therefore, the discipline of practicum work and the execution of industrial field experience needs to be improved again to improve the readiness to enter the workforce.

4. CONCLUSIONS

The results of this research analysis, can be drawn conclusion as follows:

- a. There is a correlation of work discipline work with the readiness to enter the workforce of 0.306, which defines the discipline of practical work students in the workshop can be used as a predictor factor in the readiness to enter the workforce. This means that the higher the work discipline in the workshop workshop the higher the readiness to enter the working world of students majoring in Mechanical Engineering FT-UNP.
- b. There is a relationship between the implementation of Industrial Field Experience (PLI) to the readiness to enter the workforce of 0.291, which means that the implementation of Field Industry Experience (PLI) can be used as a predictor factor in increasing the readiness to enter the work world. This means the better the implementation of Industrial Field Experience (PLI), the better the readiness to enter the working world of students majoring in Mechanical Engineering FT-UNP.
- c. There is a correlation between the discipline of practicum work and the implementation of Industrial Field Experience (PLI) together on the readiness to enter the workforce of 0.302, which means that Field Industry Experience (PLI) can be used as a predictor factor in increasing the readiness to enter the working world m. This means the better the discipline of practical work and the implementation of Industrial Field Experience (PLI), the better the readiness to enter the working world of students majoring in Mechanical Engineering FT-UNP.

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