

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

The rapid development of science and technology accelerates globalization, fostering interaction and integration among people, companies, and governments from various countries more intensively (Rothenberg, 2002). This process is often propelled by advancements in communication and transportation technology, enabling easier connectivity and interaction across the globe.

Although globalization brings numerous benefits, such as access to various products and job opportunities in the global market, it also poses challenges, particularly regarding competition and its impact on the local labor market, leading to an increase in unemployment rates in Indonesia.

Open Employment Rate (Tingkat Pengangguran Terbuka) in August 2023 in Indonesia was 5.32% (BPS, 2023). TPT is an indicator used to measure labor that is not absorbed by the job market, indicating a mismatch between the quality of graduates and the expectations of companies. Open Employment Rate (Tingkat Pengangguran Terbuka) in Indonesia is predominantly attributed to Vocational School (VS) graduates, standing at 9.60%. This contradicts the primary objective of Vocational Schools, which is to cultivate skilled professionals ready to integrate into the workforce.

However, in reality, there exists a significant gap between vocational education and the needs of the industrial workforce, as evidenced by the situation at SMK N 2 Batusangkar.

**Table 1**

**Tingkat Pengangguran Terbuka (TPT)**

Highest Level of Education Attained	Open Unemployment by Highest Level of Education Attained (Persons)
Never attended school	24,852
Did not complete elementary school	437,819
Elementary School	1,230,914
Junior High School	1,460,221
Senior High School	2,251,558
Vocational High School	1,876,661
Academy/Diploma	235,359
University	884,769
Total	8,402,153

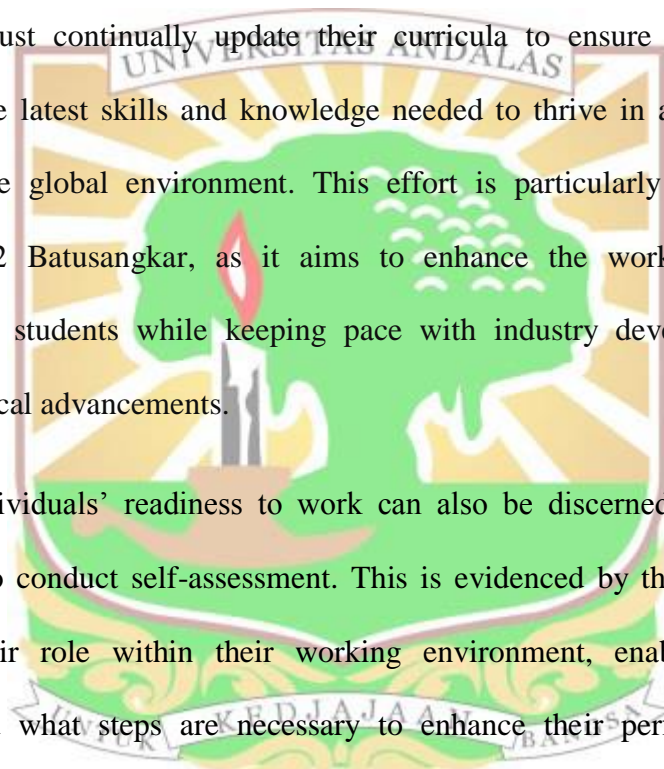
*Source : BPS (2023)*

The objective of Vocational High School (VS) is to equip students with the skills and mindset necessary for employment, fostering entrepreneurship, intelligence, and competitiveness, thereby enabling them to

thrive in the global marketplace. Directed competencies of graduates towards workforce needs and business development could potentially position vocational education as a cornerstone for long-term economic advancement, paving the way for future progress (Mulyati et al., 2014).

The adaptability of vocational education to the demands of the global market is crucial. As industries evolve and technology advances, vocational schools must continually update their curricula to ensure that graduates possess the latest skills and knowledge needed to thrive in an increasingly competitive global environment. This effort is particularly important for SMK N 2 Batusangkar, as it aims to enhance the work readiness of graduating students while keeping pace with industry developments and technological advancements.

Individuals' readiness to work can also be discerned through their capacity to conduct self-assessment. This is evidenced by their capacity to assess their role within their working environment, enabling them to understand what steps are necessary to enhance their performance. The ability to self-evaluate facilitates receptiveness to feedback, encourages ongoing learning, and fosters the exploration of knowledge, all of which contribute to bolstering self-confidence. Research by Betz (2004) demonstrates that individuals with strong self-confidence tend to exhibit superior performance. Therefore, a person's proficiency in self-evaluation reflects personal maturity and is considered a hallmark of good human resource quality, which in turn influences work readiness (Caballero et al.,



2011).

To remain competitive and survive the rapidly changing world, quality human resources are essential. Enhancing human resources can be achieved through education. Beyond imparting knowledge within the classroom, engaging students directly in real-world experiences enhances their readiness for work. One effective approach to achieve this is through internship programs, which provide students with direct involvement in the professional focus.

Internships play a pivotal role in shaping a student's readiness for the professional world. They offer a hands-on opportunity to apply theoretical knowledge in a real-world setting, bridging the gap between academia and industry expectations. A well-structured internship, as defined by the NSEE (National Society for Experiential Education), encourages active reflection and intentional learning, fostering a deeper understanding of the field and its demands. Conversely, if students have poor internship experiences characterized by a lack of guidance, menial tasks, or minimal learning opportunities, it can diminish their preparedness for the professional world.

Vocational Schools (VS) and Senior High Schools (SHS) employ distinct approaches in preparing students for the workforce. Students in vocational schools typically acquire more hands-on experience due to the emphasis on skill acquisition and direct application in real-world settings. Equipped with industry-specific skills studied at SMK N 2 Batusangkar,

these students are primed for immediate entry into the workforce upon graduation. However, this alone may not suffice to meet the demands of the labor market; hence, an internship program becomes indispensable to enhance students' practical experience.

Internships play a crucial role in affording vocational students the opportunity to apply their acquired skills in authentic work environments. Through internships, students can showcase their abilities to prospective employers. Demonstrating competencies aligned with a company's requirements and standards significantly increases students' prospects of being hired or securing positions at their internship sites.

Internships offer vocational school students a platform to validate their capabilities and embark on their careers with enhanced confidence post-graduation. They strengthen the nexus between education and industry, ensuring that students possess not only theoretical knowledge but also practical proficiency vital in professional settings. Given their significant influence on student skill development, internships are deemed indispensable for vocational study

Not only can internships enhance the quality of human resources and increase work readiness, work motivation is also one of the pivotal factors that holds considerable sway in this context. As highlighted by Robbins (2016) motivation refers to the willingness to exert high efforts to achieve organizational goals, which is influenced by the effectiveness of these endeavors to satisfy individual needs and requirements. Additionally, Wibowo

(2016) defines motivation as a series of encouragements that drive the process of human behavior in pursuing goals.

Work motivation is an integral key in instilling a sense of work readiness among students at SMK N 2 Batusangkar. When students are motivated, they exhibit greater enthusiasm towards participating in learning programs, thereby feeling more prepared for the workforce upon graduation. However, despite the importance of motivation, many students at SMK N 2 Batusangkar still do not pursue employment opportunities due to incomplete internships and a lack of motivation.

To address this issue, the researcher aims to identify and examine the factors influencing work readiness. Therefore, the researcher has chosen the topic titled "The Influence of Internship and Work Motivation on Work Readiness." By describing and analyzing these factors, the researcher seeks to determine the scope and extent to which internships and work motivation impact students' readiness for the workforce.

## **1.2 Problem Statement**

Drawing from the research background, the researcher deems it crucial to comprehend the intermediary function of corporate reputation in influencing employer perceived attractiveness and students' inclination to seek a job, hence, the two research questions the researcher hypothesized to address these issues which can be read below:

1. How does internship influence work readiness among 11th-grade students at SMK N 2 Batusangkar?

2. How does work motivation influence work readiness among 11th-grade students at SMKN 2 Batusangkar?

### **1.3 Objectives of the Research**

Based on the problem identified above, this study aims are:

1. To analyze the influence of internship on work readiness among 11th-grade students at SMKN 2 Batusangkar.
2. To analyze the influence of work motivation on work readiness among 11th- grade students at SMK N 2 Batusangkar.

### **1.4 Contribution of the Research**

This research is expected to make a significant contribution in the following areas :

1. Theoretical Advantages

Through the research process and the results, the findings of this study can be utilized as a point of reference and contribute to the advancement of other research in the human resource management field. It can also be utilized as a reference in future research endeavors. Researchers can comprehend the application of theory in the field and gain further knowledge and insight into the impact of internships and work motivation on how it affects work readiness based on the students of senior high school in Batusangkar.

## 2. Practical Advantages

The findings of this research can assist students in devising new strategies when encountering the online learning system. Additionally, it can serve as a basis for consideration and evaluation for educational institutions, particularly in managing the impact of internships and work motivation on work readiness among senior high school students.

### 1.5 Scope of the Research

The object of this research is students of SMK N 2 Batusangkar who have studied for more than 1.5 years or are in the XI Grade. The research will focus on analyzing the influence of internship and work motivation on work readiness.

### 1.6 Systematic Research

The systematic structure of this proposal is as follows:

## CHAPTER I INTRODUCTION

This chapter delves into the initial section of the proposal, covering the background of the research, the research question, what the study's aims, its importance, the scope of the study, and the systematic writing of the proposal.

## CHAPTER II LITERATURE REVIEW

This chapter discusses into various theories pertinent to the issues raised in this study, summaries of previous research, research frameworks, and research



hypotheses.

### **CHAPTER III RESEARCH METHODOLOGY**

This chapter covers the research design, population and research samples, operational definitions of research variables, and research data analysis techniques.

### **CHAPTER IV RESULT AND DISCUSSION**

This chapter will explain the characteristics of the research sample, present the results of hypothesis testing, and engage in a discussion of the obtained results.

### **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter will address the final section comprising research conclusions, implications, limitations of the study, and research suggestions.

