THE EFFECT OF CAREER EXPECTATION, CAREER GUIDANCE, AND WORK MOTIVATION TOWARD WORK READINESS STUDENT OF XII ACCOUNTING GRADER AT SMK NEGERI 1 BANTUL ACADEMIC YEAR OF 2018/2019

UNDERGRADUATE THESIS

This undergraduate thesis submitted in partial fulfillment of the requirements to obtain the degree of Bachelor of Education in Faculty of Economics Yogyakarta State University

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ACCOUNTING EDUCATION PROGRAM
ACCOUNTING EDUCATION DEPARTEMENT
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I hereby declare that this undergraduate thesis is truly my own original work. According to my knowladge, there are no works or opinions written or published by others except as references or citation by following the prevalent procedure of scientific writing.

Yogyakarta, April 10th 2019

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MOTTO

"The future belongs to those who belive in the beauty of their dreams"

(Elenor Roosevelt)

“Do not delay something”

(Author)

DEDICATION

Bismillahirahmanirrahim, by giving thanks to Allah SWT. I present this undergraduate thesis for my beloved parents Ibu Triwitutik Lestari Ningsih, Bapak Julianto Budi Prabowo, and my sister Devonika Aura Diva for their prayer, support, encouragement, and motivation so that it arrived at this point. Don't forget to:

1. My grandfather that gave me an advice and motivation.
2. My extended family for their endless support.

THE EFFECT OF CAREER EXPECTATION, CAREER GUIDANCE, AND WORK MOTIVATION TOWARD WORK READINESS STUDENT OF XII ACCOUNTING GRADER AT SMK NEGERI 1 BANTUL ACADEMIC YEAR OF 2018/2019

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ABSTRACT

This research aims to determine: 1) The effect of Career Expectation toward Work Readiness student, 2) The effect of Career toward Work Readiness student, 3) The effect of Work toward Work Readiness student, 4) The effect of Career Expectation, Career Guidance, and Work Motivation simultaneoulsy toward Work Readiness student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019.

This research is an Ex-post facto study with a quantitative approach. This research was conducted at SMK Negeri 1 Bantul with the subject of student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019. The data collection technique used in this study was a questionnaire. Before analyzing the data, a prerequisite test for analysis must be carried out, namely normality test, linearity test, and multicollinearity test. The data analysis technique used in this study is simple regression analysis and multiple regression analysis.

The results of this study are: 1) There is a positive and significant influence between Career Expectation and Work Readiness toward Work Readiness student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019 with a value of r_{x1y} 0.391; r^2_{x1y} 0.153; t_{count} 4,094; t_{table} 1.986. 2) There is a positive and significant influence between Career Guidance and Work Readiness toward Work Readiness student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019 with a value of r_{x2y} 0.453; r^2_{x2y} 0.205; t_{count} 4,094; t_{table} 1.986. 3) There is a positive and significant influence between Work Motivation and Work Readiness toward Work Readiness student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019 with r_{x3y} 0.353; r^2_{x3y} 0.124; t_{count} 3,636; t_{table} 1.986. 4) There is a positive and significant influence between Career Expectation, Career Guidance, and Work Motivation simultaneoulsy toward Work Readiness student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year 2018/2019 with a value of $R_{(1,2,3)}$ 0,532; $R^2_{(1,2,3)}$ 0,283; F_{count} 11,961; F_{table} 2,706. So Career Guidance is a variable with the greatest influence among the three independent variables with r^2_{x2y} 0.205 so student can be more active in doing Career Guidance that supports Student toward Work Readiness.

Keywords: Work Readiness, Career Expectation, Career Guidance, Work Motivation

PENGARUH EKSPEKTASI KARIR, BIMBINGAN KARIR DAN MOTIVASI KERJA TERHADAP KESIAPAN KERJA SISWA KELAS XII PROGRAM KEAHLIAN AKUNTANSI SMK NEGERI 1 BANTUL TAHUN AJARAN 2018/2019

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui:1) Pengaruh Ekspektasi Karir terhadap Kesiapan Kerja Siswa, 2) Pengaruh Bimbingan Karir terhadap Kesiapan Kerja, 3) Pengaruh Motivasi Kerja terhadap Kesiapan Kerja Siswa, 4) Pengaruh Ekspektasi Karir, Bimbingan Karir, dan Motivasi Kerja secara bersama-sama terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Akuntansi SMK Negeri 1 Bantul Tahun Ajaran 2018/2019.

Penelitian ini adalah penelitian Ex-post facto dengan pendekatan kuantitatif. Penelitian ini dilakukan di SMK Negeri 1 Bantul dengan subjek Siswa Kelas XII Program Keahlian Akuntansi Tahun Ajaran 2018/2019. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket. Sebelum dilakukan analisis data, maka harus dilakukan uji prasyarat analisis yaitu uji normalitas, uji linieritas, dan uji multikolinieritas. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis regresi sederhana dan analisis regresi ganda.

Hasil penelitian ini adalah: 1) Terdapat pengaruh positif dan signifikan antara Ekspektasi karir dengan kesiapan kerja Siswa dengan nilai r_{x1y} sebesar 0,391; r^2_{x1y} sebesar 0,153; t_{hitung} sebesar 4,094; t_{Table} sebesar 1,986. 2) Terdapat pengaruh positif dan signifikan antara Bimbingan karir dengan kesiapan kerja Siswa Kelas XII Program Keahlian Akuntansi SMK N 1 Bantul Tahun Ajaran 2018/2019 dengan nilai r_{x2y} sebesar 0,453; r^2_{x2y} sebesar 0,205; t_{hitung} sebesar 4,094; t_{Table} sebesar 1,986. 3) Terdapat pengaruh positif dan signifikan antara Motivasi kerja dengan kesiapan kerja Siswa Kelas XII Program Keahlian Akuntansi SMK N 1 Bantul Tahun Ajaran 2018/2019 dengan nilai r_{x3y} sebesar 0,353; r^2_{x3y} sebesar 0,124; t_{hitung} sebesar 3,636; t_{Table} sebesar 1,986. 4) Terdapat pengaruh positif dan signifikan antara Ekspektasi Karir, Bimbingan Karir, dan Motivasi Kerja secara bersama-sama terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Akuntansi SMK N 1 Bantul Tahun Ajaran 2018/2019 dengan nilai $R_{(1,2,3)}$ sebesar 0,532; $R^2_{(1,2,3)}$ sebesar 0,283; F_{hitung} sebesar 11,961; F_{Table} sebesar 2,706. Jadi Bimbingan karir merupakan variabel dengan pengaruh paling besar diantara ketiga variabel bebas yang diteliti, ditunjukan dengan r^2_{x2y} sebesar 0,205 sehingga siswa dapat lebih giat dalam melakukan Bimbingan Karir yang mendukung Kesiapan Kerja Siswa.

Kata Kunci: Kesiapan Kerja, Ekspektasi karir, Bimbingan Karir, Motivasi Kerja

FOREWORD

Alhamdulillah, I would like to thank Allah SWT that has give me His mercy and guidance so that the writer can complete the undergraduate thesis entitled "The Effect of Career Expectation, Career Guidance, and Work Motivation Toward Work Readiness Student of XII Accounting Grader At SMK Negeri 1 Bantul Academic Year Of 2018/2019 ". This thesis was prepared to fulfill the requirements to obtain a Bachelor of Education degree in the Accounting Education Study Program, Faculty of Economics, Yogyakarta State University. The author realizes the realization of this thesis can not be separated from the guidance, support, assistance, and encouragement from various parties, the authors would like to thank all of the helpto all who have helped:

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The author realizes that in this final thesis is far form completeness and there are still shortcomings and limitations. Therefore, criticism and constructive suggestions are expected by the author to improve this thesis and can be useful for all parties. May their good deeds be recorded as the best deeds by Allah SWT.

Yogyakarta, April 10th 2019

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CHAPTER I
INTRODUCTION

A. Research Background

Law Number 20 of 2003 Article 15 concerning the National Education System states that, "Vocational education is secondary education which prepares student primarily to work in certain fields". According to UNESCO, " vocational education is education designed to prepare skilled workers at a lower level of qualification for one or a number of jobs, trade, or employment". According to Mager (1996: 2), the purpose of teaching is to release student to be able to work satisfactorily at work and be able to improve their skills during work. Therefore, vocational education has a goal, that is prepare learners in the field of employment and effective participation in the world of work.

Vocational School (SMK) is formal education that has a specific teaching method to guide and direct student to become graduates who are ready and professional in the world of work both in the company and develop their own business. The vision of the Development of Vocational High Schools is the formation of individuals and ecosystems of vocational education with character based on mutual cooperation, while the mission are:

1. Realizing strong vocational high school education actors.
2. Realizing vocational high school access that is widespread, equitable and equitable.
3. Realizing quality learning in Vocational High Schools.

4. Realizing strengthening governance and increasing the effectiveness of bureaucracy and public involvement.

If we look at the condition of student who are currently graduates of vocational education, there are still many student who feel they are not ready to work. This creates a discrepancy between the actual conditions and the objectives of vocational education that have been regulated in the law. The data contained in the Badan Pusat Statistik (BPS) shows that the number of workforce in February 2018 was 133,94 million people, up 2,39 million compared to February 2017. From the level of education, the Open Unemployment Rate (TPT) for Vocational High Schools (Vocational High Schools occupy the highest position among the other levels of education, which is 8,92%. Of the 127,07 million people who worked, amounting to 7, 64 percent were in the underemployed category and 23,83 percent were included in part-time workers. In the past year, half the unemployed and part-time workrforce 0,02 percent and 1,31 percentage points respectively. Student should be ready to enter the workforce after completing vocational education, but in reality they still feel they are not ready to work and do additional things that they consider will increase knowledge and experience by entering college or taking skills guidance. Student have the desire to work in accordance with what they have planned and not often they also think that, if only armed with a certificate of Vocational High School (SMK) alone is not enough to achieve the job position they want.

Based on preliminary research conducted by researcher on April 25, 2018 at SMK Negeri 1 Bantul, so far Vocational High Schools (SMK) are still seen as less able to support student' experience in finding jobs. The researcher interviewed six student about Work Readiness and data collection to get information on graduate student who worked and continued on to college. From the results of interviews conducted by researcher found several problems regarding the readiness of work of student at Bantul 1 State Vocational School, are as follows:

1. After graduating from Vocational School (SMK) student still want to continue their education to higher education. It is because student feel unsatisfied with the knowledge and experience they have while taking vocational schools. Furthermore, student also want to follow in the footsteps of seniors or alumni who have successfully entered college.
2. If student choose to work after graduating from vocational school, the results or salary to be obtained will be used for college, so they can get an education degree and reach the desired job position. It is shows that student are not fully prepared to work in accordance with their fields, but they work to be able to continue their education.

In addition to the problems regarding Work Readiness of student, researcher also get data about information on alumni who work as well as those who go on to college. Data shows that student in the accounting program for the 2015/2016 academic year have 39 student out of 133 student or around 30% of student who continue their education to official and tertiary

education institutions, both public and private universities and the remaining 133 participants student or 70% continue to work, have not worked, opened a business, and married. This shows that there are still quite a lot of student who are not ready to enter the workforce and choose to continue their education.

Harjono (1990: 23) argues, the readiness of student to enter the working world is everything that should be prepared to implement something to achieve a goal, there are several factors that affect the job readiness of learners are, motivation of work, Capacity of work, Capacity of adapt to the environment, the ability to adapt to work, the ability to communicate, information about the world of work, the reception of job prospects, opportunities to get employment opportunitie, and the discussion of work done in the world of work. Work Readiness is the condition of someone who is ready about a matter which includes physical, mental, experience, will, and ability maturity in activities to produce something desired.

One of the factors that influence student' Work Readiness is Career Expectation. According to Victor (in Siagian, 2011: 292), expectations can influence individuals in determining actions to be taken to achieve a person's goals or success, including estimates of the various events that will be faced. Career Expectation will affect the teaching and learning process that will support student' achievement in getting a job. One of the results of the efforts of scientists who studied motivation theory was the development of the theory of hope. Expectation theory is a theory that is seen to best explain

one's motivation in organizational life, although it may not be universally accepted. That is, motivation theory also has weaknesses. The core theory of motivation lies in the opinion that the tendency of a person to act in a certain way depends on the power of hope, that the action will be followed by a certain outcome and the attractiveness of the results for the person concerned.

Career Expectation are the efforts of someone or learners in achieving something they want to create and indirectly affect the lives of student. Career Expectation in middle or vocational level education are very important for student in facing the world of work. Knowledge of Career Expectation can be obtained by student through teachers, work guidance, information from friends who have worked, and see firsthand the world of work desired by student. The expectation of student about Career Expectation indirectly affect the way of learning and how to prepare student to enter the world of career expected by student.

Another factor affecting job readiness namely career guidance, understanding of vocational guidance and one aspect of the guidance that directs a person to work with a happy and comfortable in the work according to the abilities, interests and the situation himself. Career guidance is a process of preparing yourself to face the world of work, choosing the desired profession, equipping yourself with the knowledge and experience and adjusting yourself to the world of work that will be faced. According to Winkel (2005: 114):

> " Career Guidance is guidance in preparing to face the world of work, in choosing jobs or positions and certain proceses and equipping

> oneself to be ready to undergo work and be able to adjust to various job demands".

Whereas according to Marsudi (2003: 113)

> "Career Guidance is a device or more precisely a systematic program, process, technique, and service that aims to assist individuals in understanding and acting on the basis of the introduction of opportunities in work, education, and leisure, and developing decision-making skills so that individuals can create and manage their career development ".

From the definition above, it can be concluded that Work Readiness is a method carried out by someone to prepare themselves to enter the workforce. In addition to Career Expectation and Career Guidance, Work Motivation also influences the Work Readiness of student. Motivation derived from the word motif which means an attempt to encourage someone to do something. Motivation is a process that explains the intensity, direction and perseverance of an individual to achieve the goals achieved. According to Mcdonald (in Sardiman, 2007) motivation is a change in energy in a person that is characterized by the emergence of " feeling " and preceded by a response to the purpose.

Then, Dariyo states that motivation is a drive that comes from self-awareness to be able to achieve success in a job. A person can be said to have high motivation if the person has strong reasons to achieve what he wants by doing his job well. Work Motivation is an encouragement both from the internal and external side which aims to achieve the work desired by student. So from the various opinions above, it can be concluded that Work Motivation is a reason that encourages a person to do, complete, or stop an

activity in order to achieve certain desired goals, namely about Work Readiness.

Based on the description above, researcher are interested in conducting research on the factors that influence the Readiness of Work of Student. These factors are Career Expectation, Career Guidance, and Work Motivation. Thus, the title of this research is "The Effect Of Career Expectation, Work Guidance, and Work Motivation Toward Work Readiness Student Of XII Accounting Grader At SMK Negeri 1 Bantul, Academic Year Of 2018/2019".

B. Problem Identification

Based on the the problems background, it can be identified the problems that arise in the Work Readiness of SMK Negeri 1 Bantul student, namely:

1. The Work Readiness of immature student, as evidenced by the fact that there are still many graduates who work not in accordance with their expertise program , even there are graduates who have not yet obtained employment and choose to continue their education to higher education.
2. There is a gap between the expectations of student regarding the work they want to achieve with the level of competence possessed by student.
3. The Career Expectation of SMK Negeri 1 Bantul student are still not as expected.
4. There are still many student graduating from SMK 1 Bantul who do not work immediately, but choose to continue their higher education or get married.

5. Student assume that work after graduating from SMK is still not enough to meet the work targets they set. They choose to continue to higher education to achieve work goals and get a better view of society.

C. Problem Limitation

Based on the the problem background, there are two factors that influence Work Readiness, namely internal factors and external factors. Therefore, only two problems are chosen that are thought to have the effect of the Readiness of Work of Student, namely:

1. Internal factors in the form of Career Expectation and Work Motivation, which affect the Readiness of Work of Student.
2. External factors in the form of Career Guidance, which affect the Readiness of Work of Student.

D. Problem Formulation

Based on problem identification and problem limitation, the problem formulation can be known as follows:

1. Does Career Expectation Affect the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019?
2. Does Career Guidance Affect the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019?

3. Does Work Motivation Affect the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019?
4. Do Career Expectation, Career Guidance and Work Motivation collectively simultaneoulsy Affect toward the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019?

E. Research Objective

Based on the the problem formulation, the objectives in this this research are to find empirical evidance of:

1. The effect of Career Expectation toward Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.
2. The effect of Career Guidance toward Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.
3. The effect of Work Motivation toward Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.
4. The effect of Career Expectations, Career Guidance and Work Motivation simultaneoulsy toward Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

F. Significance of The Research

The results of this research are expected to provide benefits both theoritically and practically as follows:

1. Theoretical benefits
   a. The results of this study are expected to be able to contribute to science and education, especially to improve the Work Readiness of vocational school student.
   b. The results of this study are expected to be a source of reference and information for similar research.
2. Practical benefits
   a. For the teacher

      The results of this study are expected to be a means of consideration to improve the quality of education and prepare work assignments of student.

   b. For student

      The results of this study are expected to be able to provide motivation to student to prepare themselves in the face of obligations that will be borne when entering the workforce.

   c. For school

      The results of this study are expected to be able to provide information to the school in the implementation of vocational education regarding the factors that affect the Work Readiness of

student, so that it can direct student to prepare themselves to enter the workforce in accordance with established legislation.

d. For researcher

The results of this study are expected to increase the knowledge of researcher regarding the readiness of work of student, become a learning tool to improve the ability in the field of educational research and the application of science that has been studied theoretically and practiced in the lecture bench.

CHAPTER II
LITERATURE REVIEW

A. Theoritical Review

1. Overview of Work Readiness

a. Definition of Work Readiness

According to Thorndike (in Slameto, 2010: 114) readiness is a prerequisite for learning to the next stage. While according to Slameto (2010: 113) readiness is overall the condition of someone who makes himself ready to give a response or response in the face of a situation. Kamus Besar Bahasa Indonesia (KBBI) explains, work is an activity of doing something.Sedankan understanding of the work by Kamus Besar Bahasa Indonesia (2005: 554) is an activity to do something you do or do and something to do for a living and livelihood. According to Keith Davis (in Mangkuprawira, 2003: 181) career is all the obligations borne by a person during his working period.

Harjono (1990: 23) argues that, Work Readiness of student is everything that must be prepared in implementing something to achieve the goal. Whereas according to Herminto Sofyan in Endah Rahayu Nugraheni (2011: 27), Work Readiness is a person's ability to complete a job in accordance with the provisions without experiencing difficulties and obstacles with maximum results with predetermined targets.

Based on some opinions above, it can be concluded that, the readiness of student' work is a condition that must be prepared by student both in terms of ability, knowledge, and experience to achieve a predetermined goal, namely Work Readiness.

b. Factors Affecting Work Readiness

George J. Moully suggested that Work Readiness does not only depend on maturity solely but also on other factors, such as motivation and experience. Factors that can affect the Work Readiness of student are:

1) Psychological factors, to be able to do certain jobs properly, a person must have good motivation and be free from conflict and emotional.
2) Physiological factors, a behavior to fulfill Work Readiness does not occur unless physiological organs such as the five senses, the central nervous system and the muscles function properly.
3) Factor experience, the preparation process can occur if it is based on various experiences and knowledge of student. (I Ketut, 1997)

Meanwhile, according to Akhmad Kardimin (2004: 2-3) , there are two factors that influence the Work Readiness of student, namely the first internal factors that come from within the learner which include physical and mental maturity, pressure, creativity, interest,

interest, knowledge, independence, intelligence and motivation. The second is external factors originating from outside the student, including the role of work experience, information on the world of work, school facilities and infrastructure, community environment and family environment.

From the opinion of some experts above, it can be concluded that, the factors that influence the Work Readiness of student consist of internal factors originating from within the student themselves such as something related to psychology and physiology of student that can affect the Work Readiness of student, as well as factors external in the form of experience and knowledge both from the school environment, family, peers, and the community. And both of these factors are expected to be able to prepare student to enter the workforce.

c. Characteristics of Learner Work Readiness

Student that will be enter the workforce must prepare themselves, both in terms of knowledge, experience, mentality, and some other things that are needed. According to Basuki Wibawa (2017) the characteristics of student Work Readiness can be seen from the following factors:

1) Responsible for work performance and productivity.
2) Developing complete self abilities.
3) Contributing to organizational development.

4) Serving the needs of the community.
5) Participate in increasing competitive advantage.
6) Fostering the quality of Human Resources as individual capital.

Whereas according to other sources, student who already have Work Readiness will have several attitudinal characteristics that will be shown and studied seriously, these characteristics are:

1) Self-confidence, student have high self-confidence, knowledge, skills, and can adjust to the work environment.
2) Commitment, student have the will and sincerity in carrying out work in accordance with applicable rule.
3) Initiative and creativity, namely students have high initiative and creativity in developing a decision about the assignment givenperseverance in work, student have confidence and patience in completing work.
4) Work skills, student have high ability in carrying out work both in terms of knowledge and skills.
5) Discipline, student have a high discipline attitude, obey all applicable rules and regulations.
6) Achievement motivation, student have a high willingness to develop themselves.
7) Ability to work simultaneoulsy, student have an open attitude and are ready to work with anyone and work in a team.

8) Responsibility, student have a high sense of responsibility for the work given.
9) Communication skills, student have good communication skills, such as mastery of technical languages, foreign languages and others.

Based on some opinions above, there are important factors that function to create student for Work Readiness, including having responsibility for work carried out by communication skills, collaboration skills, discipline and others.

2. Overview of Career Expectation

a. Definition of Career Expectation

According to Victor H. Vroom (in Sondang F Siagian, 2008: 292) the theory of hope explains that, if someone wants something, and has considerable expectations for it, then someone will be compelled to get it. There are three main assumptions about the theory of expectations according to Victor, are follows:

1) Every individual believes that, if he behaves in a certain way, he will get certain things. This is called the outcome expectancy as a subjective assessment of a person on the possibility that, a certain outcome will arise from a particular action someone.
2) Every result has a value or attraction for someone. This is called valence as the value given by someone to an expected outcome.

3) Each outcome is related to a perception regarding the level of difficulty in achieving these results. This is called effort expectancy as a possibility that, someone will produce achievements for a particular purpose.

Expectation is one of the drivers that underlies a person to take action. Expectation theory also shows the level of a person in having the desire to produce and manifest something work and purpose at a certain time. While career review according to Simamora (2001: 505) career is a sequence of one's activities related to work, behavior, values and aspirations during the person's life span. Meanwhile, according to other sources, careers are the ideals, ambitions, and goals of one's life in a long period of time in pursuing a field. So, Career Expectation are knowledge about a job that exists and can be created with the capital of knowledge and skills possessed by student (Krisnawan: 2013). Career Expectation can be obtained from teachers, peers, parents, social media and much more. This expectation theory or expectation theory states that the power that motivates student to study and work actively depends on the reciprocal relationship between what is expected and needed with the results to be obtained.

b. Strengts of Career Expectation Theory

There are several advantages of expectations theory that influence the Work Readiness of participants, including:

1) Expectation theory bases itself on the interests of student who want to achieve maximum satisfaction and minimize dissatisfaction.
2) Expectation theory emphasizes real and actual expectations.
3) Expectation theory aims to get rewards .
4) The theory of expectations focuses on the psychological conditions of student who aim to achieve their goals optimally and avoid difficulties.

c. Weaknesses of Career Expectation Theory

Expectation theory also has several weaknesses, consist of:

1) Expectation theory only focuses on student who have high expectations about the business done with the rewards that will be obtained.
2) The application of expectation theory is only limited, because the process of the expectation practice is not directly related to the objectives to be achieved.

d. Factors Affecting Career Expectation

There are three factors that influence Career Expectation, consist of:

1) Factor from within yourself

Some of the factors that exist in student who see something that is expected and try to achieve these goals, namely attitudes, motives, interests, interests, experiences and expectations that are owned by student.

2) Target work of student

The work goals of student can be in the form of job characteristics, work environment, and rewards for the efforts made by student in the world of work. The work goals that are owned by student, usually will affect the views of student about the world of work that will be taken.

3) The situation experienced by learners

The situation that is being experienced by student also influences the expectations of their work. Situations that describe the world of work both positive and negative, the environmental situation of peers and the school of student will also provide an overview of the world of work they will face. In addition there are several factors that exist in student that will affect Career Expectation, including:

a) Challenging work

b) Application of a fair reward system

c) Conditions that have a supportive nature

All three factors above resemble similarities with perception theory proposed by Sondang Siagian (2012: 100-105).

3. Overview of Career Guidance

a. Definition of Career Guidance

According to Bambang Ismaya (2015: 84), Career Guidance is the most important thing besides formal guidance in schools, work

guidance is part of the final process of study, when student have completed their studies, they need direction, guidance, and learning in choosing jobs, seeking identity in work, so that student know the direction in finding a job that matches their characteristics.

Whereas, according to Dewa Ketut Sukardi in Bambang Ismaya (2015: 84) argues that, basically work information consists of facts concerning work, position or career, and aims to help individuals obtain views, understanding, or understanding of the world of work, as well as aspects of the world work. Job or occupational information includes facts relevant to the following:

1) Job potential includes area, composition, and geographical factors, gender, age level, and size of the industry group.
2) Work structure and size of the working group.
3) The scope of the workforce includes understanding employment, changing populations, improving demand from the general public, and changing technology.
4) Legislation, regulations and work agreements.
5) Sources of information in order to conduct studies related to work.
6) Job classification and job information.
7) Important and critical work.
8) Real tasks and nature of work.
9) Qualifications that compel work in a variety of jobs.
10) Meeting the needs for various types of work.
11) The method for entering work and improving work performance.
12) Income and forms of compensation from various types of work.
13) Working conditions in various types of work.
14) Criteria for assessing work information material.
15) Characteristics of a workplace.

Therefore, Career Guidance is guidance in preparing themselves to face the world of work, choosing the desired profession, preparing

themselves to find employment, equipping themselves with as much knowledge and experience as possible and the process of preparing themselves for the world of work to be faced. Career Guidance may include selection types of workers, apply values in industrial relations in the world of work and so on.

b. Purpose of Career Guidance

Bambang Ismaya (2015: 85) states that in general, the objectives of work guidance are as follows:

1) Having self-understanding (abilities, interests, and personality) related to work.
2) Having knowledge of the world of work information that supports the maturity of work competencies.
3) Have a positive attitude towards the world of work. In the sense of accepting any work, without feeling inferior, if it is meaningful to him, and in accordance with religious norms.
4) Understand the relevance of learning competencies (ability to master the work) with the requirements of skills or skills in the field of work that become the aspirations of his work in the future.
5) Having the ability to form a career identity, by recognizing the characteristics of work, the ability (requirements) demanded, the sociopsychological environment of work, job prospects, and work welfare.

6) Having the ability to plan for the future, namely designing life rationally to obtain roles that are in accordance with the interests, abilities, and conditions of socio-economic life.
7) Knowing skills, interests and talents. Success or comfort in a job greatly affects the interests and talents possessed. Therefore, each person must understand his abilities and interests, in the field of work that he is capable of, and whether he is interested in his work.
8) Have the ability or maturity to make work decisions.
9) Having the ability to create an atmosphere of harmonious, dynamic, fair and dignified industrial relations.

Whereas according to Donald E. Super, the purpose of Career Guidance are:

1) Identify the level of career maturity and try to reduce the deficiencies found in the ownership of attitudes, skills, knowledge, and achievements needed by career development tasks.
2) Self-concept analysis and strengthening it through assessment and counseling, if needed
3) Understanding that careers are a combination of the roles of life that interact with each other and help select those roles then identify their dimensions to achieve life balance.

4) Identify interests, abilities, and values, then distribute them for various life roles.

According to Constructivist theory put forward by Mark L. Savickas, the purpose of Career Counseling are:

1) Awaken someone to unresolved themes and life problems.
2) Helping someone in planning work that will help overcome unresolved problems.
3) Helping someone to adapt to work so that they are able to handle problems in the workforce.

Meanwhile, according to the group of John krumboltz learning theorists, the purpose of counseling includes the following:

1) Identify and dispose of irrational beliefs that affect job selection and development.
2) Teaches other decision-making skills and task approach skills.
3) Extending one's chosen knowledge by exploring experiences in real life.
4) Creating opportunities for someone to follow positive role models.
5) Develop the right work plan that moves someone in the direction and goals that have been set.
6) Helping someone to accept uncertainty as a normal condition and make it a lesson and determine new experiences.

From the four opinions above, it can be concluded that Career Guidance is an effort carried out by teachers and student to shape the attitudes and character of student who are able to handle the world of work, prepare student with knowledge and good experience given from formal lessons and lessons non-formal activities such as subjects conducted in classrooms and industrial work practices carried out by directly learning in the world of work, and introducing student to the conditions of the world of work they will face.

c. Function of Career Guidance

According to Bambang Ismaya (2015: 86) Student need and are important to get work guidance because of:

At the end of the second semester, senior high school (SMA) or vocational high school (SMK) student need to undergo a study program or majors, student will choose programs A1, A2, A3, or A4. In fact the A5 program has not yet taken place. In the selection of study programs or majors student have limitations because of the requirements related to their academic achievement. The study program will determine the future of student. Therefore, student need guidance in choosing the study program majors carefully, precisely, and thoroughly.

2) In fact, not all student who graduate from high school / vocational school will continue to higher education. Student who will enter the workforce need work guidance so that student

can work happily and in accordance with applicable regulations. High school / vocational school student are a potential workforce. They will determine the state of the country in the future.They are human resources in development. Therefore, good preparation is needed to prepare them for jobs and positions that are in line with their potential in the future. To prepare this, student need Career Guidance.

3) High school / vocational school student are in adolescence, a transition period from childhood to adulthood. In general, they have not been able to live independently, still need the help of others to lead to independence. In relation to this, they need guidance, including work guidance to prepare for independence in terms of work.

So the function of Career Guidance is a step given by the school through a teacher or other person who is authorized to provide guidance to student so they can set and choose the goals to be achieved.

d. Steps of Career Guidance

Krumboltz and Baker (1973) state that there are eight steps in Career Guidance or work guidance , namely:

1) Set problems and goals of student.
2) Try to reach a mutual agreement to achieve the goal.
3) Come up with alternative solutions to existing problems.

4) Gather information about alternative solutions.

5) Study the potential consequences of each alternative solution.

6) Reevaluate goals, alternatives, and consequences.

7) Make decisions and choices.

8) Generalize the decision making process to new problems.

With the above steps it is expected that student will have more knowledge and provide them with experience to prepare themselves to enter the workforce.

4. Overview of Work Motivation

a. Definition of Work Motivation

Motivation comes from Latin, namely " *Movere* " which means moving. M ccording Mc. Donald in Sudirman (2007) motivation is a change in energy in a person that is characterized by the emergence of feelings and preceded by responses to the purpose. In line with Mc's opinion. Donald, Agoes Dariyo (2003) states that, motivation is a drive that comes from self-awareness to be able to achieve success in a job. While according to Herzberg's theory, classified as a motivational factor is someone's work, success achieved, opportunity to grow, progress in career, andrecognition of others. In addition , According to Victor H. Vroom (in Sondra F Siagian, 2008: 292) motivation is the result of a result to be achieved by seseor a ng and estimates that his actions would lead to the desired result. This means that if someone wants a goal, and it is easy to get it, then

someone will try to achieve his goal. According to Berzberg, those who belong to motivational factors are one's work, success achieved, opportunities to grow , progress in work, and recognition from others. So motivation is a series of efforts to prepare certain conditions, so student want and want to do something.

From some of the opinions of experts regarding the definition of motivation, it can be concluded that Work Motivation is an encouragement both from external and internal factors of student who are able to do, complete, and achieve an activity to achieve certain goals desired from that motivation.

b. Funtion of Work Motivation

The function of Work Motivation is to encourage someone or student to carry out an activity in order to achieve the stated goals. According to Sardiman (2007: 85), there are three functions of Work Motivation, are follows:

1) Encouraging student to do work in preparing work, in this case motivation is a means of driving the activities to be carried out.
2) Determining the direction of the purpose of the action in preparing the job, motivation give direction to the goals to be achieved. With the direction given by the motivational function, student are expected to be able to achieve goals according to the formulated goals.

3) Selecting or determining actions in preparing work, the function of motivation is to determine the actions to be chosen and used to achieve the objectives to be determined.

The purpose referred to in this case is the readiness of the work of student in facing the world of work. With the functions contained in Work Motivation is expected to help student prepare themselves in the world of work and determine and choose the goals to be achieved.

c. Method of Work Motivation

Work Motivation has several goals that are very useful for student' job readiness, especially at the level of the Senior High School or Vocational School. To achieve the goals of motivation there are two methods of Work Motivation, according to Hasibuan (2006: 149), namely:

1) Direct Motivation

Direct motivation is motivation that is given directly to student to assist in achieving the stated goals. Direct motivation can be a sentence of praise, appreciation, and words that can give encouragement to student to do something.

2) Indirect Motivation

Indirect motivation is implied motivation such as giving facilities to student to support student Work Readiness. This indirect motivation can be in the form of educational facilities such as accounting computer laboratories, entrepreneurship

laboratories, and industrial work practices which indirectly will provide motivation and positive images for student in preparing themselves for the world of work.

B. Relevant Research

Some research results relevant to this study are:

1. Poh Li Lau, Diana-Lea Baranovich, Kwan Eu Leong (2018)

   Research conducted by Poh Li Lau, Diana-Lea Baranovich, Kwan Eu Leong in 2018 entitled "Enhancing Work Readiness: A Review of Career Development of Adolescents in Malaysia". The results of the study show that: Work Readiness is the first step for beginner level workers who join a job in the 21st century besides that there is also practical readiness and academic readiness to carry out tasks and responsibilities in a job. Work Readiness for career development and career counseling among adolescents needs to be considered in the importance of deep understanding of career development. The research conducted by Poh Li Lau, Diana-Lea Baranovich, Kwan Eu Leong has similarities in the form of research variables in the form of Work Readiness in adolescents, while differences with this research are the methods used, place, time, and object of research.

2. Emi Prabawati Sulistyarini (2012)

   The research conducted by Emi Prabawati Sulistyarini in 2012 entitled "*Pengaruh Motivasi Memasuki Dunia Kerja dan pengalaman Praktik Kerja Industri Terhadap Kesiapan Kerja Peserta Didik Kelas XII*

Program Keahlian Akuntansi SMK Negeri 1 Tempel Tahun Ajaran 2011/2012" . The results showed that: 1) Motivation Entering the World of Work positive and significant impact on learners Work Readiness class XII SMK Negeri 1 Tempel in the academic year 2011/2012 indicated by the value of r_{count} of 0.448 and the value of $t_{arithmetic}$ greater than t_{table} amounted 5.133> 1.658, the coefficient of determination is 0.201, which means that at 20.01% this variable influences the readiness of work. The research conducted by Emi Prabawati has an equation in the form of using the Work Motivation variable. The difference is that relevant research uses two independent variables and one dependent variable, while this study uses three independent variables and one dependent variable. Different independent variables are Experience of Work Practices. Another difference, which is located in the location and time of research , relevant research in SMK Negeri 1 Tempel, while this study at SMK Negeri 1 Bantul.

3. Md. Abdullah-Al-Mamun (2012)

   Research conducted by Md. Abdullah-Al-Mamun in 2012 entitled "The Soft Skills of Education for the Vocational Graduate: Value as Work Readiness Skills". The results showed that student with soft skills or emotional intelligence such as positive personality, effective communication, ability to solve problems, and others will have more opportunities to survive in the world of work better than student who lack mastery of emotional intelligence. Research conducted by Md. Abdullah-

Al-Mamun has an equation that is the use of Work Readiness variables on student, while the differences are the factors that influence, the method used, place, time, and object of research..

4. Catherine Lissette Caballero, Arlene Walker, Matthew Fuller-Tyszkiewicz (2011)

   Research conducted by Catherine Lissette Caballero, Arlene Walker, Matthew Fuller-Tyszkiewicz in 2011 entitled "The Work Readiness Scale (WRS): Developing a measure to assess Work Readiness in college graduates". The results of the study show that a qualitative study was conducted to assist in generating a representative pool of items for quantitative measurement. The resultant 167 item Work Readiness Scale (WRS) which we develop was validated in a sample of 251 graduates across a range of disciplines. Item analysis assisted in refining the scale. Exploratory factor analysis expleined 44,7% of the variance, demostrated excellent reliability and were labelled personal characteristic, organisational acumen, work competence, and social intellegence. The findings indicate that Work Readiness is a multidimensional construc and initial evidence is provided for the construct validity of the WRS.

5. Ari Prasetiani (2013)

   The research conducted by Ari Praset iani in 2013 entitled "*Pengaruh Pengalaman Praktik Kerja Industri, Prestasi Belajar Akuntansi dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Akuntansi SMK Negeri 1 Pengasih Tahun Ajaran*

2012/2013". The results of the study show that: 1) there is a positive and significant influence on the Motivation of Entering the Work World towards the Work Preparedness of Class XII Student of the Compassionary Vocational Skills 1 Program of Academic Year 2012/2013, indicated by $r_{x3\,y} = 0,486$; $r^2_{x^3\,y} = 0.236$; $t_{count} = 4.430$, and $p = 0.00$. The research conducted by Ari Prasetiani has an equation in the form of using the Motivation variable Entering the Work World. Different independent variables, namely Experience of Work Practices and Accounting Learning Achievements. Another difference, which is located in the location and time of research, relevant research at SMK Negeri 1 Pengasih Academic Year 2012/2013, while this research is at SMK Negeri 1 Bantul Academic Year 2018/2019.

6. Pujiyono, Maria M Minarsih, dan Andi Tri Haryono (2016)

   The research was carried out by Pujiyono, Maria M Minarsih, and Andi Tri Haryono in 2016 entitled "*Pengaruh Effkacy Kemampuan Diri, Kompetensi Kerja, Dan Motivasi Kerja Terhadap Kesempatan Kerja Dengan* Placement *Tes Sebagai Variabel* Intervening". The results showed that: large t_{count} 1) variable self-ability (X_1), work competence (X_2), and Work Motivation (X_3) respectively 2.569; 3,807; 2,515> t_{table} 1,661 and it can be concluded that vocational student already have more abilities and are able to position themselves as prospective skilled workers. The research conducted by Pujiyono, Maria M Minarsih, and Andi Tri Haryono had an independent variable that was Work

Motivation. The difference is that the other independent variables used in relevant research are the efficacy of self- ability and work competence, while this study uses Career Expectation and work guidance variables.

7. Thamia Veronica (2016)

   This research was conducted by Thamia Veronica in 2016 entitled "*Pengaruh Pengalaman praktek Kerja Industri, Informasi Dunia Kerja, Dan Minat Kerja Terhadap Kesiapan Memasuki Dunia Kerja Siswa Kelas XII Program Keahlian Akuntansi SMK N 4 Padang*". The results of the study show that : 1) the experience of industrial work practices has a positive and significant effect on Work Readiness, indicated by a coefficient of 0.274, the value of t_{count} is 2.782> t_{table} 1.672. 2) information on the world of work has a positive and significant effect on Work Readiness, indicated by a coefficient of 0.272, the value of $t_{arithmetic}$ 3.679> t_{table} 1.672. 3) work interest has a positive and significant effect on Work Readiness, indicated by a coefficient of 0.465, t_{count} of 6.308> t_{table} 1.672. The research conducted by Thamia Veronica has similarities, namely using variables tied to Work Readiness. The difference is that relevant research uses independent variables of industry work experience, workforce information, and work interest, while in this study uses work-free variables, work guidance, and Work Motivation, as well as schools as objects of research, relevant research at SMK Negeri 4 Padang while this research was at SMK Negeri 1 Bantul.

8. Astari Pratiwi (2016)

This research was conducted by Astari Pratiwi in 2016 entitled "The Effect of Employee Experience, Work Motivation, and Productive Learning Achievement on Student Work Readiness". The results of the study show that: there are influences between the three independent variables, namely the influence of the experience of internship, Work Motivation, and productive learning achievement on student' Work Readiness. The research conducted by Astari Pratiwi has similarities with this study, namely the use of independent variables Work Motivation. The difference is that the other independent variables used by this relevant study are experience of internship and learning achievement, while this study uses Career Expectation variables and work guidance, as well as schools as objects of research, relevant research at Gajah Mada Vocational School in Lampung city while this research is in State Vocational High School 1 Bantul.

9. Dian Wahyu Pertwi

This research was conducted by Dian Wahyu Pertiwi entitled "Pengaruh Bimbingan Karier Terhadap Kesiapan Kerja Siswa Bidang keahlian Tata Busana Di SMK". The results of the study show that: 1) there is a positive and significant influence between career advancements on Work Readiness. The determinant coefficient (R2) is 0.513, meaning that the amount of contribution given by Career Guidance variables to Work Readiness variables is 51.3%, while the remaining 48.7% is influenced by other factors. Research conducted by Dian Wahyu Pertiwi has

similarities with this research, namely using independent variables Career Guidance and dependent variables, namely Work Readiness. The difference is that school is the object of research, relevant research in SMK Negeri 6 Yogyakarta while this research is at SMK Negeri 1 Bantul.

C. Conceptual Framework

1. The Effect of Career Expectation Toward Work Readiness Student

   Career Expectation are knowledge about a job that exists and can be created with the capital knowledge and skills possessed by student. Career Expectation can influence the nature of student Work Readiness. Career Expectation also provide an overview of the world of work towards student. With Career Expectation student are expected to be able to describe and plan the work they want and want to achieve, by finding information about the job, studying academically, and looking for experiences such as following Industrial Work Practices. Therefore, the higher the Career Expectation of a student, the higher the Work Readiness of student is expected.

2. The Effect of Career Guidance Toward Work Readiness Student

   Career Guidance is a direction in preparing student to face the world of work, choose the desired profession, and equip themselves with as much knowledge and experience as possible. This Career Guidance can include choosing the type of work, teaching values that must be upheld in the world of work relations both with fellow employees, superiors and job responsibilities. Career Guidance can be in the form of

counseling, guidance or direction from the teacher, work exhibitions held by schools and business exchanges and so on. With the various kinds of Career Guidance, it is hoped that it will lead to a high level of student Work Readiness through knowledge and experience in preparing themselves for the world of work.

3. The Effect of Work Motivation Toward Work Readiness Student

   Work Motivation is one of the factors that influence student' Work Readiness. Understanding of Work Motivation is an encouragement both from the external factors of student and internal factors of student, who are able to provide direction in doing, completing, and achieving goals that have been set and want to be achieved. Motivation can also be a series of businesses to prepare themselves in certain conditions, so student can and want to do certain things too. With Work Motivation, student will have an effort to learn and gather as much experience as possible to prepare themselves to enter the workforce. So, with the increasing motivation of student work it will also produce high Work Readiness in student.

4. The Effect of Career Expectation, Career Guidance, and Work Motivation simultaneoulsy Toward Work Readiness Student

   There are many factors that can affect student' Work Readiness, including interest, talent, physical condition, mental condition, emotional condition, needs, and others. Career Expectation is one of the factors that influence student Work Readiness. Career Expectation give an idea of the

expectations held by student, with an overview of these expectation, student are expected to be able to prepare themselves well to achieve goals in entering the workforce. Career Guidance is also one of the factors that influence student Work Readiness, Career Guidance in the form of direction, advice and facilities provided by the teacher and the school will help student prepare themselves to enter the workforce. In addition to Career Expectation and Career Guidance, Work Motivation is also one of the factor that can affect Work Readiness student, with Work Motivation, student will be encouraged to do something namely prepare themselves to find as much knowledge and work experience as possible for student' Work Readiness. With the high Career Expectation of student, the intensity of Career Guidance obtained by student, and the high Work Motivation of student, the higher the readiness of the work of student in entering the business world.

D. Research Paradigm

The paradigm in this research has one dependent variable and three independent variables. Work Readiness of Student as the dependent variable (Y), Career Expectation as the first independent variable (X_1), Career Guidance as the second independent variable (X_2), and Work Motivation as the third independent variable (X_3). The relationship of the dependent variable with the independent variable can be seen through the following paradigm:

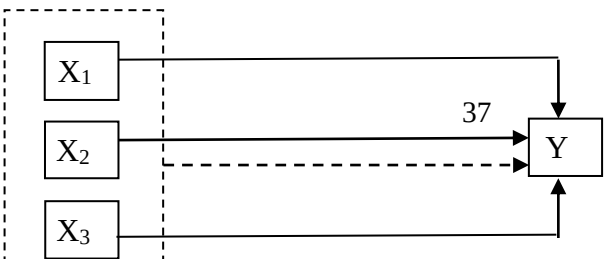

Figure 1. Research Paradigm

Explanation :
X_1 : Career Expectation
X_2 : Career Guidance
X_3 : Work Motivation
Y : Work Readiness
⟶ : The Effect of X_1, X_2, dan X_3, individually toward Y
- - - -▸ : The Effect of X_1, X_2, dan X_3, simultaneoulsy toward Y

E. Research Hypothesis

Based on theoretical studies, frameworks of thinking, and relevant research above, the following hypotheses can be proposed:

1. There is a positive and significant effect of Career Expectation on Work Readiness Student of XII Accounting Grader SMK Negeri 1 Bantul Academic Year of 2018/2019.
2. There is a positive and significant effect of Career Guidance on Work Readiness Student of XII Accounting Grader SMK Negeri 1 Bantul Academic Year of 2018/2019.
3. There is a positive and significant effect of Work Motivation on Work Readiness Student of XII Accounting Grader SMK Negeri 1 Bantul Academic Year of 2018/2019.
4. There are positive and significant effect of Career Expectation, Career Guidance, and Work Motivation simultaneoulsy towards Work

Readiness Student of XII Accounting Grader SMK Negeri 1 Bantul Academic Year of 2018/2019.

CHAPTER III
RESEARCH METHOD

A. Research Design

Based on the problems to be studied, the approach used in this research is quantitative approach, this is because many use the figures, from the collection of data, interpretation of data, and the appearance of the results (Suharsimi Arikunto, 2010: 27). The design of this research is causal comparative, because this research is intended to determine the causes due to the effect of Career Expectation, Career Guidance, and Work Motivation on Work Readiness of Student in the Accounting Skills Program. This research is an *ex post facto* study, this research focuses on the variables that occurred before the research was conducted (Suharsimi, 2010: 17).

B. Place and Times of Research

This research was conducted at SMK Negeri 1 Bantul, located on Jl. Parangtritis Km 11 Sabdodadi Bantul Yogyakarta. This research was conducted in class XII Accounting Grader Academic Year of 2018/2019. Implementation of research in January 2018. The researcher conducted an initial survey at SMK Negeri 1 Bantul on April 25, 2018.

C. Research Variables

In this study using two variables, consist of:

1. Dependent variables, variables are often called output variables , criteria, consequent. Dependent variable is a variable that is influenced or which

becomes a result, because there is an independent variable (Sugiyono, 2015: 4). The dependent variable in this study is Work Readiness (Y).

2. Independent Variable, this variable is often called a variable stimulus, predictors, actecedent . The independent variable is the variable that influences or causes the change or the emergence of the dependent variable. The independent variables in this study are:
   a. Career Expectation stated in X_1
   b. Career Guidance stated in X_2
   c. Work Motivation stated in X_3

D. Operational Definition of Research Variabel

The operational definition of a research variable is a guide how to measure a variable in a research. Variables in the research are determined on the basis of the theory of student Work Readiness, Career Expectation, Career Guidance, and Work Motivation. The operational definitions of the four variables are:

1. Work Readiness of Student

   Work Readiness is a condition of student who are able and ready to enter the workforce. Student Work Readiness can be in the form of mental, physical, emotional readiness, mastery of material, having experience in the world of work and others. In this study the Work Readiness variable is measured through several research indicators, namely student have logical and objective considerations, have a responsible attitude, have the ability to cooperate with others, have

perseverance and skills in work, and are committed to trying to study the development of their fields of expertise. The research instrument was used to measure the variable Work Readiness of student using a closed questionnaire (closed questionnaire).

2. Career Expectation

Career Expectation are one of the factors that influence student' Work Readiness. Career Expectation also influence the attitudes and actions that student will make to achieve a goal, then positive expectations will also provide positive energy to the student' efforts in achieving their goals. In this study Career Expectation variables are measured through several research indicators, namely student have expectations about the description of the work goals to be achieved, have plans and efforts to achieve expectations that want to be realized, have a positive outlook on the workforce, and have the ability to overcome obstacles or difficulties readiness to work. The research instrument used to measure student' Career Expectation variables using a closed questionnaire (closed questionnaire).

3. Career Guidance

Career Guidance is a direction in the form of education and aims to help student in designing the work they will carry out. So Career Guidance is an effort made to produce student Work Readiness through instructions and direction given by the teacher or school. In this study Career Guidance variables are measured through several research

indicators, namely student have knowledge about the world of work information, have the ability to plan for the future of work, have the skills to make decisions and have the ability to expand the world of work knowledge. The research instrument used to measure the Career Guidance variables of student using a closed questionnaire (closed questionnaire).

4. Work Motivation

Work Motivation is an encouragement and enthusiasm given to students both from internal factors and external factors that can lead to an effort to achieve goals. In this study Career Guidance variables are measured through several research indicators, namely students have the desire and interest in entering the workforce, have encouragement from the environment, have physiological needs, and have a need for self-respect. The research instrument used to measure students' Work Motivation variables using a closed questionnaire (closed questionnaire).

E. Population and Sample

1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researcher to be studied and conclusions drawn (Sugiyono, 2015: 61). The population in this research were all student of class XII of the Accounting Skills Program of SMK N 1 Bantul Academic Year of 2018/2019 , which amounted to 127 student.

Table 1. Research Population

No	Class	Total
1.	XII Accounting 1	32
2.	XII Accounting 2	32
3.	XII Accounting 3	31
4.	XII Accounting 4	32
	Total	127

Source: Documents List of students of SMK Negeri 1 Bantul 2018/2019

2. Sample

According to Sugiyono (2015: 62) the sample is part of the number and characteristics possessed by the population. The sampling technique in this study uses Simple Random Sampling technique, which means that each subject has the same right to be a sample in a study randomly selected by the researcher. The sampling method uses lottery which was randomly selected by the researcher.

Determination of the number of samples from the population in this study using a table developed by Krejcie for an error rate of 5%. So the sample obtained has 95% confidence in the population. Based on the existing tables in the book Sugiyono (2003: 62) the determination of the number of samples with a population of 127 students with an error rate of 5% is as many as 95 students.

As for determining sample portions for each class can use the following formula:

$$ni_{(ak)} = \frac{Ni \,.n}{N}$$

Explanation:
ni = the number of student samples for each class
Ni = number of student population for each class

n = total sample number
N = total population
ak = accounting class

ni $_{(ak1,ak2,ak4)} = \frac{32 .95}{127}$ = 23,93 rounded to 24

ni $_{(ak3)} = \frac{31 .95}{127}$ = 23,18 rounded to 23

Table 2. Distribution of Research Sample Number

No	Class	Total
1.	XII Accounting 1	24
2.	XII Accounting 2	24
3.	XII Accounting 3	23
4.	XII Accounting 4	24
	Total	95

F. Data Collection Technique

The data collection technique used in this research was a questionnaire (questionnaire). Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer. Questionnaires can be either closed or open questions or statements, can be given to respondents directly or sent by post, or the internet. (Sugiyono, 2017: 142).

In this research the questionnaire is a closed statement and to obtain data is done by distributing questionnaires directly to respondents or student. This data collection method is used to obtain data on Student Work Readiness, Career Expectation, Career Guidance, and Work Motivation.

G. Research Instrument

The research instrument is a tool used to measure natural or social phenomena that have been observed, Sugiyono (2017: 102). According to

Sugiyono (2017: 92), the research instrument is used to measure the value of the variable under study. The questionnaire used in this study was a closed questionnaire. Questionnaires are equipped with alternative answers so that respondents can choose one of the available answers. The following are the steps for preparing research instruments are:

1. Make a quetionnaire grid

   Making questionnaires is used to obtain data on Career Expectation (X_1), Career Guidance (X_2), Work Motivation (X_3), and Work Readiness (Y). The following is a questionnaire that has been made:

Table 3. Instrument Grids of Work Readiness (Y)

Variable	Indicator	Item Number	Total
Work Readiness	1. Have a logical and objective considerations	1,2,3,4*,5*	5
	2. Have a responsible attitude	6,7,8,9*,10	5
	3. Have the ability to cooperate with other people	11,12,13*,14*,15	5
	4. Having diligence and skill at work	16,17*,18*,19,20	5
	5. Having commitment to try to study the development of his field of expertise	21,22,23,24*	4
Total			24

Table 4. Instrument Grids of Career Expectation (X_1)

Variable	Indicator	Item Number	Total
Career Expectation	1. Have an expectations about the description of the work goals to be achieved	1,2,3,4*,5*	5
	2. Have a plan to achieve the expectations or expectations you want to realize	6,7,8,9*,10*	5

	3. Having a positive outlook on the world of work	11,12,13,14*,15*	5
	4. Having the ability to overcome obstacles or difficulties in the readiness of his work	16,17,18,19*,20*	5
Total			20

Table 5. Instrument Grids of Career Guidance (X_2)

Variabel	Indikator	Nomer Item	Jumlah
Career Guidance	1. Having a knowledge about the world of work	1,2,3,4*,5*	5
	2. Have the ability to plan for the future of work	6,7,8*,9*	4
	3. Have a decision making skills	10,11,12,13*,14*	5
	4. Having the ability to expand work knowledge	15,16,17,18*,19*	5
Total			19

Table 6. Instrument Grids of Work Motivation (X_3)

Variabel	Indikator	Nomer Item	Jumlah
Work Motivation	1. Having the desire and interest in entering the world of work	1,2,3,4*,5*	5
	2. Have an encouragement from the environment	6,7,8,9*,10*	5
	3. Have a physiological needs	11,12,13,14*,15*	5
	4. Have a need for self respect	16,17,18,19*,20*	5
Total			20

*) Item negative statement

2. Arrange the statement items

The statement items are in the form of positive statements that support research ideas and negative statements that do not support research ideas. The statement also has four alternative choices, they

are Selalu (SL), Sering (SR), Kadang-kadang (KD), and Tidak Pernah (TP); also Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), and Sangat Tidak Setuju (STS).

3. Scoring

Making instrument scores using a modified Likert scale. Sugiyono (2017: 93), defines the likert function as "used to measure student' attitudes, opinions and perceptions". Each research statement is given four choices of answers, they are Selalu (SL), Sering (SR), Kadang-kadang (KD), and Tidak Pernah (TP); also Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), and Sangat Tidak Setuju (STS), this aims to express the firmness of the respondent's answer. The score for each positive statement (+) is 4-1, the score for negative statement (-) is 1-4

Table 7. Alternatif Answer Score

Alternative Answer	Score For Statement	
	Positive	Negative
Frequency		
Selalu (SL)	4	1
Sering (SR)	3	2
Kadang-Kadang (KD)	2	3
Tidak Pernah (TP)	1	4
Agreement		
Sangat Setuju (SS)	4	1
Setuju (S)	3	2
Tidak Setuju (TS)	2	3
Sangat Tidak Setuju (STS)	1	4

H. Instrument Trial Testing

The instrument trial testing was conducted to determine the level of validity and the reliability of a research instrument. All instruments used in

the study must be tested for validity and reliability before the instrument can be used as a tool to obtain research data. According to Suharsimi (2005: 161) research subjects were used as test subjects and at the same time the subject of research. Instrument testing is done by taking samples randomly in the study population conducted at SMK Negeri 1 Bantul, it is to make it easier for researchers to find similarities in the characteristics of objects and subjects in the research trials with real research. The subjects for this research trial were 32 student of class XII of the Accounting expertise program at SMK Negeri 1 Bantul which were randomly selected.

1. Instrument Validity Test

The functions of Validity test is to determine the level of validity or validity of data collected by researcher. The validity test of this research using the Product Moment correlation formula :

$$r_{xy} = \frac{\boldsymbol{n} \sum \boldsymbol{XY} - (\sum \boldsymbol{X})(\sum \boldsymbol{Y})}{\sqrt{(\boldsymbol{N} \sum \boldsymbol{X^2} - (\boldsymbol{X})^2)(\boldsymbol{N} \sum \boldsymbol{Y^2} - (\sum \boldsymbol{Y})^2)}}$$

Explanation :
r_{xy} = correlation between variables X and Y
$\sum X$ = number of item scores
$\sum Y$ = totalscore
$\sum XY$ = number of multiplications between X scores and Y scores
$(\sum X)^2$ = number of squares of the item score
$(\sum Y)^2$ = number of squares of total score
N = number of respondents

(Sugiyono, 2015:274)

If the results of $r_{count} > r_{table}$ at a significant level of 5%, then the instrument items are declared valid, conversely if $r_{count} < r_{table}$ at a

significant level of 5%, then the items of the instrument are declared invalid and statements cannot be used in the study.

Based on the results of the instrument trials that have been conducted on 32 student of class XII of the Accounting expertise program at SMK Negeri 1 Bantul, with the help of statistical applications, the results of the validity test of research instruments are summarized in the following table:

Table 8. Test Results for Validity of Work Readiness, Career Expectations, Career Guidance, and Work Motivation Instruments

Variable	Total of initial item	Total of Invalid Item	Number of Invalid Item	Total of Valid Item
Work Readiness (Y)	24	7	1,5*,9*,13*,17*,18*,24*	17
Career Expectation (X_1)	20	5	2,4*,13,16,17	15
Career Guidance (X_2)	19	5	4*,9*,12,15,19*	14
Work Motivation (X_3)	20	7	5*,9*,14*,15*,17,18,20*	13

*) Item negative statement
Source: Primary Data Processed

Items that are invalid or fall out of research instruments are not included in the processing of research data. Valid instrument items are used to determine the effect of Career Expectations, Career Guidance, and Work Motivation on the Work Readiness of class XII students of the SMK Negeri 1 Bantul Accounting Skills Program Academic Year of 2018/2019. So, the number of statement instrument items in this research are 17 statement instruments for Work Readiness (Y) variables, 14 instrument statements for Career Expectation variables (X_1), 14

instrument statements for Career Guidance variables (X_2) and 13 statement instruments for Work Motivation variable (X_3).

2. Instrument Reliability Test

To find out the reliable coefficient of the instrument, the Alpha formula is used:

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\sum \sigma_b^2}{\sum \sigma_t^2}\right)$$

Explanation:
r_{11} = instrument reliability
k = number of quetions
$\sum \sigma_b^2$ = number of item variants
σ_t^2 = total variance

(Suharsimi, 2010: 239)

Criteria for the magnitude of the reliability coefficient in this study using the guidelines from Sugiyono (2015: 231), consist of:

Table 9. Interpretation of Correlation Coefficient (r)

Coefficient Interval	Interpretation
0,00 - 0,199	Very low
0.20 - 0.399	Low
0.40 -0.599	Medium
0.60 - 0.799	High
0.80 - 1.00	Very high

If r_{count} is greater than r_{table} then the instrument is declared reliable and conversely if the r_{count} is smaller than r_{table} then the instrument is declared unreliable. According to Thorndike and Hagen in Wagiran (2013: 307) if the Alpha coefficient is > 0.5, the research instrument can be said to be quite reliable or reliable. The reliability test in this study used the help of statistical applications with the reliability test of the Cronbach Alpha technique and obtained the results of the research instrument reliability test summarized in the following table:

Table 10. Reliability Test Results Instrument Work Readiness, Career Expectation, Career Guidance, and Work Motivation

Variable	Reliability	Interpretation
Work Readiness (Y)	0,845	Very High
Career Expectation (X_1)	0,789	High
Career Guidance (X_2)	0,859	Very High
Work Motivation (X_3)	0,797	High

Source: Primary Data Processed

Based on the data from the table above, it can be seen that the instruments for each variable have a strong, high level of reliability and qualify as a research data collection tool.

I. Data Analysis Technique

1. Data Description

Data description is a form of data presentation from each variable both independent variable and dependent variable obtained from the field. The following is a series of data analysis in the description of the data:

a. Mean, Median, dan Mode

1) Mean

Mean is the average of a data. The formula used to calculate the mean is:

$$Me = \frac{\sum f_i X_i}{\sum f_i}$$

Explanation:
Me = The mean for data is classified
$\sum f i$ = Amount of data or sample
$f_i x_i$ = Product multiplication between f_i in each interval of the data with the class mark (x_i). The class mark (x_i) is

the average of the lowest and highest values for each data interval.

(Sugiyono, 2015: 54)

2) Median

Median is the middle value of a series of data that has been arranged regularly. The formula used to calculate the median is:

$$Md = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

Explanation:
Md = Median
b = Lower limit, where the median will be located
n = Lots of data
p = Interval class length
F = Number of all frequencies before median class
f = Median class frequency.

(Sugiyono, 2015: 53)

3) Mode

Mode is the value of data that often appears or the value with the largest frequency. The formulas used to calculate mode is:

$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

Information:
Mo = Mode
b = Limit class interval with the most frequency
p = Interval class length
b_1 = Frequency in the mode class (the highest frequency in the interval class) is reduced by the closest previous interval class frequency
b_2 = Frequency of class mode minus interval class frequency next.

(Sugiyono, 2015: 52)

b. Distribution Table of Frequencies

1) Determine the number of interval classes

The formula used for determine the class interval is the formula Sturges, is shown as follows:

$$K = 1 + 3{,}3 \log n$$

Explanation:
K = Number of interval classes
n = Amount of observation data
log = logarithm

(Sugiyono, 2015: 35)

2) Calculating the class range

The formula used to calculate the class range is:

Range = (Highest Score - Lowest Score)

3) Determining the class length

The formula used to calculate class length is:

$$\text{Class length} = \frac{class\ range+1}{nummber\ of\ intervention\ class}$$

4) Histogram

Histogram created with frequency data that has been displayed in the frequency distribution data.

5) The table of variable tendencies

Table of variable tendencies is the process of categorizing the scores of each variable. The scores obtained are further divided into four (4) categories. Categorization is done based on

the ideal Mean (Mi) and ideal Deviation Standard (SDi). The formula used is:

Mi = ½ (Xmax +Xmin)

SDi = 1/6 (Xmax – Xmin)

6) Determination of the position of Career Expectation, Career Guidance, and Work Motivation is done by dividing data in four (4) categories as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

High = $M \leq X < (M + 1{,}5\ SD)$

Medium = $(M - 1{,}5\ SD) \leq X < M$

Low = $X < (M - 1{,}5\ SD)$

(Djemari Mardapi, 2008: 123)

2. Analysis of Requirement Test

a. Normality Test

The normality test serves to find out the data obtained from each variable with normal distribution or not. To test the data normality of each variable can be done by non-parametric test-One Sample Kolmogrov Smirnov Test on regression models using the help of statistical applications. If the value of sig regression model > 0.05, the data is normally distributed. Conversely, if the value of sig <0.05, the data is not normally distributed (Ali Muhson, 2015: 33).

b. Linearity Test

The linear test serves to determine whether there is a relationship between each independent variable (X) and the dependent variable (Y). The linear test uses the following formula:

$$F_{reg} = \frac{S^2_{reg}}{S^2_{res}}$$

Explanation:
F_{reg} = Price of number F for regression line
S^2_{reg} = The square of the regression line
S^2_{res} = Average square of residue

Misbahuddin (2014: 293)

If the F_{count} is equal to or smaller than F_{table} at the 5% siginality level, the relationship between the independent variables is linear and vice versa if the F_{count} is greater than F_{table} at the 5% significance level then the relationship between the independent variables is declared not linear.

c. Multicollinearity Test

The multicollinearity test is used to test assumptions in multiple regression analysis. Multicollinearity test aims to determine whether or not there is multicolianearity between independent variables. The formula used in the multicollinearity test is the modified Product Moment correlation as follows:

$$r_{x1}\, r_{x2}\, r_{x3} = \frac{N \sum X_1 X_2 X_3 - (\sum X_1)(\sum X_2)(\sum X_3)}{\sqrt{\{N \sum X1^2 - (X1)^2\}\{N \sum {X_2}^2 - (X_2)^2\}\{N \sum {X_3}^2 - (X_3)^2\}}}$$

Explanation :

$r_{x1}\, r_{x2}\, r_{x3}$ = correlation coefficient between variables X_1, X_2, and X_3

N = number of respondents

$\sum r_{x1}\, r_{x2}\, r_{x3}$ = total multiplication between X_1, X_2, and X_3

$\sum X_1$ = total of first independent variable score

$\sum X_2$ = total of second independent variable score

$\sum X_3$ = total of third independent variable score

$\sum X_1^2$ = total square of first independent variable score

$\sum X_2^2$ = total square of the second independent variable score

$\sum X_3^2$ = total square of third independent variable score

(Suharsimi, 2010: 319)

If there are multicollinearity among independent variables , then the multiple correlation test cannot be continued, on the contrary if there is no multicollinearity between independent variables , then multiple correlation tests can be continued.

3. Hypothesis Test

a. Simple Regression Analysis

Simple regression analysis technique serves to test whether there is influence between one independent variable individually and the dependent variable. The steps taken in a simple regression analysis are:

1) Looking for the correlation coefficient (r_{xy}) between predictors X with Y criteria.

The correlation coefficient serves to find out the positive and negative effects between the independent variables and the dependent variable. The formula used is:

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanation:
r = The correlation coefficient between Y and X
$\sum xy$ = Number of multiplication between X and Y variable score
$\sum x^2$ = Total score square of variable X
$\sum y^2$ = Total score square of variable Y

(Sutrisno Hadi, 2004: 4)

If the coefficient is positive, then there is a positive influence between the independent variable and the dependent variable. Conversely, if the coefficient is negative, then there is a negative influence between the independent variable and the dependent variable.

2) Looking for the coefficient of determination (r^2) between predictors X_1 , X_2 , and X_3 with Y.

The coefficient of determination functions to determine the amount of contribution between variabael X_1 to variable Y, variable X_2 with variable Y, and variable X_3 with variable Y. The formula used are:

$$r^2_{(1)} = \frac{a_1 \sum x_1 y}{\sum y^2}$$

$$r^2_{(2)} = \frac{a_2 \sum x_2 y}{\sum y^2}$$

$$r^2_{(3)} = \frac{a_3 \sum x_3 y}{\sum y^2}$$

Explanation:
r^2 =Coefficient of determination between Y with X_1, X_2, and X_3
a_1 = Predictor coefficient X_1
a_2 = Predictor coefficient X_2
a_3 = Predictor coefficient X_3
$\sum x_1y$ = Number of products between X_1 and Y
$\sum x_2y$ = Number of products between X_2 and Y
$\sum x_3y$ = Number of products between X_3 and Y
$\sum y^2$ = Sum of squared Y criteria

(Sutrisno Hadi, 2004: 22)

3) Create a simple linear regression line:

$Y = aX + K$

Explanation:
Y = Criteria
X = Predictor
a = Predictor coefficient number
K = Constanta number

(Sutrisno Hadi, 2004: 5)

4) Test significance with t test

The t test serves to determine the significance of simple regression between individual independent variables on the dependent variable. The formula used is::

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Explanation:
t = Calculated t_{count}
r = Correlation coefficient between variables X and Y
n= Number of respondents
r^2= Squared correlation coefficient between variables X and Y

(Sugiyono, 2017: 184)

If t_{count} equal to or greater than t_{table} with a significance level of 5%, the independent variable (X) has a significant effect on

the dependent variable (Y). Conversely, if t_{count} is smaller than t_{table}, the independent variable (X) does not significantly influence the bounded variable (Y).

b. Multiple Regression Analysis of Three Predictors

Multiple regression analysis functions to determine the effect of all independent variables simultaneoulsy on the dependent variable. The steps taken in multiple regression analysis are:

1) Looking for coefficients (R) between variables X_1, X_2, and X_3 with Y.

Looking for coefficients function is to determine the positive influence or negative influence between the independent variables simultaneoulsy on the variable variables. If the correlation is positive it will have a positive effect and if the correlation is negative it will have a negative effect.

The formula used is:

$$R_{y(1,2,3)} = \sqrt{\frac{a1 \sum x1y + a2 \sum x2y + a3 \sum x3y}{\sum y^2}}$$

Explanation:

$R_{y(1,2,3)}$ = Regression coefficient between y with x_1 and x_2
a_1 = Predictor coefficient x_1
a_2 = Predictor coefficient x_2
a_3 = Predictor coefficient x_3
$\sum x_1y$ = Number of products between x_1 with y
$\sum x_2y$ = Number of products between x_2 with y
$\sum x_3y$ = Number of products between x_3 with y
$\sum y^2$ = Number of criteria y

(Sutrisno Hadi, 2004: 28)

2) Finding the coefficient of determination (R^2) between the variables X_1, X_2, and X_3 with Y.

The coefficient of determination functions to determine the contribution of variables X_1, X_2, and X_3 simultaneoulsy on variable Y. The formula used is:

$$R^2_{y(1,2,3)} = \frac{a_1 \sum x_1 y + a_2 \sum x_2 y + a_3 \sum x_3 y}{\sum y^2}$$

Explanation:
$R^2_{y(1,2,3)}$ = Coefficient of determination between Y with X_1, X_2, and X_3
a_1 = Predictor coefficient x_1
a_2 = Predictor coefficient x_2
a_3 = Predictor coefficient x_3
$\sum x_1 y$ = Total of products between x_1 with y
$\sum x_2 y$ = Total of products between x_2 with y
$\sum x_3 y$ = Total of products between x_3 with y

(Sutrisno Hadi, 2004: 28)

3) Make the three predictor regression line equations with the following formula:

$$Y = \acute{a} + b_1 X_1 + b_2 X_2 + b_3 X_3$$

Explanation:
Y : Work Readiness
a : Constanta number
X_1 : Career Expectation
X_2 : Career Guidance
X_3 : Work Motivation
b_1 : Predictor coefficient 1
b_2 : Predictor coefficient 2
b_3 : Predictor coefficient 3

(Sugiyono, 2015: 275)

4) Test the significance of the multiple regression coefficient used F test. The formula used is:

$$F_{reg} = \frac{R^2(N-m\ 1)}{m\ (1-R^2)}$$

Information:
F_{reg} = Price F regression line
N = Count cases
M = Count predictor
R = Correlation coefficient between criterion and predictor

(Sutrisno Hadi, 2004: 23)

If F_{count} is greater or equal to F_{table}, the independent variable has a significant effect on the dependent variable. Conversely, if F_{count} is smaller than F_{table}, the independent variable does not have a significant effect on the dependent variable.

5) Looking for Relative Contributions (RC) and Effective Contributions (EC)

a) Relative Contributions (RC)

$$RC\% = \frac{a\ \sum XY}{JK_{reg}}\ x\ 100\%$$

$$JK_{reg} = a_1 \sum X_1 Y + a_2 \sum X_2 Y$$

Information:
RC% = Relative contribution of a predictor
a = Predicyot coefficient
$\sum XY$ = Number of products between X and Y
JK_{reg} = Number of squares of regression

(Sutrisno Hadi, 2004: 37)

b) Effective Contributions (EC)

$EC\% = SR\% \times R^2$

Information:
EC% = Effective contribution from a predictor
RC% = Relative contribution of a predictor
R^2 = Coefficient of determination

(Sutrisno Hadi, 2004: 36)

CHAPTER IV
RESULT OF RESEARCH & DISCUSSION

A. Result of Research

1. Description of Research Location

SMK Negeri 1 Bantul Founded in 1968 based on the Decree of the Minister of Education and Culture Number: 213 / UKK / III / 1968 dated June 9, 1968 under the name SMEA Negeri VI Bantul which subsequently changed its name to SMEA Negeri 1 Bantul and now SMK Negeri 1 Bantul. The development of school is very committed to change and quality improvement. The commitment to quality improvement is actualized by implementing the ISO 9001: 2008 Quality Management System (QMS) from October 21, 2010 to May 29, 2013. Then at the beginning of 2013 the SMK 1 Bantul held an ISO 9001: 2008 Quality Management System (QMS) certification. This shows that the education quality of SMK Negeri 1 Bantul has been recognized by the TUV Rheinland Cert GmbH certification body with certificate number 01.100.065 164.

SMK Negeri 1 Bantul often used as a destination for comparative studies from other schools, both on Java and outside Java. Since 2010 Bantul 1 State Vocational School has collaborated with the Bangna Comercial Thailand business school and in 2012 collaborated with Sungaikolok Industrial And Community College Thailand in the Teacher and Student exchange program.

SMK Negeri 1 Bantul is a vocational high school that has four skill programs, namely: 1) Accounting or Finance, 2) Administration, 3) Commerce, and 4) Computer and Informatics Engineering. Expertise Package at SMK 1 Bantul for 2017/2018 with the application of the 2013 Curriculum there are 7 packages of expertise, namely Accounting, Islamic Banking, Office Administration, Marketing, Computer and Network Engineering, Multimedia, and Software Engineering.

SMK Negeri 1 Bantul is located on Jalan Parangtritis Km. 11, Sabdodadi, Bantul, Yogyakarta, postal code 66702. The physical condition of the school can be said to be good in terms of the provision of supporting infrastructure for learning, this can be seen from the building, space layout and cleanliness of the environment and greening of parks in SMK Negeri 1 Bantul. The condition of SMK Negeri 1 Bantul is quite extensive, cool, neat, there are many trees and the yard is quite clean. The condition of the school building is neatly arranged with good conditions. There is a guard room or security guard on the front side of the school to check every guest who arrives, a reception room, a teacher's room, a comfortable classroom, a TU room, a storage warehouse, a laboratory, a library, a school mosque, a spacious canteen that can accommodate the number of students quite a lot, the bathroom and other facilities are good, decent and adequate. Overall the physical condition of the school can be said to be good.

The school building consists of classrooms, expertise package laboratories, upper halls, and lower halls, security posts, principal rooms, majors, teacher and employee offices, UKS, library rooms, laboratory rooms, BK rooms, mosques, warehouses, equipment rooms sports, Student Council room, Mini Bank room, Business Center Store, sports field, teacher's bathroom, employee bathroom, and student bathroom.

2. Data Descriptive

This research was conducted at SMK Negeri 1 Bantul, the results of this study include information from class XII student of SMK Negeri 1 Bantul Accounting Expertise Program Academic Year of 2018/2019. Based on the total population of 127 student, 95 student were chosen as research respondents. This research focuses on one dependent variable namely Work Readiness (Y) and three independent variables namely Career Expectations (X_1), Career Guidance (X_2), and Work Motivation (X_3). Descriptions of specific data presented in this study are mean, median, mode, frequency distribution table, frequency distribution histogram of each variable, and determination of the tendency of each variable presented in table and pie form chart. The following are the results of data processing that have been carried out using the help of statistical applications:

a. Work Readiness (Y)

The Work Readiness (Y) variable data was measured using a questionnaire with 17 items of statements filled by 95 student. The

ideal score given is a maximum of four (4) and a minimum of one (1) on each item of the questionnaire statement, so that the highest ideal score (4 x 17) = 68 and the lowest ideal score is (1 x 17) = 17. Based on research data processed using statistical application assistance, the Work Readiness variable has the highest score or a maximum of 67 and the lowest score or minimum of 44. Furthermore, the analysis is carried out and obtain a mean value of 54.33, a median of 54, a mode of 52, and a standard deviation of 5.33. In determining the number of interval classes the Sturges Rule formula is used as follows:

1) Determine the number of interval class

   K = 1 + 3,3 log n

   = 1 + 3,3 log 95

   = 7, 53 rounded to 8

2) Calculate the class ranger

   Class range = (67- 44)+1

   = 24

3) Determine the class length

   Class length = $\frac{24}{8}$

   = 3

Based on the above calculations, the Work Readiness frequency distribution table is generated as follows:

Table 11. Variable Frequency Distribution of the Work Readiness (Y)

No	Interval Class	F	%
1	44 - 46	9	9,47%
2	47 - 49	9	9,47%
3	50 - 52	19	20,00%
4	53 - 55	17	17,89%
5	56 - 58	18	18,95%
6	59 - 61	16	16,84%
7	62 - 64	5	5,26%
8	65 - 67	2	2,11%
Total		95	100%

Source: Primary Data Processed

The data was classified into the category of Work Readiness tendencies. To find out the tendency of each variable score to use the ideal score of the research subject as a comparison criterion. Based on the price of the ideal score, the data can be categorized into four tendency categories as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

High = $M \leq X < (M + 1{,}5\ SD)$

Medium = $(M - 1{,}5\ SD) \leq X < M$

Low = $X < (M - 1{,}5\ SD)$

Price of ideal mean (M) and ideal standard deviation (SD) is:

Mean Ideal (M) = ½ (68 + 17)

= 42,5

Standar Deviasi Ideal (SD) = 1/6 (68 – 17)

= 8,50

Four (4) categories of trends if described in the data will be as follows:

Very Ready = $X \geq (M + 1{,}5\ SD)$

= X ≥ (42,5 + 1,5 (8,50))

= X ≥ 55,25

Ready = M ≤ X < (M + 1,5 SD)

= 42,5 ≤ X < (42,5 + 1,5 (8,50))

= 42,5 ≤ X < 55,25

Medium = = (M – 1,5 SD) ≤ X < M

= (42,5- 1,5 (8,50)) ≤ X < 42,5

= 29,75 ≤ X < 42,5

Not Ready = X < (M – 1,5 SD)

= X < (42,5- 1,5 (3,83))

= X < 29,75

Based on the calculations above, it can be obtained that the Work Readiness tendency criteria are presented in the table below:

Table 12. Tendency Category of the Work Readiness (Y)

No	Interval Class	Frequency		Category
		Absolute Value	Relative %	
1	X < 29,75	0	0%	Not Ready
2	29,75 ≤ X < 42,5	0	0%	Medium
3	42,5 ≤ X < 55,25	54	56,84%	Ready
4	X ≥ 55,25	41	43,16%	Very Ready
	Total	95	100%	

Source: Primary Data Processed

The table shows that the Work Readiness of students who are not yet ready is 0 (0%), quite ready for 0 (0%), ready for 54 (56.84%) and very ready for 41 (43.16%).

b. Career Expectation (X_1)

Career Expectation (X_1) was measured using a questionnaire with 15 items of statements filled by 95 student. The ideal score given is a maximum of four (4) and a minimum of one (1) in each item of the questionnaire statement, so that the ideal highest score (4 x 15) = 60 and the ideal lowest score is (1 x 15) = 15. Based on research data processed using the help of statistical applications, Career Expectation variables have the highest score or a maximum of 60 and the lowest score or minimum of 39. Furthermore, analysis is carried out and obtain a mean value of 48.20, median of 49, mode of 49, and standard deviation of 4.44. In determining the number of interval classes, use the Sturges Rule formula as follows:

1) Determine the number of interval class

K = 1 + 3,3 log n

= 1 + 3,3 log 95

= 7, 53 rounded to 8

2) Calculate the class ranger

Class range = (60-39)+1

= 22

3) Determine the class length

Class length = $\frac{22}{7}$

= 3,14 rounded to 4

Based on the above calculations, the Work Readiness frequency distribution table is generated as follows:

Table 13. Variable Frequency Distribution of the Career Expectation (X_1)

No	Interval Class	F	%
1	39-41	6	6,32%
2	42-44	16	16,84%
3	45-47	21	22,11%
4	48-50	26	27,37%
5	51-53	15	15,79%
6	54-56	7	7,37%
7	57-59	3	3,16%
8	60-62	1	1,05%
Total		95	100%

Source: Primary Data Processed

The data was classified into the category of Career Expectation tendencies. To find out the tendency of each variable score to use the ideal score of the research subject as a comparison criterion. Based on the price of the ideal score, the data can be categorized into four tendency categories as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

High = $M \leq X < (M + 1{,}5\ SD)$

Medium = $(M - 1{,}5\ SD) \leq X < M$

Low = $X < (M - 1{,}5\ SD)$

Price of ideal mean (M) and ideal standard deviation (SD) is:

Mean Ideal (M) = ½ (60 + 15)

= 37,5

Standar Deviasi Ideal (SD) = 1/6 (60 – 15)

= 7,5

Four (4) categories of trends if described in the data will be as follows:

Very Ready = $X \geq (M + 1{,}5\ SD)$

= $X \geq (37{,}5 + 1{,}5\ (7{,}5))$

= $X \geq 48{,}75$

Ready = $M \leq X < (M + 1{,}5\ SD)$

= $37{,}5 \leq X < (37{,}5 + 1{,}5\ (7{,}5))$

= $37{,}5 \leq X < 48{,}75$

Medium = $(M - 1{,}5\ SD) \leq X < M$

= $(37{,}5 - 1{,}5\ (7{,}5)) \leq X < 37{,}5$

= $26{,}25 \leq X < 37{,}5$

Not Ready = $X < (M - 1{,}5\ SD)$

= $X < (37{,}5 - 1{,}5\ (7{,}5))$

= $X < 26{,}25$

Based on the calculations above, it can be obtained that the Career Expectation tendency criteria are presented in the table below:

Table 14. Tendency Category of the Career Expectation (X_1)

No	Interval Class	Frequency		Category
		Absolute Value	Relative %	
1	$X < 26{,}25$	0	0%	Low
2	$26{,}25 \leq X < 37{,}5$	0	0%	Medium
3	$37{,}5 \leq X < 48{,}75$	47	49,47%	High
4	$X \geq 48{,}75$	48	50,35%	Very High
	Total	97	100%	

Source: Primary Data Processed

The table shows that the Career Expectation of students who are not yet ready is 0 (0%), quite ready for 0 (0%), ready for 47(49,47%) and very ready for 48 (50,35%).

c. Career Guidance (X_2)

Variable data of Career Guidance (X_2) was measured using a questionnaire with 14 items of statements filled by 95 student. The ideal score given is a maximum of four (4) and a minimum of one (1) in each item of the questionnaire statement, so that the ideal highest score (4 x 14) = 56 and the ideal lowest score is (1 x 14) = 14. Based on research data processed using the help of statistical applications, Career Guidance variables have the highest score or a maximum of 55 and the lowest score or minimum of 38. Furthermore, analysis is carried out and obtain a mean value of 44,96, median of 43, mode of 42, and standard deviation of 4,43. In determining the number of interval classes, use the Sturges Rule formula as follows:

1) Determine the number of interval class

K = 1 + 3,3 log n

= 1 + 3,3 log 95

= 7, 53 rounded to 7

2) Calculate the class ranger

Class range = (55 - 38) + 1

= 18

3) Determine the class length

Class length $= \frac{18}{7}$

= 2,57 rounded to 3

Based on the above calculations, the Career Guidance frequency distribution table is generated as follows:

Table 15. Variable Frequency Distribution of the Career Guidance (X_2)

No	Interval Class	F	%
1	38-40	7	7,37%
2	41-43	42	44,21%
3	44-46	17	17,89%
4	47-49	12	12,63%
5	50-52	7	7,37%
6	53-55	10	10,53%
7	56-58	-	0,00%
Total		95	100%

Source: Primary Data Processed

The data was classified into the category of Career Guidance tendencies. To find out the tendency of each variable score to use the ideal score of the research subject as a comparison criterion. Based on the price of the ideal score, the data can be categorized into four tendency categories as follows:

Very High $= X \geq (M + 1{,}5\ SD)$

High $= M \leq X < (M + 1{,}5\ SD)$

Medium $= (M - 1{,}5\ SD) \leq X < M$

Low $= X < (M - 1{,}5\ SD)$

Price of ideal mean (M) and ideal standard deviation (SD) is:

Mean Ideal (M) = ½ (56 + 14)

= 35

Standar Deviasi Ideal (SD) = 1/6 (56 – 14)

= 7

Four (4) categories of trends if described in the data will be as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

= $X \geq (35 + 1{,}5\ (72{,}83))$

= $X \geq 45{,}5$

High = $M \leq X < (M + 1{,}5\ SD)$

= $35 \leq X < (35 + 1{,}5\ (72{,}83))$

= $35 \leq X < 45{,}5$

Medium = $(M – 1{,}5\ SD) \leq X < M$

= $(35- 1{,}5\ (7)) \leq X < 35$

= $24{,}5 \leq X < 35$

Low = $X < (M – 1{,}5\ SD)$

= $X < (35- 1{,}5\ (7))$

= $X < 24{,}5$

Based on the calculations above, it can be obtained that the Career Guidance tendency criteria are presented in the table below:

Table 16. Tendency Category of the Career Expectation (X_2)

No	Interval Class	Frequency	Category

		Absolute Value	Relative %	
1	X < 24,5	0	0%	Low
2	24,5 ≤ X < 35	0	0%	Medium
3	46,5 ≤ X < 45,5	62	65,26%	High
4	X ≥ 45,5	33	34,74%	Very High
	Total	95	100%	

Source: Primary Data Processed

The table shows that the Career Guidance of student who are not yet ready is 0 (0%), quite ready for 0 (0%), ready for 62 (65,26%) and very ready for 33 (34,74%).

d. Work Motivation (X_3)

Work Motivation (X_3) was measured using a questionnaire with 13 items of statements filled by 95 student. The ideal score given is a maximum of four (4) and a minimum of one (1) in each item of the questionnaire statement, so that the ideal highest score (4 x 13) = 52 and the ideal lowest score is (1 x 13) = 13. Based on research data processed using the help of statistical applications, Work Motivation variables have the highest score or a maximum of 50 and the lowest score or minimum of 27. Furthermore, analysis is carried out and obtain a mean value of 39,51, median of 39, mode of 41, and standard deviation of 5,03. In determining the number of interval classes, use the Sturges Rule formula as follows:

1) Determine the number of interval class

K = 1 + 3,3 log n

= 1 + 3,3 log 95

= 7, 53 rounded to 8

2) Calculate the class ranger

Class range = (50 - 27)+1

= 24

3) Determine the class length

Class length = $\frac{24}{8}$

= 3

Based on the above calculations, the Career Guidance frequency distribution table is generated as follows:

Table 17. Variable Frequency Distribution of the Work Motivation (X_3)

No	Interval Class	F	%
1	27-29	2	2,11%
2	30-32	2	2,11%
3	33-35	18	18,95%
4	36-38	22	23,16%
5	39-41	21	22,11%
6	42-44	16	16,84%
7	45-47	7	7,37%
8	48-50	7	7,37%
Jumlah		95	100%

Source: Primary Data Processed

The data was classified into the category of Work Motivation tendencies. To find out the tendency of each variable score to use the ideal score of the research subject as a comparison criterion. Based on the price of the ideal score, the data can be categorized into four tendency categories as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

High = $M \leq X < (M + 1{,}5\ SD)$

Medium = $(M - 1{,}5\ SD) \leq X < M$

Low = $X < (M - 1{,}5\ SD)$

Price of ideal mean (M) and ideal standard deviation (SD) is:

Mean Ideal (M) = ½ (52 + 13)

= 32,5

Standar Deviasi Ideal (SD) = 1/6 (52 – 13)

= 6,5

Four (4) categories of trends if described in the data will be as follows:

Very High = $X \geq (M + 1{,}5\ SD)$

= $X \geq (32{,}5 + 1{,}5\ (6{,}5))$

= $X \geq 42{,}25$

High = $M \leq X < (M + 1{,}5\ SD)$

= $32{,}5 \leq X < (32{,}5 + 1{,}5\ (6{,}5))$

= $32{,}5 \leq X < 42{,}25$

Medium = $(M - 1{,}5\ SD) \leq X < M$

= $(32{,}5 - 1{,}5\ (6{,}5)) \leq X < 32{,}5$

= $22{,}75 \leq X < 32{,}5$

Low = $X < (M - 1{,}5\ SD)$

= $X < (32{,}5 - 1{,}5\ (6{,}5))$

= X < 22,75

Based on the calculations above, it can be obtained that the Career Guidance tendency criteria are presented in the table below:

Table 18. Tendency Category of the Work Expectation (X_3)

No	Interval Class	Frequency		Category
		Absolute Value	Relative %	
1	X < 22,75	0	0%	Low
2	22,75 ≤ X < 32,5	4	4,21%	Medium
3	32,5 ≤ X < 42,25	63	66,32%	High
4	X ≥ 42,25	28	29,47%	Very High
	Total	95	100%	

Source: Primary Data Processed

The table shows that the Work Motivation of student who are not yet ready is 0 (0%), quite ready for 4 (4,21%), ready for 63 (66,32%) and very ready for 28 (29,47%).

3. Prerequisite Hypotheses Testing Analysis

Prerequisite hypotheses testing must be carried out before analyzing further data. In this study the prerequisite tests used were normality test, linearity test, and multicollinearity test.

a. Normality Test

The normality test in this study used the Kolmogrov-Smirnov test. Research variables can be stated as normal distribution if the calculated significance level is greater than the significance level used, which is 5%. The results of the normality test of this study are:

Table 19. Summary of the Result of Normality Test

N	$Sign._{count}$	Sign.	Condition	Conclusion
95	0,200	0,05	$Sign._{count}$>Sign.	Normal

Source: Primary Data Processed

Based on the data in table 19, it can be seen that the Sign.$_{count}$ is greater than the Sign. This proves that all research variable data are normally distributed.

b. Linearity Test

Linearity test can be known using the F test. With the help of statistical applications to test linearity using deviation from linearity from the linear F test. If F_{count} is smaller than F_{table} at the 5% significance level, the relationship between the independent variables is linear, whereas if F_{count} is greater than F_{table} at the 5% significance level, the relationship between the independent variables is declared not linear. The results of the linearity test in this study are:

Table 20. Summary oh the Result of Linearity Test

Variable	F_{count}	F_{table}	Condition	Conclusion
X_1-Y	0,964	1,729	$F_{count}<F_{table}$	Linier
X_2-Y	0,751	1,777	$F_{count}<F_{table}$	Linier
X_3-Y	0,953	1,729	$F_{count}<F_{table}$	Linier

Source: Primary Data Processed

From table 20 above, it is known that F_{count} is smaller than F_{table} for all relationships between independent variables, it is said that all relationships between independent variables in this study are linear.

c. Multicollinearity Test

The functions of multicollinearity test is to determine whether there is multicollinearity between independent variables. Multicollinearity test can be seen using Product Moment Correlation between independent variables. Multicollinearity criteria do not occur if the correlation between independent variables is smaller than 0.800. Based on the multicollinearity test using the help of statistical applications, the results obtained are:

Table 21. Summary of the Result of Multicollinearity Test

Variable	X_1	X_2	X_3	Conclusion
Career Expectation (X_1)	1	0,452	0,210	There is no multicollinearity
Career Guidance (X_2)	0,452	1	0,358	
Work Motivation (X_3)	0,210	0,358	1	

Source: Primary Data Processed

Table 21 above shows that the magnitude of the correlation between independent variables is smaller than 0.800. Its means that there is no multicollinearity between independent variables and analysis can continue.

4. Research Hypothesis Testing

The hypothesis is a temporary answer to the problem formulated. Therefore, this hypothesis must be tested empirically. Testing the hypothesis in this research uses simple regression techniques for the first hypothesis, the second hypothesis, and the third hypothesis, while for the fourth hypothesis uses multiple regression techniques. In hypothesis testing, researcher use the help of statistical applications. Explanation about the results of hypothesis testing in this study are:

a. First Hypothesis Testing

The first hypothesis in this study is "There is a positive and significant effect between Career Expectation Toward Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. Testing the first hypothesis using simple regression analysis techniques. A summary of the simple regression results can be seen in the following table:

Table 22. Summary of the Result of Simple Regression Analysis (X_1-Y)

Variable	Coefficient
X_1	0,469
Constanta	31,730
r_{x1y}	0,391
r^2_{x1y}	0,153
t_{count}	4,094
t_{table}	1,986
Sign	0,000

Source: Primary Data Processed

1) Correlation Coefficient (r)

Based on the results of the analysis using the help of statistical applications, it can be seen that the correlation coefficient X1 against Y shows r_{x1y} of 0.391. The correlation coefficient is positive so that it can be concluded that Career Expectation have a positive relationship with Work Readiness.

2) Coefficient of Determination (r^2)

Based on table 22, it shows that the coefficient of determination X_1 to Y shows r^2_{x1y} of 0.153. This shows that, Career Expectation affect Work Readiness by 15.3%, while 84.7% is influenced by other factors.

3) Regression Line Equations

Based on table 22, the regression line equation can be expressed in the equation as follows:

$Y = 0{,}469\ X_1 + 31{,}730$

This equation shows that the regression coefficient value X_1 is positive at 0.469, which means that if the Career Expectation value (X_1) increases by 1 unit then the value of Work Readiness (Y) will increase by 0.569 units.

4) Testing the Significance of Simple Regression with the t Test

Significance testing aims to determine the significance of the influence of Career Expectations (X_1) on Work Readiness (Y). The hypothesis tested is "There is a positive and significant influence between Career Expectations on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. The significance test used is the t test. Based on the results of the t test obtained tcount of 4.094. When compared with the ttable value of 1.986 at a significance level of 5%, the tcount> ttable, so it can be concluded that there is a positive and significant influence between Career

Expectations (X_1) on Work Readiness (Y) Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

b. Second Hypothesis Testing

The second hypothesis in this research is "There is a positive and significant effect between Career Guidance on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. Testing the first hypothesis using simple regression analysis techniques. A summary of the simple regression results can be seen in the following table:

Table 23. Summary of the Result of Simple Regression Analysis (X_2-Y)

Variable	Coefficient
X_2	0,545
Constanta	29,843
r_{x2y}	0,453
r^2_{x2y}	0,205
t_{count}	4,094
t_{table}	1,986
Sign	0,000

Source: Primary Data Processed

1) Correlation Coefficient (r)

Based on the results of the analysis using the help of statistical applications, it can be seen that the correlation coefficient X_2 against Y shows r_{x2y} of 0.453. The correlation coefficient is positive so that it can be concluded that Career Guidance has a positive relationship with Work Readiness.

2) Coefficient of Determination (r^2)

Based on table 23, it shows that the coefficient of determination X_2 to Y shows r^2_{x2y} of 0.205. This shows that Career Guidance affects Work Readiness by 20.5%, while 79.5% is influenced by other factors.

3) Regression Line Equations

Based on table 23, the regression line equation can be expressed in the equation as follows:

$Y = 0{,}545\ X_2 + 29{,}843$

The equation shows that the regression coefficient value X_2 is positive at 0.545, which means that if the Career Guidance value (X_2) increases by 1 unit then the value of Work Readiness (Y) will increase by 0.545 units.

4) Testing the Significance of Simple Regression with the t Test

Significance testing aims to determine the significance of the effect of Career Guidance (X_2) on Work Readiness (Y). The hypothesis tested is "There is a positive and significant influence between Career Guidance on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. The significance test used is the t test. Based on the results of the t test obtained tcount of 4.094. When compared with the ttable value of 1.986 at a significance level of 5%, the $t_{count} > t_{table}$, so it can be concluded that there is a positive and significant influence between Career Guidance (X_2) on Work

Readiness (Y) Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

c. Third Hypothesis Testing

The third hypothesis in this study is "There is a positive and significant influence between Work Motivation towards Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019". Testing the first hypothesis using simple regression analysis techniques. A summary of the simple regression results can be seen in the following table:

Table 24. Summary of the Result of Simple Regression Analysis (X_3-Y)

Variable	Coefficient
X_3	0,374
Constanta	39,567
r_{x3y}	0,353
r^2_{x3y}	0,124
T_{count}	3,636
t_{table}	1,986
Sign	0,000

Source: Primary Data Processed

1) Correlation Coefficient (r)

Based on the results of the analysis using the help of statistical applications, it can be seen that the correlation coefficient X_3 against Y shows r_{x3y} of 0.353. The correlation coefficient is positive so it can be concluded that Work Motivation has a positive relationship with Work Readiness.

2) Coefficient of Determination (r^2)

Based on table 24, it shows that the coefficient of determination X_3 to Y shows r^2_{x3y} of 0.124. This shows that Work Motivation affects Work Readiness by 12.4%, while 87.6% is influenced by other factors.

3) Regression Line Equations

Based on table 23, the regression line equation can be expressed in the equation as follows:

$Y = 0{,}374\ X_3 + 39{,}567$

This equation shows that the regression coefficient value X_3 is positive at 0.374, which means that if the Work Motivation value (X_3) increases by 1 unit, the value of Work Readiness (Y) will increase by 0.374 units.

4) Testing the Significance of Simple Regression with the t Test

Significance testing aims to determine the significance of the effect of Work Motivation (X_3) on Work Readiness (Y). The hypothesis tested is "There is a positive and significant influence between Work Motivation on Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. The significance test used is the t test. Based on the results of the t test obtained tcount of 3.636. When compared with the ttable value of 1.986 at a significance level of 5%, the $t_{count} > t_{table}$, so it can be concluded that there is a positive and significant influence between Work Motivation (X_3) on Work

Readiness (Y) Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

d. Fourth Hypothesis Testing

The fourth hypothesis in this research is "There is a positive and significant effect between Career Expectation, Career Guidance, and Work Motivation simultaneoulsy on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019". Testing the first hypothesis using multiple regression analysis techniques. A summary of the simple regression results can be seen in the following table:

Table 25. Summary of Multiple Regression Results (X_1, X_2, X_3-Y)

Variable	Coefficient
X_1	0,270
X_2	0,330
X_3	0,212
Constanta	18,141
R	0,532
R^2	0,283
F_{count}	11,961
F_{table}	2,706
Sign	0,000

Source: Primary Data Processed

1) Correlation Coefficient (R)

Based on the results of the analysis using the help of statistical applications, it can be seen that the correlation coefficients X_1, X_2, and X_3 against Y $R_{y(1,2,3)}$ show a value of 0.532. The correlation coefficient is positive so that it can be concluded that Career Expectations, Career Guidance, and Work

Motivation simultaneoulsy have a positive relationship with Work Readiness.

2) Coefficient of Determination (R^2)

The coefficient of determination shows the level of accuracy of the regression line. The regression line serves to explain the portion of the Variety of Work Readiness (Y) explained by the independent variable. Based on table 25, it shows that the coefficient of determination R^2 shows 0.283. This shows that Career Expectations, Career Guidance, and Work Motivation jointly affect Work Readiness by 28.3%, while 71.7% is influenced by other factors.

3) Regression Line Equations

Based on table 25, the regression line equation can be expressed in the equation as follows:

$Y = 18{,}141 + 0{,}270X_1 + 0{,}330X_2 + 0{,}212X_3$

The equation shows that the regression coefficient value X_1 is positive at 0.270 which means that if the Career Expectation value (X_1) increases by 1 unit then the Work Readiness (Y) value will increase by 0.270 units assuming X_2 and X_3 remain. X_2 regression coefficient is positive for 0.330 which means that if the Career Guidance value (X_2) increases by 1 unit then the Work Readiness value (Y) will increase by 0.330 units assuming X_1 and X_3 remain. X_3 regression coefficient is positive at 0.212

which means that if the Work Motivation value (X_3) increases by 1 unit then the Work Readiness (Y) value will increase by 0.212 units assuming X_1 and X_2 remain.

4) Testing the Significance of Simple Regression with the F Test

Significance testing aims to determine the significance of the effect of Job Expectation (X_1), Career Guidance (X_2), and Work Motivation (X_3) simultaneoulsy on Work Readiness (Y). Based on the results of the F test obtained Fcount of 11,961. When compared with the Ftable value of 2.706 at the significance level of 5%, the value of $F_{count} > F_{table}$, so it can be concluded that there is a positive and significant influence between Job Expectation (X_1), Career Guidance (X_2), and Work Motivation (X_3) simultaneoulsy towards Work Readiness (Y) Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

e. Relative Contribution (RC) and Effective Contribution (EC)

Based on the results of multiple regression analysis, it can be seen that Relative Contribution (RC) and Effective Contribution (EC) of each independent variable (Career Expectations, Career Guidance, and Work Motivation) on the dependent variable (Work Readiness). The magnitude of the RC and EC in this study can be seen in the following table:

Table 26. Relative Contribution and Effective Contribution to Independent Variables and Dependent Variable.

Cotribution	X_1	X_2	X_3	Total
Relative Contribution (%)	35,91	40,97	23,13	100
Effective Contribution (%)	10,16	11,59	6,54	28,3

Source: Primary Data Processed

Based on the results of the analysis listed in table 26, it can be seen that Career Expectation provide a relative contribution of 35,91%, Career Guidance provides a relative contribution of 40,97%, and Work Motivation provides a relative contribution of 23,13%.

The coefficient of determination is 0,283, the coefficient of determination shows the amount of effective contribution from the three independent variables on the dependent variable. Effective contributions of each variable are Career Expectations of 10,16%, Career Guidance 11,59%, and Work Motivation of 6,54%. Total effective contribution of 28,3%, which means that Career Expectations, Career Guidance, and Work Motivation simultaneoulsy provide an effective contribution of 28,3% to Work Readiness, while 71,7% is given by other variables not discussed. in this research.

B. Discussion of Research Result

Summary of the results of this research can be seen in the following picture:

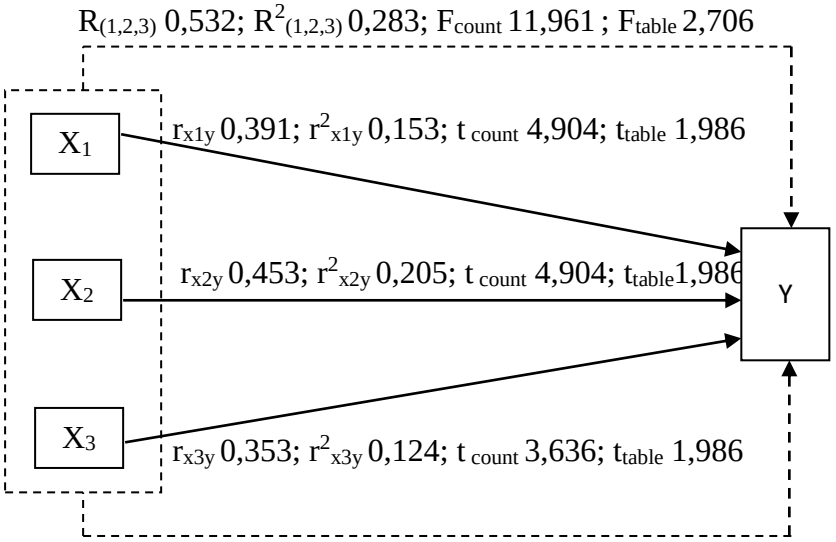

Figure 2. Sumary of Research Result

Explanation:

X_1 = Career Expectation
X_2 = Career Guidance
X_3 = Work Motivation
Y = Work Readiness
⟶ = Effect of Career Expectations or Career Guidance or motivation on Work Readiness
r_{x1y} = Correlation coefficient of Career Expectation toward Work Readiness
r_{x2y} = Correlation coefficient of Career Guidance toward Work Readiness
r_{x3y} = Correlation coefficient of Work Motivation towards work readiness
r^2_{x1y} = The coefficient of determination for Career Expectation variables for Work Readiness
r^2_{x2y} = The coefficient of determination for Career Guidance on Work Readiness
r^2_{x3y} = The determination coefficient of Work Motivation variable on Work Readiness
- - ▶ = Effects of Career Expectation, Career Guidance, and work motivation simultaneoulsy on Work Readiness
$R_{(1,2,3)}$ = Career Expectation variable correlation coefficients, career guidance, and Work Motivation simultaneoulsy towards Work Readiness

$R^2_{(1,2,3)}$ = The coefficient of determination of the variables of Career Expectation, Job Guidance, and Work Motivation simultaneoulsy on Work Readiness

Discussion of the results of the above research can be described as follows:

1. Effect of Career Expectations toward Work Readiness.

   The results of this study indicate a positive and significant influence between Career Expectation variables on the Work Readiness variable indicated by the value r_{x1y} of 0.391; r^2_{x1y} for 0.153; and t_{count} 4.904> t_{table} 1.986. Thus it can be concluded that the better the Career Expectations (X_1) of students, the higher the Work Readiness (Y) of class XII students of accounting skills program at SMK N 1 Bantul. Career Expectations (X_1) are knowledge about a job that exists and can be created with capital knowledge and skills possessed by students (Krisnawan: 2013). The results of this study are in line with the opinion of Akhmad Kardimin (2004: 2-3) that one of the factors that influence Work Readiness is knowledge of a work or information in the workforce.

   This research is also in line with research conducted by I Made Sirsa, et al. (2013) entitled "Contribution of Career Expectations, Work Motivation and Industrial Work Experience to Work Readiness of Class XII Students of State Vocational School 2 Seririt" shows that there is a significant relationship between Career Expectations (X1) on Work Readiness (Y) at Seririt N 2 Vocational School. With the regression line equation Y = 31,690 + 0,640 X_1, with significance 0,000 < 0,05 and value of F_{count} 30,964, so Career Expectations have a significant

correlation with the Job Performance. Based on the results of the research and opinions it can be concluded that the higher the Career Expectations, the higher the Work Readiness of Students will be.

2. Effect of Career Guidance on Work Readiness.

The results of this research indicate a positive and significant influence between Career Guidance variables on the Work Readiness variable which is indicated by the value of r_{x2y} of 0.453; r^2_{x2y} for 0.205; and t_{count} 4.904> t_{table} 1.986. Thus it can be concluded that the better Career Guidance (X_2) students, the higher the Work Readiness (Y) of class XII students of accounting expertise program at SMK N 1 Bantul. According to Bambang Ismaya (2015: 84) Career Guidance (X_2) is an important thing besides formal guidance in school, Work Guidance is the final process that students take after completing their education. Student need guidance, direction, and learning in choosing jobs, so students get jobs according to their characteristics. The results of this study are in harmony with the opinion of Bambang Ismaya (2005: 85) that one of the goals of Career Guidance that affects Work Readiness is to have knowledge about the world of work and work information that supports the maturity of work competencies.

This research is also in line with the research conducted by Elisabet Tatik W (2007) entitled "Industrial Practice Relations, Career Guidance and Learning Achievement with Student Work Mental Readiness shows that there is a positive relationship between Career

Guidance (X_2) on Work Readiness (Y). With p = 0.004 < a (0,05), then Career Guidance has a positive relationship to Workability. Based on the results of the research and opinion, it can be concluded that the higher the Career Guidance, the higher the Work Readiness of Students will be.

3. Effect of Work Motivation on Work Readiness.

The results of this study indicate a positive and significant influence between the Work Motivation variable on the Work Readiness variable indicated by the value of r_{x3y} of 0.352; r^2_{x3y} for 0.124; and t_{count} 3.636> t_{table} 1.986. Thus it can be concluded that the better the Work Motivation (X_3) of students, the higher the Work Readiness (Y) of class XII students of accounting skills program at SMK N 1 Bantul. Work Motivation (X_3) is a drive that comes from self-awareness to achieve success in a job (Dariyo, 2003). The results of this study are in line with Berzberg's opinion that one of the factors that influence Work Readiness is the success achieved from recognition from others.

This research is also in line with the research conducted by Emi Prabawati (2012) entitled "The Effect of Motivation Entering the World of Work and Experience of Industrial Work Practices towards Work Readiness of Class XII Students of Accounting Skills Program in SMK N 1 Tempel. a positive and significant relationship between Work Motivation (X_3) on Work Readiness (Y) Class XII Student of SMK N 1 Tempel Academic Year of 2011/2012. With a calculated value of 0.448; and t_{count} 5.133> t_{table} 1.658, then Work Motivation has a positive and

significant correlation to the Workability. Based on the results of the research and opinions it can be concluded that the higher the Work Motivation, the higher the Work Readiness of Students will be.

4. Effect of Career Expectations, Career Guidance, and Work Motivation simultaneoulsy toward Work Readiness.

The results of the study after analysis simultaneoulsy between the three independent variables with one dependent variable obtained positive and significant influence between Career Expectations, Career Guidance, and Work Motivation simultaneoulsy on Work Readiness, which is indicated by the value of $R_{(1,2,3)}$ of 0,532; $R^2_{(1,2,3)}$ of 0,283; F count is 11,961; Ftable of 2,706. This shows that, R2 (1,2,3) of 0,283 shows 28,3% of Student Work Readiness is influenced by Career Expectations, Career Guidance, and Work Motivation, while the remaining 71,7% is influenced by other factors not discussed in this research.

These results are in accordance with the theory explained by Goerge J. Mooully that one of the factors that can affect student Work Readiness is psychological factors, to be able to do certain work properly, a person must have good motivation. In addition, this study is also in line with the opinions expressed by Akhmad Kardimin (2004: 2-3), there are two factors that influence student Work Readiness, namely the first internal factors consists of physical and mental maturity, pressure, creativity, interest, talent, knowledge, independence, intelligence, and

motivation. Both external factors include Career Guidance, workforce information, work experience, and family environmentkarir, information on the world of work, work experience, and family environment.

Based on the theory and research that has been done, it can be concluded that Career Expectations, Career Guidance and Work Motivation jointly influence students' Work Readiness positively.

C. Limitation of Research

This research has been carried out and carried out in accordance with scientific procedures, but there are still limitations, consist of:

1. Factors that affect Work Readiness are very many, while those discussed in this study there are only three variables, namely Career Expectations, Career Guidance, and Work Motivation. Even though each variable has a positive and significant effect, the amount of effective contribution given by Career Expectation variables is only 10,16%, Career Guidance variable is only 11,59%, and the Work Motivation variable is only 5,54%. If in total, the Effective Contribution of Career Expectations, Career Guidance and Work Motivation simultaneoulsy is only 28,3% of Work Readiness, while 71,7% is influenced by other variables not discussed in this study.
2. The research instrument used was a questionnaire, this has the disadvantage that researchers are unable to supervise and direct respondents individually in filling out questionnaires that are in accordance with the actual conditions that exist in the respondent.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the results of data analysis discussed in chapter four (4), the following conclusions are obtained:

1. There is a positive and significant influence between Career Expectations on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019 which is indicated by the value r_{x1y} of 0,391; r^2_{x1y} for 0,153; t_{count} is 4,094; t_{table} equal to 1,986 at the significance level of 5% and the regression line equation Y = 0,469 X_1 + 31,730.
2. There is a positive and significant influence between Career Guidance on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019 which is indicated by the value r_{x2y} of 0,453; r^2_{x2y} for 0,205; t_{count} is 4,094; t_{table} is 1,986 at the significance level of 5% and the regression line equation Y = 0,545 X_2 + 29,843.
3. There is a positive and significant influence between Work Motivation on the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019 which is indicated by the value r_{x3y} of 0,353; r^2_{x3y} for 0,124; t_{count} equal to 3,636; t_{table} equal to 1,986 at the significance level of 5% and the regression line equation Y = 0,374 X_3+ 39,567.

4. There are a positive and significant influence between Career Expectations, Career Guidance, and Work Motivation simultaneoulsy toward the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019 which is indicated by the $R_{(1,2,3)}$ equal to 0.532; $R^2_{(1,2,3)}$ of 0,283; F_{count} is 11,961; F_{table} of 2,706. at the 5% significance level and the regression line equation $Y = 18,141 + 0,270\ X_1 + 0,330\ X_2 + 0,212\ X_3$.

B. Implication

Based on the results of discussion of research and conclusions obtained in this study, it can be presented the following implications:

1. This research found that there was a positive and significant influence between Career Expectations and Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. This shows that the higher the Student Career Expectations, the higher the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.
2. This research found that there was a positive and significant influence between Career Guidance and Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. This shows that the higher the Student Career Guidance, the higher the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

3. This research found that there was a positive and significant influence between Work Motivation and Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. This shows that the higher the Student's Work Motivation, the higher the Working Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.
4. This research found that there were positive and significant influences between Career Expectations, Career Guidance, and Work Motivation simultaneoulsy with the Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. This can be used as one input that the role of Career Expectations can increase Work Readiness if followed by Career Guidance and Student Work Motivation are also high. The higher the Career Expectation coupled with Career and Work Guidance, the higher the Working Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019.

C. Suggestion

Based on the results of the discussion in the previous chapter, conclusions and implications, suggestions can be given as follows:

1. For School

   Based on the research questionnaire Career Expectations, indicators have a positive view of the world of work included in the low category. Schools are expected to be able to provide more knowledge

about jobs or careers that will be undertaken by students after graduating from vocational school through information on the world of work or the job market and providing facilities in the search for career knowledge and information from both teachers and other parties, so students have good Career Expectations and high.

2. For Teacher

   Based on the Career Guidance research questionnaire, indicators have the ability to broaden world knowledge including in the low category. Therefore teachers are expected to develop Career Guidance methods such as role playing methods and job training for students so that students are able to expand their knowledge and experience in the world of work. In addition, teachers (especially Guidance and Counseling teachers) are also expected to be able to facilitate students in providing information on career or work opportunities and good future planning information.

3. For Student

   Based on the research questionnaire Work Motivation, indicators have motivation or motivation from the environment included in the low category. Students are expected to collaborate with the environment such as friends, parents, and alumni to find information about the world of work for better student work readiness. This can be done by being selective in choosing students' social environments. The selection of a good and supportive environment will selectively support the Work

Satisfaction of Class XII Students in the Accounting Skills Program of SMK Negeri 1 Bantul Academic Year 2018/2019.

4. For Futher Researcher

   This research provides information on Career Expectation factors, Career Guidance, and Work Motivation towards Work Readiness Student of XII Accounting Grader at SMK Negeri 1 Bantul Academic Year of 2018/2019. Effective Contribution given amounted to 28.3%. These results indicate that Student Work Readiness is not only influenced by the three variables discussed in this study. Therefore, it is possible for future researchers to conduct research on other variables related to Student Work Readiness.

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APPENDICES

APPENDIX 1

TRIAL TEST QUETIONNAIRE

RESEARCH QUETIONNAIRE

Nama : ..... Kelas : .....

Nomer presensi : .....

Adik-adik siswa kelas XII program keahlian Akuntansi SMK Negeri 1 Bantul yang saya banggakan, penyebaran angket ini bertujuan untuk memperoleh data mengenai "Ekspektasi Karir, Bimbingan Karir, dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa". Data tersebut selanjutnya akan digunakan sebagai bahan penulisan skripsi.

Petunjuk pengisian:

1. Tulis nama, nomer presensi, dan kelas.
2. Bacalah pernyataan-pernyataan dibawah ini dengan cermat dan teliti.
3. Hanya diperbolehkan memilih satu jawaban yang sesuai dengan kenyataan pada diri anda disetiap pernyataan dengan memberikan tanda check list (√).
4. Pilihlah salah satu jawaban yang telah disediakan dengan keterangan:

SS	= Sangat Setuju	SL	= Selalu
S	= Setuju	SR	= Sering
TS	= Tidak Setuju	KD	= Kadang-kadang
STS	= Sangat Tidak Setuju	TP	= Tidak Pernah

Pengisian angket ini tidak akan berpengaruh terhadap penilaian hasil belajar anda, namun akan sangat bermanfaat bagi saya, selaku peneliti sebagai bahan penulisan skripsi. Sebagai peneliti, saya akan menjamin kerahasiaan jawaban dan identitas diri anda. Atas perhatian dan kesediaan adik-adik, saya ucapkan terimakasih.

Yogyakarta, Januari 2019

Peneliti,

Gifaninda Sofiani

NIM. 15803241014

a. Angket Kesiapan Kerja Siswa

No	Pernyataan Kesiapan Kerja	SL	SR	KD	TP
1	Dengan menempuh pendidikan di SMK, saya akan lebih mudah mendapatkan pekerjaan.				
2	Saya mengambil keputusan dengan pertimbangan yang matang.				
3	Saya memilih pekerjaan sesuai dengan cita-cita saya.				
4	Saya tidak perlu berpikir dalam mempertimbangkan pekerjaan yang akan saya lakukan.				
5	Saya akan menerima semua pekerjaan yang ditawarkan.				
6	Saya memenuhi tanggungjawab atas tugas yang telah diberikan kepada saya.				
7	Saya menyelesaikan tugas yang diberikan dengan sebaik-baiknya.				
8	Saya mengerjakan dengan baik tugas yang diberikan kepada saya.				
9	Saya memilih bermain terlebih dahulu dari pada mengerjakan tugas.				
10	Saya tidak akan meninggalkan tugas sebelum menyelesaikannya.				
11	Saya memiliki sifat mudah bergaul dengan orang lain.				
12	Saya berusaha mengenal orang-orang baru di lingkungan saya.				
13	Saya tidak suka ditegur ketika melakukan kesalahan.				
14	Saya sulit untuk bersosialisasi orang baru di lingkungan saya.				
15	Saya membantu teman satu kelompok yang kesulitan dalam mengerjakan tugas.				
16	Saya dapat melakukan suatu pekerjaan dengan cepat dan tepat waktu.				
17	Saya tidak akan mengerjakan pekerjaan yang sulit.				
18	Saya akan menunda pekerjaan selagi masih ada waktu luang.				
19	Dalam melakukan pekerjaan saya akan memeriksa dan meneliti dengan baik hasil pekerjaan tersebut.				
20	Saya akan tetap mengerjakan suatu pekerjaan, meskipun pekerjaan tersebut sangat sulit.				
21	Saya tertarik mempelajari pengatahuan yang berhubungan dengan ilmu akuntansi.				
22	Saya akan mengikuti perkembangan berbagai media bidang akuntansi .				
23	Saya yakin dengan belajar mengenai pekerjaan yang akan jalani, akan membuat saya lebih sukses.				

24	Saya tidak peduli dengan pekembangan bidang pekerjaan yang akan saya jalani.				

b. Angket Mengenai Ekspektasi karir

No	Pernyataan Ekspektasi karir	SS	S	TS	STS
1	Saya memiliki harapan untuk bekerja sesuai bidang yang saya inginkan.				
2	Saya berharap bekerja di perusahaan besar dan bagus.				
3	Saya berharap bekerja sesuai dengan bidang yang saya pelajari di SMK yaitu Akuntansi				
4	Saya tidak yakin akan sukses jika bekerja setelah lulus dari SMK.				
5	Gaji yang diterima oleh lulusan SMK belum sesuai dengan harapan saya.				
6	Setelah bekerja saya dapat memenuhi keinginan yang telah direncanakan.				
7	Saya berharap dengan bekerja saya akan mendapatkan uang untuk memenuhi kebutuhan ekonomi.				
8	Setelah bekerja saya berharap dapat membantu perekonomian keluarga.				
9	Setelah lulus saya tidak berharap bekerja walaupun terdesak oleh keadaan ekonomi.				
10	Saya tidak mempunyai harapan untuk bekerja setelah lulus karena ingin melanjutkan kuliah.				
11	Dengan bekerja, hidup saya akan lebih sejahtera.				
12	Setelah bekerja saya berharap akan mendapatkan penghasilan di atas rata-rata.				
13	Dengan bekerja saya mendapat pandangan baik di lingkungan masyarakat.				
14	Meskipun telah bekerja setelah lulus dari SMK, hal tersebut belum dapat meningkatkan kesejahteraan hidup saya.				
15	Lulusan SMK yang langsung bekerja kurang memiliki pandangan yang baik di mata masyarakat.				
16	Saya akan belajar dengan giat agar mendapatkan pekerjaan yang saya cita-citakan.				
17	Saya akan bertanya kepada guru, BK, atau alumni ketika menghadapi kesulitan dalam mengatasi hambatan mencari pekerjaan.				
18	Setelah lulus saya akan tetap mencari pekerjaan walaupun terdapat saingan yang banyak.				
19	Saya belum siap untuk bekerja, kemudian tetap				

	bergantung pada orang tua.				
20	Saya belum siap untuk bekerja setelah lulus dari SMK, karena banyaknya persaingan mencari pekerjaan.				

c. Angket Mengenai Bimbingan karir

No	Pernyataan Bimbingan karir	SS	S	TS	STS
1	Saya memiliki pengetahuan yang lebih mengenai pekerjaan, setelah mendapat bimbingan karir.				
2	Saya mendapatkan informasi mengenai dunia pekerjaan melalui bimbingan karir.				
3	Saya dapat memahami mengenai kondisi lingkungan kerja yang akan saya jalani dari bimbingan karir.				
4	Saya tidak mendapatkan informasi mengenai pekerjaan setelah mendapatkan bimbingan karir.				
5	Saya tidak mengetahui kondisi lingkungan kerja meskipun telah mendapatkan bimbingan karir.				
6	Setelah mendapatkan bimbingan karir, saya dapat merencanakan pekerjaan yang saya harapkan.				
7	Setelah mendapatkan bimbingan karir, saya dapat mempersiapkan pekerjaan yang saya rencanakan.				
8	Saya tidak dapat merencanakan pekerjaan dengan baik setelah mendapat bimbingan karir.				
9	Saya tidak dapat mempersiapkan diri untuk bekerja setelah mendapat bimbingan karir.				
10	Setelah mendapatkan bimbingan karir, saya dapat memahami minat, bakat dan kemampuan saya.				
11	Dengan bimbingan karir, saya dapat memahami kelemahan yang ada pada diri saya.				
12	Saya dapat mengatasi masalah yang timbul dalam kelemahan diri saya setelah mendapat arahan dari bimbingan karir.				
13	Saya tidak dapat mengetahui minat dan bakat saya setelah mendapatkan bimbingan karir.				
14	Saya tidak dapat mengatasi kelemahan saya walaupun telah mendapatkan bimbingan karir.				
15	Saya dapat memilih jenis pekerjaan melalui bimbingan karir.				
16	Setelah lulus saya memilih bekerja karena telah mendapat arahan dari bimbingan karir.				
17	Saya dapat menetapkan pekerjaan yang saya harapkan setelah mendapat arahan dari bimbingan karir.				
18	Setelah lulus saya tidak akan bekerja walaupun sudah				

	mendapat bimbingan karir.				
19	Saya merasa kesulitan dalam menentukan pekerjaan walaupun sudah ada bimbingan karir.				

d. Angket Mengenai Motivasi Kerja

No	Pernyataan Motivasi Kerja	SS	S	TS	STS
1	Setelah lulus, saya memilih bekerja daripada kuliah.				
2	Saya akan bekerja sesuai dengan bidang dan minat.				
3	Saya akan berusaha keras untuk mendapatkan pekerjaan yang saya inginkan.				
4	Saya memilih melanjutkan kuliah setelah lulus SMK.				
5	Setelah lulus saya ingin menganggur dulu sebelum bekerja.				
6	Saya bekerja untuk meringanankan beban ekonomi keluarga.				
7	Setelah lulus saya akan bekerja, karena dorongan dari orang tua.				
8	Saya akan bekerja setalah lulus karena keberhasilan dari para alumni yang sukses bekerja.				
9	Saya tidak akan bekerja dan lebih mementingkan pendidikan atau kuliah, meskipun terdesak oleh keadaan ekonomi orang tua.				
10	Saya akan melanjutkan kuliah setelah lulus, ketika melihat banyak alumni yang berhasil melanjutkan pendidikan di perguruan tinggi.				
11	Tujuan saya bekerja yaitu mendapatkan kehidupan yang lebih sejahtera.				
12	Dengan bekerja, saya dapat hidup dengan mandiri.				
13	Dengan bekerja, saya bisa melakukan apa saja yang saya butuhkan dan inginkan				
14	Saya belum memikirkan pekerjaan karena masih ingin fokus belajar.				
15	Saya tidak terlalu memikirkan pekerjaan, karena orang tua saya bisa memberikan apa yang saya mau.				
16	Jika bekerja, saya merasa lebih terpandang di mata masyarakat.				
17	Saya merasa malu jika bekerja tidak sesuai dengan cita-cita dan harapan.				
18	Setelah lulus saya ingin bekerja di perusahaan besar dan terkenal.				
19	Cita-cita saya adalah melanjutkan kuliah di perguruan tinggi negeri.				
20	Dengan bekerja setelah lulus tanpa melanjutkan kuliah, saya tidak akan mencapai kesuksesan.				

APPENDIX 2
TRIAL TEST DATA

TRIAL TEST DATA

1. Work Readiness (Y)

No	Instrument Item																							Y
	Work Readiness																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	3	3	1	3	3	3	3	4	2	3	2	2	4	3	2	3	3	3	3	2	3	2	3	3	66
2	3	3	3	4	3	3	3	3	3	2	3	3	4	3	3	3	4	3	3	3	3	3	3	4	75
3	3	3	3	1	2	3	3	3	2	2	2	3	4	3	2	2	3	3	4	3	2	2	3	4	65
4	3	3	3	4	2	4	3	3	4	3	3	4	3	3	3	3	4	3	4	3	3	2	4	4	78
5	3	3	3	3	3	4	4	4	3	3	4	4	4	4	4	3	3	3	4	2	3	2	3	3	79
6	3	3	3	4	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3	3	2	3	4	70
7	2	4	3	4	1	4	4	4	3	3	3	3	4	4	4	2	2	3	4	3	4	4	4	4	80
8	3	4	3	4	4	4	4	4	3	3	4	4	4	4	4	4	2	3	3	3	3	3	4	4	85
9	3	4	2	3	2	4	4	4	3	3	4	4	4	4	4	3	3	4	4	4	4	2	4	3	83
10	3	4	4	4	3	4	3	4	4	3	3	3	4	3	4	3	3	3	4	3	3	3	3	4	82
11	3	4	4	4	2	4	4	4	3	3	3	4	4	2	4	2	4	3	4	3	3	2	4	4	81
12	3	3	3	4	4	4	4	4	3	3	2	3	3	3	3	3	4	3	4	3	4	3	4	4	81
13	3	3	3	4	3	3	3	3	3	2	2	2	4	3	3	3	3	3	3	3	3	2	3	4	71
14	4	3	3	3	2	4	4	3	2	2	3	4	3	3	3	3	3	3	3	3	4	4	4	4	77
15	3	3	3	3	2	3	3	3	3	2	3	3	4	4	3	3	3	4	3	3	2	2	3	3	71
16	3	3	1	3	2	3	4	4	3	2	2	3	4	3	3	3	3	2	4	3	4	2	4	4	72
17	3	4	3	4	2	4	4	4	1	4	3	4	3	3	4	3	3	1	3	3	3	3	4	3	76
18	3	4	3	4	3	4	4	4	3	3	4	4	4	4	4	3	4	4	3	3	3	3	4	4	86
19	4	3	3	4	3	3	4	4	3	2	3	3	3	3	4	3	3	3	3	3	4	4	4	4	80
20	3	3	3	4	3	3	3	3	3	3	2	3	4	3	3	2	3	2	2	3	3	3	4	3	71
21	3	3	3	4	3	4	3	3	4	3	3	3	4	2	3	2	3	3	3	3	3	2	3	4	74

22	4	3	4	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	4	4	75
23	3	2	2	3	2	3	2	3	3	2	2	2	3	3	2	2	4	3	3	3	3	3	4	3	65
24	3	3	4	4	3	4	4	4	3	3	3	3	2	4	4	3	4	3	4	3	3	3	3	4	81
25	4	3	2	4	1	4	4	3	4	3	2	3	4	2	3	3	3	4	3	3	2	2	3	3	72
26	3	3	3	3	3	3	4	4	3	2	2	3	3	3	3	3	4	3	3	4	3	4	3	3	75
27	3	3	3	4	2	3	3	3	3	2	2	3	4	3	2	2	3	3	3	2	2	2	3	4	67
28	4	4	4	3	1	3	3	3	3	3	3	3	4	3	2	3	3	3	3	3	3	2	4	4	74
29	4	4	4	4	2	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	86
30	2	4	4	2	2	4	4	3	2	2	3	4	4	3	2	3	4	4	4	4	4	3	4	3	78
31	3	3	3	3	2	4	4	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	3	77
32	3	4	4	3	2	2	3	4	3	2	4	4	4	4	3	3	4	3	3	3	4	3	4	3	79
total	100	106	97	112	78	112	112	113	94	84	90	103	115	102	99	90	105	98	106	97	101	87	115	116	2432

2. Career Expectation (X_1)

No	Instrument Item																				X1
	CareerExpectation																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	64
2	4	4	3	4	3	3	4	4	4	3	3	3	3	3	3	3	3	4	4	4	69
3	4	4	4	4	4	3	4	4	4	3	3	4	3	4	4	3	2	3	4	4	72
4	4	3	3	3	2	3	4	4	4	3	3	4	3	3	2	4	3	4	4	4	67
5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3	4	4	77
6	3	3	3	3	2	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	59
7	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	77
8	4	4	3	3	3	3	4	4	3	3	2	3	2	2	3	4	3	3	3	3	62
9	4	4	4	3	2	4	4	4	3	3	3	4	3	3	3	4	4	4	3	3	69

10	4	4	3	4	3	3	4	4	4	3	3	3	3	3	3	4	4	3	3	3	68
11	4	4	4	4	4	4	4	4	4	3	4	3	2	3	4	4	4	3	3	2	71
12	4	4	4	3	2	2	3	4	3	3	3	3	3	2	2	4	3	4	4	4	64
13	4	4	4	3	2	4	4	4	4	3	3	3	3	3	3	4	3	3	4	4	69
14	3	4	4	3	2	4	4	4	2	2	4	4	4	3	3	4	3	3	2	2	64
15	3	3	3	4	3	3	3	3	3	3	3	3	2	3	4	4	3	3	3	3	62
16	3	2	4	3	3	3	4	4	4	4	3	3	2	3	3	4	3	3	4	4	66
17	4	4	4	4	2	4	4	4	4	4	4	4	4	3	4	3	3	4	3	3	73
18	3	4	4	4	3	3	3	4	3	3	3	3	3	2	4	4	4	4	4	4	69
19	4	4	4	3	3	3	4	4	3	2	3	3	4	3	3	4	4	3	3	3	67
20	4	3	4	3	3	4	4	4	4	3	4	4	3	3	4	4	4	4	4	3	73
21	3	3	3	4	2	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	62
22	4	4	4	3	3	3	4	4	4	3	4	4	4	4	3	4	3	3	3	3	71
23	3	2	2	3	3	3	4	4	4	4	4	4	4	2	3	3	2	3	4	3	64
24	3	4	4	4	3	3	3	3	3	3	3	3	3	2	3	4	3	3	4	3	64
25	4	3	3	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	74
26	4	4	4	4	3	3	4	4	4	2	3	3	3	2	3	4	3	4	4	4	69
27	3	3	3	4	3	3	3	3	4	4	4	4	4	1	3	4	2	3	3	3	64
28	4	4	4	3	2	4	4	4	4	3	4	4	4	3	3	4	3	4	4	4	73
29	4	3	4	3	3	4	4	4	3	3	4	4	4	3	3	4	4	4	3	3	71
30	4	3	3	4	2	4	3	4	4	4	4	4	3	4	4	4	2	4	4	4	72
31	4	3	3	4	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	65
32	4	4	3	3	3	3	3	4	2	2	3	4	4	2	3	4	3	3	4	3	64
Total	119	113	113	112	90	107	118	124	114	98	108	112	103	92	103	121	100	109	112	107	2175

3. Career Guidance (X_2)

No	Instrument Item																			X2
	Career Guidance																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	56
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	56
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	56
5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3	4	2	71
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
7	4	4	4	3	3	4	4	4	4	3	3	3	4	4	3	3	3	4	3	67
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
9	4	3	3	3	3	4	4	3	3	4	4	4	4	4	3	3	4	3	3	66
10	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	2	3	3	2	58
11	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	2	3	2	53
12	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	2	3	3	3	58
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	55
14	3	3	3	3	3	3	2	3	2	3	3	2	3	3	3	2	3	2	3	52
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
16	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	59
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	58
18	3	3	4	4	4	3	3	4	2	4	4	3	4	3	3	3	3	4	3	64
19	3	3	3	1	3	4	4	3	4	3	3	3	4	4	3	3	3	4	3	61
20	2	2	2	3	3	3	3	4	3	4	4	3	3	3	4	3	4	3	3	59
21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	56
22	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	59

23	4	4	3	4	4	2	3	3	3	3	4	3	3	3	2	2	2	4	2	58
24	3	3	2	3	3	3	3	3	4	4	4	3	3	3	3	3	3	4	3	60
25	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	4	60
26	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	58
27	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	2	59
28	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	4	3	4	3	62
29	4	4	4	3	3	4	4	3	1	4	4	3	3	3	3	4	4	4	3	65
30	3	3	3	4	4	4	3	4	4	4	4	3	4	4	3	3	3	4	4	68
31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	56
32	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	2	3	3	2	55
Total	101	98	98	97	101	101	101	102	98	106	108	98	103	101	98	90	96	106	90	1893

4.Work Motivation (X_3)

No	Instrumen Item																				X3
	Work Motivation																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	3	3	4	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	58
2	2	4	4	2	4	4	3	3	4	2	4	4	3	3	4	2	2	4	2	4	64
3	2	3	3	2	4	3	2	2	3	3	3	3	3	3	4	2	2	3	2	4	56
4	3	3	4	2	4	3	3	3	3	2	3	3	3	3	4	3	3	3	2	3	60
5	3	3	4	2	4	4	1	3	4	4	4	4	4	3	4	3	3	3	2	3	65
6	2	3	3	2	3	3	2	3	2	2	3	3	3	3	3	3	2	3	2	3	53
7	3	4	4	2	4	4	4	3	2	2	4	4	4	4	4	3	2	4	2	2	65
8	4	3	4	3	3	3	2	2	3	3	3	3	3	3	3	2	2	3	3	3	58
9	2	3	3	2	4	4	2	3	3	2	4	4	4	1	3	4	2	4	1	3	58
10	2	3	4	1	4	4	2	2	3	2	4	3	3	2	3	2	2	3	1	3	53

11	3	3	4	2	4	4	2	2	3	3	3	3	3	2	4	2	2	4	2	1	56
12	2	3	3	3	4	4	2	2	3	2	3	3	3	3	4	2	2	4	2	3	57
13	2	3	3	2	4	3	2	3	3	2	4	4	4	3	4	3	2	3	1	3	58
14	3	2	2	1	4	3	2	2	2	2	3	3	3	3	3	2	3	4	1	3	51
15	3	3	3	2	4	3	1	1	3	3	3	3	3	2	4	1	1	3	2	3	51
16	2	3	3	2	4	4	2	2	4	2	4	4	2	3	4	2	1	2	2	3	55
17	3	3	3	3	3	4	4	4	3	3	4	4	4	3	3	4	2	4	3	4	68
18	2	3	4	2	4	3	3	3	3	2	4	4	4	3	4	3	2	4	1	2	60
19	2	3	3	1	4	3	3	3	2	2	4	4	4	2	4	2	3	4	1	4	58
20	3	4	4	3	4	4	1	3	4	3	4	4	3	3	3	3	3	3	3	3	65
21	2	3	3	2	4	3	3	3	3	2	3	3	3	3	3	2	2	3	2	2	54
22	3	4	4	2	3	3	2	3	3	2	3	3	3	3	3	2	3	4	1	3	57
23	3	3	3	3	4	4	1	4	3	3	4	4	4	3	3	2	1	2	3	3	60
24	2	3	4	1	4	3	2	2	3	2	3	3	4	3	4	3	2	4	1	4	57
25	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	3	1	3	4	4	73
26	3	4	4	2	4	4	3	3	2	2	4	4	4	3	4	2	2	4	1	4	63
27	3	3	3	3	4	3	3	3	4	2	4	4	4	3	3	4	2	3	3	3	64
28	3	3	4	3	4	4	3	4	3	3	4	4	4	2	4	3	2	3	2	3	65
29	3	3	4	2	4	4	2	3	3	2	4	4	4	2	4	4	4	3	2	3	64
30	2	3	3	2	4	2	1	1	4	3	4	4	4	2	4	4	1	3	1	4	56
31	2	3	3	2	3	3	2	3	4	2	3	3	3	2	4	3	2	3	2	4	56
32	2	3	4	1	3	4	2	3	2	1	4	4	4	2	3	3	2	4	2	3	56
Total	83	100	111	69	122	111	74	88	98	77	115	114	111	85	115	85	67	107	62	100	1894

APPENDIX 3

THE RESULT OF VALIDITY TEST

1. Work Readiness (Y)

Correlations			
		Total Skor	Explanation
item1	Pearson Correlation	0,022	Invalid
	Sig. (2-tailed)	0,904	
	N	32	
item2	Pearson Correlation	,665**	valid
	Sig. (2-tailed)	0	
	N	32	
item3	Pearson Correlation	,448*	valid
	Sig. (2-tailed)	0,01	
	N	32	
item4	Pearson Correlation	,358*	valid
	Sig. (2-tailed)	0,044	
	N	32	
item5	Pearson Correlation	0,195	Invalid
	Sig. (2-tailed)	0,286	
	N	32	
item6	Pearson Correlation	,588**	valid
	Sig. (2-tailed)	0	
	N	32	
item7	Pearson Correlation	,655**	valid
	Sig. (2-tailed)	0	
	N	32	
item8	Pearson Correlation	,615**	valid
	Sig. (2-tailed)	0	
	N	32	
item9	Pearson Correlation	0,177	Invalid
	Sig. (2-tailed)	0,333	
	N	32	
item10	Pearson Correlation	,376*	valid
	Sig. (2-tailed)	0,034	
	N	32	
item11	Pearson Correlation	,734**	valid
	Sig. (2-tailed)	0	
	N	32	
item12	Pearson Correlation	,622**	valid

	Sig. (2-tailed)	0	
	N	32	
item13	Pearson Correlation	-0,137	Invalid
	Sig. (2-tailed)	0,455	
	N	32	
item14	Pearson Correlation	,351*	valid
	Sig. (2-tailed)	0,049	
	N	32	
item15	Pearson Correlation	,745**	valid
	Sig. (2-tailed)	0	
	N	32	
item16	Pearson Correlation	,441*	valid
	Sig. (2-tailed)	0,011	
	N	32	
item17	Pearson Correlation	0,151	Invalid
	Sig. (2-tailed)	0,411	
	N	32	
item18	Pearson Correlation	0,256	Invalid
	Sig. (2-tailed)	0,157	
	N	32	
item19	Pearson Correlation	,369*	valid
	Sig. (2-tailed)	0,037	
	N	32	
item20	Pearson Correlation	,392*	valid
	Sig. (2-tailed)	0,026	
	N	32	
item21	Pearson Correlation	,532**	valid
	Sig. (2-tailed)	0,002	
	N	32	
item22	Pearson Correlation	,443*	valid
	Sig. (2-tailed)	0,011	
	N	32	
item23	Pearson Correlation	,439*	valid
	Sig. (2-tailed)	0,012	
	N	32	
item24	Pearson Correlation	0,222	Invalid
	Sig. (2-tailed)	0,221	
	N	32	

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

2. Career Expectation (X_1)

Correlations			
		Total Skor	Explanation
item1	Pearson Correlation	,580**	valid
	Sig. (2-tailed)	,000	
	N	32	
item2	Pearson Correlation	,153	invalid
	Sig. (2-tailed)	,403	
	N	32	
item3	Pearson Correlation	,490**	valid
	Sig. (2-tailed)	,004	
	N	32	
item4	Pearson Correlation	,284	invalid
	Sig. (2-tailed)	,116	
	N	32	
item5	Pearson Correlation	0,353"	valid
	Sig. (2-tailed)	,048	
	N	32	
item6	Pearson Correlation	,662**	valid
	Sig. (2-tailed)	,000	
	N	32	
item7	Pearson Correlation	,533**	valid
	Sig. (2-tailed)	,002	
	N	32	
item8	Pearson Correlation	,416*	valid
	Sig. (2-tailed)	,018	
	N	32	
item9	Pearson Correlation	,506**	valid
	Sig. (2-tailed)	,003	
	N	32	
item10	Pearson Correlation	,353*	valid
	Sig. (2-tailed)	,048	
	N	32	
item11	Pearson Correlation	,589**	valid
	Sig. (2-tailed)	,000	
	N	32	
item12	Pearson Correlation	,519**	valid
	Sig. (2-tailed)	,002	
	N	32	
item13	Pearson Correlation	,269	invalid
	Sig. (2-tailed)	,137	
	N	32	

item14	Pearson Correlation	,565**	valid
	Sig. (2-tailed)	,001	
	N	32	
item15	Pearson Correlation	,499**	valid
	Sig. (2-tailed)	,004	
	N	32	
item16	Pearson Correlation	-,004	invalid
	Sig. (2-tailed)	,984	
	N	32	
item17	Pearson Correlation	,244	invalid
	Sig. (2-tailed)	,179	
	N	32	
item18	Pearson Correlation	,513**	valid
	Sig. (2-tailed)	,003	
	N	32	
item19	Pearson Correlation	,390*	valid
	Sig. (2-tailed)	,027	
	N	32	
item20	Pearson Correlation	,413*	valid
	Sig. (2-tailed)	,019	
	N	32	
SkorTotal	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	32	
*. Correlation is significant at the 0.05 level (2-tailed).			
**. Correlation is significant at the 0.01 level (2-tailed).			

3. Career Guidance (X_2)

Correlations			
		Total Skor	Explanation
item1	Pearson Correlation	,513**	valid
	Sig. (2-tailed)	,003	
	N	32	
item2	Pearson Correlation	,468**	valid
	Sig. (2-tailed)	,007	
	N	32	
item3	Pearson Correlation	,502**	valid
	Sig. (2-tailed)	,003	
	N	32	
item4	Pearson Correlation	,340	invalid
	Sig. (2-tailed)	,057	
	N	32	
item5	Pearson Correlation	,483**	valid
	Sig. (2-tailed)	,005	
	N	32	
item6	Pearson Correlation	,726**	valid
	Sig. (2-tailed)	,000	
	N	32	
item7	Pearson Correlation	,726**	valid
	Sig. (2-tailed)	,000	
	N	32	
item8	Pearson Correlation	,669**	valid
	Sig. (2-tailed)	,000	
	N	32	
item9	Pearson Correlation	,293	invalid
	Sig. (2-tailed)	,103	
	N	32	
item10	Pearson Correlation	,597**	valid
	Sig. (2-tailed)	,000	
	N	32	
item11	Pearson Correlation	,480**	valid
	Sig. (2-tailed)	,005	
	N	32	
item12	Pearson Correlation	,264	invalid
	Sig. (2-tailed)	,144	
	N	32	
item13	Pearson Correlation	,716**	valid
	Sig. (2-tailed)	,000	

	N	32	
item14	Pearson Correlation	,742**	valid
	Sig. (2-tailed)	,000	
	N	32	
item15	Pearson Correlation	,243	invalid
	Sig. (2-tailed)	,180	
	N	32	
item16	Pearson Correlation	,484**	valid
	Sig. (2-tailed)	,005	
	N	32	
item17	Pearson Correlation	,385*	valid
	Sig. (2-tailed)	,030	
	N	32	
item18	Pearson Correlation	,707**	valid
	Sig. (2-tailed)	,000	
	N	32	
item19	Pearson Correlation	,223	invalid
	Sig. (2-tailed)	,220	
	N	32	
SkorTotal	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	32	
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

4. Work Motivation (X_3)

Correlations			
		Total Skor	Explanation
item1	Pearson Correlation	,505**	valid
	Sig. (2-tailed)	,003	
	N	32	
item2	Pearson Correlation	,392*	valid
	Sig. (2-tailed)	,027	
	N	32	
item3	Pearson Correlation	,468**	valid
	Sig. (2-tailed)	,007	
	N	32	
item4	Pearson Correlation	,609**	valid
	Sig. (2-tailed)	,000	
	N	32	
item5	Pearson Correlation	,113	invalid
	Sig. (2-tailed)	,538	
	N	32	
item6	Pearson Correlation	,479**	valid
	Sig. (2-tailed)	,006	
	N	32	
item7	Pearson Correlation	,506**	valid
	Sig. (2-tailed)	,003	
	N	32	
item8	Pearson Correlation	,680**	valid
	Sig. (2-tailed)	,000	
	N	32	
item9	Pearson Correlation	,316	invalid
	Sig. (2-tailed)	,078	
	N	32	
item10	Pearson Correlation	,412*	valid
	Sig. (2-tailed)	,019	
	N	32	
item11	Pearson Correlation	,572**	valid
	Sig. (2-tailed)	,001	
	N	32	
item12	Pearson Correlation	,644**	valid
	Sig. (2-tailed)	,000	
	N	32	
item13	Pearson Correlation	,523**	valid
	Sig. (2-tailed)	,002	

	N	32	
item14	Pearson Correlation	,283	invalid
	Sig. (2-tailed)	,117	
	N	32	
item15	Pearson Correlation	,182	invalid
	Sig. (2-tailed)	,319	
	N	32	
item16	Pearson Correlation	,471**	valid
	Sig. (2-tailed)	,006	
	N	32	
item17	Pearson Correlation	,104	invalid
	Sig. (2-tailed)	,570	
	N	32	
item18	Pearson Correlation	,041	invalid
	Sig. (2-tailed)	,823	
	N	32	
item19	Pearson Correlation	,521**	valid
	Sig. (2-tailed)	,002	
	N	32	
item20	Pearson Correlation	,207	invalid
	Sig. (2-tailed)	,257	
	N	32	
SkorTotal	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	32	
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

APPENDIX 4

THE RESULT OF RELIABILITY TEST

1. Work Readiness (Y)

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,845	17

2. Career Expectation (X_1)

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,789	15

3. Career Guidance (X_2)

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,859	14

4. WorkMotivation (X_3)

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,797	13

APPENDIX 5

RESEARCH QUETIONNAIRE

ANGKET PENELITIAN

Nama : Kelas :

Nomer Presensi :

Adik-adik siswa kelas XII program keahlian Akuntansi SMK Negeri 1 Bantul yang saya banggakan, penyebaran angket ini bertujuan untuk memperoleh data mengenai "Pengaruh Ekspektasi karir, Bimbingan karir, dan Motivasi Kerja terhadap Kesiapan Kerja Siswa". Data selanjutnya akan digunakan sebagai bahan penulisan skripsi.

Petunjuk Pengisian:

1. Tulis nama, nomer presensi dan kelas
2. Bacalah pernyataan-pernyataan dibawah ini dengan cermat
3. Hanya diperbolehkan memilih satu jawaban yang sesuai dengan kenyataan pada diri anda disetiap pernyataan dengan memberikan tanda *chek list* (√)
4. Pilihlah salah satu jawaban yang telah disediakan dengan keterangan:

SS	= Sangat Setuju	SL	= Selalu
S	= Setuju	SR	= Sering
TS	= Tidak Setuju	KD	= Kadang
STS	= Sangat Tidak Setuju	TP	= Tidak Pernah

Pengisian angket ini tidak akan berpengaruh terhadap penilaian hasil belajar anda, namun akan sangat bermanfaat bagi saya, selaku peneliti sebagai bahan penulisan skripsi. Sebagai peneliti, saya akan menjamin kerahasaiaan jawaban dan identitas diri anda. Atas perhatian dan kesediaan adik-adik, saya ucapkan terimakasih.

Yogyakarta, Januari 2019

Peneliti,

Gifaninda Sofiani

NIM. 15803241014

a. Angket Kesiapan Kerja Siswa

No	Pernyataan Kesiapan Kerja	SL	SR	KD	TP
1	Saya mengambil keputusan dengan pertimbangan yang matang.				
2	Saya memilih pekerjaan sesuai dengan cita-cita saya.				
3	Saya tidak perlu berpikir dalam mempertimbangkan pekerjaan yang akan saya lakukan.				
4	Saya memenuhi tanggungjawab atas tugas yang telah diberikan kepada saya.				
5	Saya menyelesaikan tugas yang diberikan dengan sebaik-baiknya.				
6	Saya mengerjakan dengan baik tugas yang diberikan kepada saya.				
7	Saya tidak akan meninggalkan tugas sebelum menyelesaikannya.				
8	Saya memiliki sifat mudah bergaul dengan orang lain.				
9	Saya berusaha mengenal orang-orang baru di lingkungan saya.				
10	Saya sulit untuk bersosialisasi orang baru di lingkungan saya.				
11	Saya membantu teman satu kelompok yang kesulitan dalam mengerjakan tugas.				
12	Saya dapat melakukan suatu pekerjaan dengan cepat dan tepat waktu.				
13	Dalam melakukan pekerjaan saya akan memeriksa dan meneliti dengan baik hasil pekerjaan tersebut.				
14	Saya akan tetap mengerjakan suatu pekerjaan, meskipun pekerjaan tersebut sangat sulit.				
15	Saya tertarik mempelajari pengatahuan yang berhubungan dengan ilmu akuntansi.				
16	Saya akan mengikuti perkembangan berbagai media bidang akuntansi .				
17	Saya yakin dengan belajar mengenai pekerjaan yang akan jalani, akan membuat saya lebih sukses.				

b. Angket Mengenai Ekspektasi karir

No	Pernyataan Ekspektasi karir	SS	S	TS	STS
1	Saya memiliki harapan untuk bekerja sesuai bidang yang saya inginkan.				
2	Saya berharap bekerja sesuai dengan bidang yang saya pelajari di SMK yaitu Akuntansi				
3	Gaji yang diterima oleh lulusan SMK belum sesuai dengan harapan saya.				

4	Setelah bekerja saya dapat memenuhi keinginan yang telah direncanakan.				
5	Saya berharap dengan bekerja saya akan mendapatkan uang untuk memenuhi kebutuhan ekonomi.				
6	Setelah bekerja saya berharap dapat membantu perekonomian keluarga.				
7	Setelah lulus saya tidak berharap bekerja walaupun terdesak oleh keadaan ekonomi.				
8	Saya tidak mempunyai harapan untuk bekerja setelah lulus karena ingin melanjutkan kuliah.				
9	Dengan bekerja, hidup saya akan lebih sejahtera.				
10	Setelah bekerja saya berharap akan mendapatkan penghasilan di atas rata-rata.				
11	Meskipun telah bekerja setelah lulus dari SMK, hal tersebut belum dapat meningkatkan kesejahteraan hidup saya.				
12	Lulusan SMK yang langsung bekerja kurang memiliki pandangan yang baik di mata masyarakat.				
13	Setelah lulus saya akan tetap mencari pekerjaan walaupun terdapat saingan yang banyak.				
14	Saya belum siap untuk bekerja, kemudian tetap bergantung pada orang tua.				
15	Saya belum siap untuk bekerja setelah lulus dari SMK, karena banyaknya persaingan mencari pekerjaan.				

c. Angket Mengenai Bimbingan karir

No	Pernyataan Bimbingan karir	SS	S	TS	STS
1	Saya memiliki pengetahuan yang lebih mengenai pekerjaan, setelah mendapat bimbingan karir.				
2	Saya mendapatkan informasi mengenai dunia pekerjaan melalui bimbingan karir.				
3	Saya dapat memahami mengenai kondisi lingkungan kerja yang akan saya jalani dari bimbingan karir.				
4	Saya tidak mengetahui kondisi lingkungan kerja meskipun telah mendapatkan bimbingan karir.				
5	Setelah mendapatkan bimbingan karir, saya dapat merencanakan pekerjaan yang saya harapkan.				
6	Setelah mendapatkan bimbingan karir, saya dapat mempersiapkan pekerjaan yang saya rencanakan.				
7	Saya tidak dapat merencanakan pekerjaan dengan baik setelah mendapat bimbingan karir.				
8	Setelah mendapatkan bimbingan karir, saya dapat				

	memahami minat, bakat dan kemampuan saya.				
9	Dengan bimbingan karir, saya dapat memahami kelemahan yang ada pada diri saya.				
10	Saya tidak dapat mengetahui minat dan bakat saya setelah mendapatkan bimbingan karir.				
11	Saya tidak dapat mengatasi kelemahan saya walaupun telah mendapatkan bimbingan karir.				
12	Setelah lulus saya memilih bekerja karena telah mendapat arahan dari bimbingan karir.				
13	Saya dapat menetapkan pekerjaan yang saya harapkan setelah mendapat arahan dari bimbingan karir.				
14	Setelah lulus saya tidak akan bekerja walaupun sudah mendapat bimbingan karir.				

d. Angket Mengenai Motivasi Kerja

No	Pernyataan Motivasi Kerja	SS	S	TS	STS
1	Setelah lulus, saya memilih bekerja daripada kuliah.				
2	Saya akan bekerja sesuai dengan bidang dan minat.				
3	Saya akan berusaha keras untuk mendapatkan pekerjaan yang saya inginkan.				
4	Saya memilih melanjutkan kuliah setelah lulus SMK.				
5	Saya bekerja untuk meringanankan beban ekonomi keluarga.				
6	Setelah lulus saya akan bekerja, karena dorongan dari orang tua.				
7	Saya akan bekerja setalah lulus karena keberhasilan dari para alumni yang sukses bekerja.				
8	Saya akan melanjutkan kuliah setelah lulus, ketika melihat banyak alumni yang berhasil melanjutkan pendidikan di perguruan tinggi.				
9	Tujuan saya bekerja yaitu mendapatkan kehidupan yang lebih sejahtera.				
10	Dengan bekerja, saya dapat hidup dengan mandiri.				
11	Dengan bekerja, saya bisa melakukan apa saja yang saya butuhkan dan inginkan				
12	Jika bekerja, saya merasa lebih terpandang di mata masyarakat.				
13	Cita-cita saya adalah melanjutkan kuliah di perguruan tinggi negeri.				

APPENDIX 6

RESEARCH DATA

1. Work Readiness (Y)

No	INSTRUMENT ITEM																	Y
	WORK READINESS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	3	3	1	3	3	3	2	2	3	3	2	2	4	3	2	2	3	44
2	3	3	4	3	3	3	3	2	2	3	2	3	3	3	3	2	3	48
3	3	1	3	3	3	4	3	2	2	3	2	3	3	2	3	2	3	45
4	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	51
5	4	3	4	4	4	4	3	4	4	4	2	3	3	3	3	3	4	59
6	3	4	4	4	4	4	2	3	4	3	4	2	3	3	3	3	4	57
7	3	4	1	4	4	3	3	2	2	2	2	2	3	3	3	3	3	47
8	4	2	3	3	3	3	2	4	3	3	4	3	3	3	3	2	4	52
9	3	3	4	4	3	3	3	3	4	3	3	3	4	3	3	2	4	55
10	3	4	4	4	4	3	3	3	3	3	3	3	3	2	3	3	4	55
11	4	2	3	3	4	3	3	3	4	3	3	3	4	3	3	3	4	55
12	3	2	4	3	3	3	2	2	3	3	3	2	3	2	2	2	3	45
13	4	3	4	3	3	4	2	3	3	3	3	2	3	3	3	3	4	53
14	4	4	4	4	3	3	2	3	3	3	3	3	2	3	4	3	4	55
15	4	3	4	4	4	4	3	3	2	4	2	3	3	2	2	2	4	53
16	4	3	3	3	3	3	2	3	3	3	2	2	2	2	3	2	3	46
17	3	3	3	4	4	3	2	4	4	3	3	3	3	3	3	3	3	54
18	4	3	4	4	4	4	3	3	3	4	4	2	4	3	4	4	4	61
19	2	3	3	3	3	3	2	3	3	3	3	2	2	2	2	2	3	44
20	3	2	3	4	4	4	2	4	4	4	4	2	3	4	3	2	4	56
21	3	3	4	4	3	3	3	3	4	3	3	3	4	3	3	2	4	55
22	4	4	4	4	4	4	3	4	4	4	3	3	2	4	3	3	3	60
23	4	2	4	3	3	3	2	3	3	4	3	3	2	3	3	2	4	51
24	3	3	4	4	3	3	3	3	4	3	2	2	3	3	3	3	4	53
25	4	3	4	3	3	3	3	3	3	3	3	3	3	3	2	2	3	51
26	4	3	4	4	4	4	3	4	4	3	4	3	4	3	3	3	3	60
27	3	4	4	2	3	3	2	2	2	3	2	2	2	3	3	2	4	46
28	3	3	4	3	3	3	2	2	3	4	3	3	3	3	3	3	4	52
29	4	3	4	4	4	4	3	4	4	4	4	4	3	3	3	3	4	62
30	3	3	3	4	4	4	3	4	4	4	4	3	4	2	3	2	3	57
31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	52
32	4	2	4	3	3	3	2	3	3	3	3	3	2	2	3	3	3	49
33	3	4	3	4	3	3	2	3	3	3	3	2	2	3	3	2	4	50
34	3	3	4	3	4	4	3	4	4	4	4	2	4	2	4	3	4	59
35	4	4	4	4	4	4	2	3	3	3	4	4	4	2	3	3	3	58

36	3	3	4	3	3	4	4	3	3	3	3	3	4	3	2	3	3	54
37	3	3	4	4	4	3	3	3	3	3	3	3	4	4	3	3	3	56
38	3	3	3	4	4	3	2	3	4	3	3	3	3	3	4	4	4	56
39	3	4	2	3	3	3	3	4	4	4	3	3	4	3	3	3	4	56
40	2	2	4	3	3	3	3	3	4	4	3	3	2	3	2	2	3	49
41	3	4	3	3	4	4	3	3	4	3	3	2	3	2	3	2	4	53
42	3	4	4	4	4	4	2	1	3	3	3	3	3	3	2	2	4	52
43	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	67
44	4	4	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4	64
45	3	2	4	3	3	4	2	3	3	2	3	3	2	3	3	3	3	49
46	3	3	4	3	3	3	2	2	2	3	3	3	3	3	3	2	3	48
47	3	3	3	3	3	3	2	3	3	4	3	3	3	3	2	2	3	49
48	4	4	4	4	4	4	3	3	4	2	4	2	4	3	3	2	4	58
49	4	3	4	4	4	4	3	4	4	4	3	3	4	3	4	4	4	63
50	4	3	4	3	3	3	3	3	3	3	3	3	4	2	3	3	4	54
51	3	3	3	4	4	4	2	3	4	3	4	3	3	3	3	3	4	56
52	4	3	4	4	4	4	3	3	3	3	4	2	3	3	3	3	4	57
53	4	2	3	4	4	4	3	4	4	4	4	3	4	4	4	2	4	61
54	4	3	2	3	3	3	2	3	3	4	3	3	3	3	3	3	4	52
55	3	4	4	4	4	4	2	4	4	4	4	2	1	4	4	4	4	60
56	3	3	4	4	4	4	3	2	3	3	3	3	4	3	4	3	4	57
57	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	63
58	3	2	4	3	3	2	2	2	3	3	3	2	3	3	2	2	3	45
59	2	2	4	3	3	3	2	4	3	4	3	2	2	2	4	4	3	50
60	3	1	3	3	4	4	2	2	3	3	3	3	4	3	4	2	4	51
61	4	4	4	4	3	4	3	3	3	3	4	3	4	3	3	3	3	58
62	3	3	4	4	4	4	3	4	4	3	3	3	3	4	4	3	4	60
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64	4	4	3	4	4	4	2	2	4	3	4	3	3	4	4	4	4	60
65	4	3	4	4	4	4	3	4	4	4	4	3	3	3	3	3	4	61
66	4	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	4	65
67	4	3	4	4	3	3	3	3	3	3	3	3	4	3	1	2	3	52
68	4	4	4	4	4	4	3	3	3	2	4	3	4	3	3	2	4	58
69	4	3	3	3	3	3	2	4	3	4	3	2	3	4	2	3	3	52
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71	3	3	3	4	4	4	4	4	4	4	3	3	3	3	3	3	3	58
72	3	3	3	4	4	4	2	4	3	4	2	3	4	3	3	4	3	56
73	3	3	4	3	3	3	3	2	3	3	3	2	2	3	3	3	4	50
74	4	4	3	4	4	4	4	4	4	3	4	3	4	4	3	3	3	62

75	4	3	2	4	4	3	3	2	2	3	3	3	3	3	2	2	4	50
76	2	2	3	3	2	3	2	2	2	3	2	2	3	3	3	3	4	44
77	4	3	4	4	4	4	4	3	4	3	4	3	3	3	3	3	4	60
78	4	3	3	4	4	4	2	3	3	4	4	3	3	3	4	3	4	58
79	3	2	3	4	4	4	2	4	4	4	3	3	3	3	3	3	3	55
80	4	4	3	4	4	4	2	4	4	4	3	2	2	2	2	2	3	53
81	4	3	4	3	2	2	2	3	3	3	2	2	2	2	2	2	3	44
82	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	3	4	61
83	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	51
84	4	4	4	4	4	4	3	4	4	3	4	3	4	3	2	2	4	60
85	3	3	4	3	3	3	2	2	3	3	3	3	3	2	2	3	3	48
86	3	3	4	4	3	3	2	3	3	4	3	3	3	3	3	3	4	54
87	3	3	4	4	3	3	3	3	3	2	3	2	3	3	3	2	3	50
88	3	4	4	4	4	4	3	3	3	4	4	3	4	3	3	3	3	59
89	3	2	4	4	4	4	3	2	2	3	3	3	3	3	2	2	4	51
90	3	3	3	3	4	4	2	3	3	3	3	3	3	2	2	2	3	49
91	4	4	4	4	4	4	4	2	4	3	4	4	4	2	2	2	4	59
92	3	3	4	3	4	4	2	3	3	3	4	3	3	3	4	4	4	57
93	3	4	4	3	3	3	2	3	3	3	3	3	2	3	3	3	4	52
94	3	4	4	3	3	3	2	4	4	4	3	3	3	3	3	2	2	53
95	4	4	4	4	4	4	3	3	4	2	3	2	4	4	3	4	4	60

2. Career Expectation (X_1)

No	INSTRUMENT ITEM															
	CAREER EXPECTATION															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	X1
1	4	4	3	3	4	3	4	3	3	3	4	3	2	3	3	49
2	3	3	3	3	3	4	2	2	3	3	3	3	2	2	3	42
3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44
4	4	3	2	3	4	4	4	3	3	3	3	3	4	3	3	49
5	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	47
6	3	3	2	3	3	4	4	3	3	3	3	3	3	3	3	46
7	3	3	2	3	3	3	2	2	4	4	3	2	3	4	4	45
8	3	3	3	3	3	1	2	3	3	4	1	2	4	3	3	41
9	4	3	2	3	4	4	4	3	3	4	3	2	4	3	3	49
10	4	3	3	3	3	4	3	3	3	2	3	3	3	3	3	46
11	3	3	4	3	4	4	4	3	3	4	3	3	3	4	3	51
12	4	2	2	3	4	4	3	3	3	3	3	3	2	3	2	44
13	3	3	2	3	3	3	3	2	3	3	2	2	2	3	3	40
14	4	4	2	4	4	4	4	3	4	4	2	3	3	3	4	52
15	4	3	3	4	3	4	3	3	3	3	3	3	3	3	2	47
16	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	43
17	3	3	2	3	4	4	3	3	4	4	3	4	3	4	4	51
18	3	3	3	4	4	4	4	3	4	4	3	4	4	4	4	55
19	3	3	2	3	3	4	3	3	4	4	3	3	3	2	2	45
20	4	2	3	2	3	3	3	3	4	4	2	2	3	3	3	44
21	4	3	2	3	4	4	4	3	3	4	3	2	4	3	3	49
22	4	4	3	4	4	4	4	3	4	4	4	3	4	4	4	57
23	3	3	3	3	4	4	4	4	3	4	3	4	3	2	2	49
24	4	3	3	3	4	4	4	4	3	4	3	3	4	3	3	52
25	4	3	2	4	4	4	4	3	3	3	2	2	3	3	3	47
26	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
27	4	3	2	3	3	3	2	2	3	4	2	2	3	3	3	42
28	4	2	3	3	3	3	4	3	3	3	3	3	3	2	2	44
29	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	58
30	3	4	3	4	4	4	3	3	4	4	4	4	3	4	4	55
31	3	3	3	4	3	4	3	3	3	4	3	3	4	4	4	51
32	3	3	3	3	3	3	3	3	3	3	2	3	4	3	3	45
33	4	4	3	2	4	4	4	4	4	3	3	3	3	2	2	49
34	3	4	4	3	3	3	3	3	3	3	3	3	3	2	2	45

35	4	3	3	4	3	4	4	3	4	4	3	2	4	4	4	53
36	3	3	2	3	3	3	3	3	3	3	2	3	4	3	3	44
37	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	48
38	3	4	3	4	3	3	2	2	3	3	3	3	3	3	2	44
39	3	3	2	3	3	4	4	3	3	4	3	3	3	3	3	47
40	4	4	3	3	4	4	4	4	4	4	3	4	4	2	3	54
41	3	3	3	3	4	4	3	3	3	4	2	2	3	3	3	46
42	3	3	4	3	4	4	4	3	4	4	2	3	3	3	2	49
43	4	4	3	4	3	4	4	4	4	4	4	4	4	3	3	56
44	4	4	4	3	4	4	4	4	4	4	4	3	3	4	4	57
45	4	3	2	2	1	3	3	4	3	4	1	2	3	2	2	39
46	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	50
47	3	3	3	3	3	3	3	3	3	3	3	4	1	3	2	43
48	4	4	4	3	4	4	3	3	3	3	3	3	3	3	2	49
49	3	3	4	3	4	3	4	3	3	4	3	3	4	4	3	51
50	4	3	3	3	4	4	3	3	3	3	3	4	3	3	3	49
51	4	4	3	3	4	4	4	4	4	4	3	3	4	3	2	53
52	3	3	3	3	4	3	4	3	3	3	3	1	3	3	3	45
53	3	3	3	4	4	4	3	3	3	4	3	2	4	3	3	49
54	3	4	4	3	4	4	3	3	3	3	2	3	3	3	2	47
55	4	3	3	3	3	4	4	3	4	4	3	4	4	3	3	52
56	3	3	3	2	3	4	3	3	3	3	2	2	4	4	3	45
57	3	3	3	3	4	4	2	3	3	4	3	2	2	3	2	44
58	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	43
59	3	3	4	4	4	4	4	4	3	4	4	4	4	3	3	55
60	3	4	4	3	4	4	3	4	3	3	3	3	3	3	2	49
61	3	3	2	3	4	3	4	3	3	3	3	3	3	3	3	46
62	4	4	4	3	4	4	3	3	3	3	4	4	3	3	4	53
63	3	3	4	3	3	3	3	3	4	3	3	4	4	3	2	48
64	4	4	4	4	4	4	3	3	4	4	3	3	3	4	4	55
65	3	3	4	3	3	4	3	3	3	3	2	4	3	3	3	47
66	4	3	3	3	3	3	2	1	3	3	2	2	4	3	2	41
67	4	2	3	4	3	3	3	1	3	3	2	1	3	3	3	41
68	3	3	4	3	3	3	4	3	4	4	3	3	4	3	3	50
69	3	3	2	3	3	3	3	3	3	3	2	3	3	4	4	45
70	3	4	2	4	3	4	3	3	4	4	3	3	3	3	3	49
71	3	3	4	4	3	4	3	3	4	4	3	4	4	3	3	52
72	4	3	4	3	4	4	3	2	3	4	3	3	4	3	3	50
73	3	3	4	4	4	3	4	3	4	4	3	4	4	3	3	53

74	3	4	4	4	4	4	3	3	3	3	3	3	4	3	2	50
75	3	2	2	4	3	4	4	4	4	4	4	3	4	4	4	53
76	3	2	3	3	3	3	3	4	4	4	2	3	3	4	3	47
77	3	3	4	4	4	4	3	3	4	4	3	4	4	3	3	53
78	4	4	4	3	4	3	4	4	4	4	1	2	3	3	2	49
79	4	4	4	4	4	4	4	3	4	4	3	4	4	3	3	56
80	4	2	4	3	3	4	4	2	4	4	3	2	4	3	3	49
81	3	3	2	4	4	3	3	3	4	4	2	2	3	4	4	48
82	3	3	3	3	4	4	3	4	3	3	3	3	3	4	4	50
83	3	3	4	3	3	3	4	2	3	3	2	2	3	3	3	44
84	4	2	3	4	4	4	3	4	4	3	2	1	4	3	4	49
85	3	3	3	3	3	3	3	3	3	3	3	3	4	2	2	44
86	4	3	4	3	3	3	3	3	4	4	2	2	3	3	3	47
87	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	43
88	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	43
89	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	46
90	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	48
91	3	1	3	3	3	3	2	2	3	3	2	3	3	3	3	40
92	3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	45
93	3	3	4	3	4	3	4	3	4	3	4	3	3	3	3	50
94	3	4	1	3	4	4	4	3	4	3	3	3	3	4	4	50
95	4	4	4	4	4	4	4	3	4	4	1	4	4	4	3	55

3. Career Guidance (X_2)

No	INSTRUMENT ITEM														
	CAREER GUIDANCE														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	X2
1	3	2	3	3	3	3	3	3	3	3	3	3	2	3	40
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
6	4	4	3	3	4	4	3	3	4	3	3	3	3	3	47
7	3	3	3	2	3	3	3	3	3	2	3	3	3	4	41
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
10	4	3	4	4	4	4	4	4	4	4	4	4	4	4	55
11	3	3	3	4	3	3	3	3	3	4	3	3	1	1	40
12	3	2	3	3	3	3	4	4	3	4	3	2	2	2	41
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
14	3	3	4	4	4	4	4	3	3	4	3	2	3	3	47
15	4	4	3	3	3	3	4	4	4	3	3	3	3	4	48
16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
17	3	3	3	3	3	3	4	3	3	2	3	3	2	4	42
18	4	4	4	3	4	4	4	3	3	4	4	3	3	4	51
19	3	3	3	3	3	3	3	3	3	3	3	2	3	3	41
20	4	3	3	3	3	3	3	4	3	3	3	3	2	3	43
21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
22	4	4	3	3	3	3	3	3	3	3	3	3	3	3	44
23	4	4	3	4	4	4	4	3	3	3	3	3	3	3	48
24	4	3	3	4	4	4	4	3	3	4	3	2	3	4	48
25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
26	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
27	3	3	3	4	3	3	3	3	3	3	3	3	3	3	43
28	3	3	3	4	3	3	4	3	3	4	4	2	3	4	46
29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
30	4	4	4	4	4	4	4	4	4	4	4	3	3	4	54
31	3	3	3	4	3	3	4	3	3	3	3	3	3	4	45
32	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
33	3	3	3	4	3	3	3	2	3	3	3	3	3	4	43
34	3	3	3	3	4	4	3	3	3	3	3	3	3	3	44

35	4	4	4	4	4	4	4	4	4	4	4	3	4	4	55
36	3	3	3	3	3	3	3	3	3	2	2	3	4	2	40
37	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
38	3	3	3	3	3	2	3	3	3	3	3	2	3	2	39
39	3	3	3	4	3	3	4	3	3	3	3	4	4	3	46
40	4	3	4	4	4	4	4	3	3	4	4	3	3	4	51
41	3	3	3	3	4	4	3	3	3	3	3	3	3	3	44
42	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
43	4	4	4	4	4	4	4	4	3	4	4	4	4	4	55
44	3	3	3	4	3	3	4	3	3	4	4	3	3	4	47
45	3	3	3	3	3	3	2	3	3	2	2	3	3	2	38
46	3	3	3	3	3	3	3	3	3	3	3	2	3	3	41
47	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
48	3	3	3	3	3	3	3	2	3	3	3	2	2	3	39
49	4	3	4	2	4	4	4	3	3	4	4	4	4	3	50
50	3	3	3	3	3	3	3	3	3	4	4	3	3	4	45
51	3	3	3	4	4	4	4	3	3	2	3	3	3	3	45
52	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
53	4	3	3	3	4	4	3	4	4	4	4	3	4	3	50
54	4	3	3	3	3	3	3	3	3	3	3	3	3	3	43
55	4	4	4	3	3	3	3	4	4	3	4	4	4	3	50
56	3	3	3	3	3	3	3	4	3	3	3	2	3	3	42
57	4	4	3	4	3	4	4	3	3	4	4	2	3	3	48
58	2	3	3	3	3	3	3	3	3	2	3	3	3	2	39
59	3	3	2	4	3	3	3	3	3	3	3	2	2	4	41
60	4	3	3	3	3	3	3	3	3	3	3	3	3	4	44
61	3	3	3	3	3	3	3	4	4	3	3	2	3	3	43
62	3	3	3	3	3	3	4	3	3	3	3	3	3	3	43
63	3	2	2	3	3	4	4	4	4	4	3	3	3	4	46
64	4	4	4	3	4	4	4	4	3	4	4	3	4	4	53
65	3	3	4	4	3	3	4	4	4	4	3	3	3	4	49
66	3	3	3	3	3	3	3	3	3	4	3	2	3	3	42
67	3	3	3	3	3	3	3	3	3	3	3	2	3	3	41
68	4	4	4	4	3	3	3	3	3	3	3	4	4	4	49
69	3	3	3	3	3	3	3	3	3	3	2	3	3	3	41
70	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
71	4	4	4	4	4	4	4	4	4	4	3	4	4	4	55
72	3	4	3	4	4	4	4	3	3	3	4	3	4	3	49
73	2	2	2	3	3	3	4	4	4	3	3	3	4	3	43

74	4	4	4	3	4	4	3	4	4	3	3	4	4	3	51
75	3	3	3	3	3	3	4	4	4	4	4	4	3	4	49
76	4	4	3	4	2	3	3	3	4	3	3	2	2	4	44
77	3	3	3	3	3	3	3	3	3	3	3	4	3	3	43
78	4	4	4	4	4	4	4	3	3	3	4	4	4	4	53
79	4	4	4	4	4	4	4	4	4	4	3	4	4	3	54
80	4	4	4	4	1	4	4	4	1	4	3	2	3	4	46
81	4	3	3	3	3	3	3	3	3	3	3	3	3	4	44
82	3	3	3	4	3	3	3	3	3	3	3	3	3	3	43
83	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
84	4	4	4	3	4	4	3	4	4	3	3	4	4	4	52
85	3	3	3	4	3	3	3	3	3	3	3	3	3	4	44
86	3	3	3	3	3	3	3	3	3	3	3	2	3	3	41
87	3	3	3	3	3	3	3	3	3	3	3	2	3	3	41
88	3	3	2	3	3	3	3	4	4	3	3	3	3	4	44
89	3	3	3	3	3	3	3	3	2	2	3	3	3	4	41
90	3	3	3	3	3	3	3	3	3	3	2	3	3	4	42
91	4	4	4	4	3	3	2	3	3	3	3	3	3	3	45
92	3	3	3	3	4	4	3	3	3	4	4	3	3	4	47
93	3	3	3	4	3	3	3	3	4	3	3	3	3	3	44
94	4	4	4	4	4	4	4	4	4	4	4	2	4	4	54
95	4	4	4	4	4	4	4	4	4	4	3	4	4	3	54

4. Variabel Work Motivation (X_3)

No	INSTRUMENT ITEM													
	WORK MOTIVATION													
	1	2	3	4	5	6	7	8	9	10	11	12	13	X3
1	2	3	3	2	3	2	2	3	3	3	3	2	2	33
2	2	3	3	2	3	2	3	2	3	3	3	3	2	34
3	3	3	3	3	3	3	3	3	3	3	3	2	3	38
4	2	4	4	2	4	4	4	2	4	4	4	3	2	43
5	3	3	3	3	4	4	3	3	4	3	3	3	2	41
6	3	3	3	2	4	4	3	2	4	4	3	3	2	40
7	3	3	3	3	4	3	3	3	3	3	3	3	3	40
8	4	4	4	4	4	4	4	4	3	3	3	4	3	48
9	3	3	4	2	3	4	3	2	4	4	4	4	2	42
10	3	4	4	3	4	4	4	3	3	4	4	4	3	47
11	4	3	4	3	4	2	3	3	4	4	3	2	4	43
12	2	3	3	2	4	1	2	2	4	4	3	2	1	33
13	3	3	4	3	4	3	4	3	4	4	4	3	2	44
14	2	4	3	2	4	2	2	3	3	3	3	2	1	34
15	4	3	4	3	4	2	3	3	4	4	4	3	3	44
16	3	3	3	3	3	3	3	3	3	3	3	3	2	38
17	3	3	2	3	2	3	3	2	4	4	3	3	3	38
18	4	4	4	3	4	4	4	4	4	4	4	4	3	50
19	3	3	3	3	3	2	3	3	3	4	3	2	3	38
20	3	2	3	2	4	2	2	2	3	3	3	3	1	33
21	3	3	4	2	3	3	3	2	3	3	3	3	2	37
22	4	3	3	3	4	4	3	3	3	4	4	3	3	44
23	2	3	4	2	4	1	2	2	3	4	3	3	1	34
24	3	3	3	2	4	2	2	3	3	3	3	4	2	37
25	4	3	3	2	3	2	2	2	3	3	3	3	2	35
26	3	3	4	3	4	4	4	4	4	4	4	2	3	46
27	1	4	4	1	3	2	3	2	3	3	3	3	1	33
28	2	3	3	3	3	2	2	3	3	3	3	3	2	35
29	4	3	4	3	3	2	2	3	3	3	3	2	3	38
30	3	3	4	2	4	1	3	4	4	4	4	3	2	41
31	4	3	4	2	3	3	3	2	3	3	3	3	1	37
32	3	3	3	3	4	2	3	3	4	4	3	3	3	41
33	3	3	3	3	4	2	2	3	4	4	4	3	3	41
34	2	4	4	2	4	3	3	3	3	3	3	1	1	36

35	3	4	4	2	4	3	3	2	4	4	4	3	1	41
36	3	3	3	2	4	2	2	3	3	3	3	3	2	36
37	2	3	3	2	3	3	3	2	3	3	3	2	2	34
38	3	2	2	1	3	2	2	2	3	3	3	2	1	29
39	2	4	4	2	4	2	3	1	4	4	4	2	1	37
40	4	2	3	3	4	1	3	2	4	4	2	2	3	37
41	2	3	4	3	3	3	3	2	4	4	4	3	2	40
42	3	3	4	3	4	2	3	2	3	3	3	2	2	37
43	3	4	4	2	4	4	4	2	4	4	4	4	1	44
44	3	3	3	2	4	3	4	1	4	4	3	3	2	39
45	2	3	4	1	2	1	1	1	4	3	2	2	1	27
46	2	3	3	2	3	2	3	2	4	4	4	3	1	36
47	3	3	3	2	3	1	1	3	3	3	3	1	2	31
48	3	3	4	2	4	2	2	3	3	3	3	2	2	36
49	4	4	4	3	4	3	3	3	4	4	4	3	3	46
50	3	3	4	2	4	2	3	2	4	4	3	3	2	39
51	3	4	4	2	4	3	3	2	4	4	4	2	2	41
52	3	3	3	2	3	3	3	2	3	3	3	3	2	36
53	2	3	3	2	4	2	3	2	4	4	4	4	1	38
54	3	3	3	3	3	3	3	3	3	3	3	3	3	39
55	3	3	4	3	4	4	4	2	4	4	3	3	2	43
56	2	3	3	3	4	2	2	2	3	3	3	2	2	34
57	2	4	4	1	4	2	2	2	4	4	4	2	1	36
58	3	3	3	3	3	2	3	3	3	3	3	2	3	37
59	2	3	4	2	3	2	2	2	3	3	4	4	2	36
60	2	3	3	2	4	2	2	2	4	4	2	2	2	34
61	2	3	4	1	4	2	2	2	4	3	3	2	1	33
62	2	3	3	1	3	2	3	1	3	3	3	2	1	30
63	3	3	3	2	3	2	3	3	3	3	3	2	2	35
64	4	3	3	1	4	4	4	2	4	4	4	3	1	41
65	4	3	4	3	4	3	2	3	4	4	4	3	3	44
66	4	4	4	4	4	4	3	4	4	4	4	4	3	50
67	3	4	4	2	4	3	4	2	4	3	4	2	1	40
68	4	4	4	3	3	3	4	3	4	4	4	4	2	46
69	2	3	3	2	3	3	3	2	3	3	3	3	2	35
70	4	3	3	3	4	3	3	3	4	4	4	4	3	45
71	3	3	3	2	4	1	4	2	3	4	4	4	1	38
72	3	3	4	2	3	1	3	3	3	3	3	2	2	35
73	3	4	4	3	4	1	3	3	4	4	3	3	3	42

74	4	4	4	4	3	4	4	4	4	4	4	4	3	50
75	4	4	4	2	4	1	2	4	4	4	4	2	2	41
76	3	3	3	3	4	1	4	3	4	4	4	2	3	41
77	3	3	3	3	4	4	4	3	4	4	4	4	3	46
78	4	4	4	3	3	2	2	3	4	4	4	3	4	44
79	3	3	3	2	4	1	4	2	4	4	4	4	1	39
80	1	4	4	1	4	2	2	1	4	4	4	2	1	34
81	3	3	4	3	4	3	3	2	4	4	4	2	2	41
82	3	4	3	4	4	3	2	3	4	4	4	3	3	44
83	4	3	3	4	4	3	2	3	4	4	4	3	3	44
84	4	4	4	3	4	4	4	3	4	4	3	4	3	48
85	4	4	4	4	4	4	3	4	4	4	4	3	4	50
86	3	3	3	3	4	3	3	3	3	3	3	3	3	40
87	2	3	3	2	3	3	3	2	3	3	3	2	2	34
88	4	3	4	3	4	3	2	3	4	4	4	3	3	44
89	3	3	3	2	4	3	3	2	4	4	4	3	2	40
90	3	3	3	3	3	3	3	3	3	3	3	2	3	38
91	4	3	3	2	4	4	4	3	4	3	4	3	3	44
92	4	4	4	3	3	4	4	2	4	4	4	4	2	46
93	4	4	4	2	3	3	3	2	3	3	4	3	3	41
94	2	4	3	2	4	3	3	3	4	4	4	4	3	43
95	4	4	4	3	4	4	4	3	4	4	4	3	3	48

APPENDIX 7

THE RESULT OF FREQUENCY DISTRIBUTION

1. Work Readiness (Y)

Statistics

Work Readiness

N	Valid	95
	Missing	0
Mean		54,3263
Median		54,0000
Mode		52,00[a]
Std. Deviation		5,32645
Minimum		44,00
Maximum		67,00
Sum		5161,00

a. Multiple modes exist. The smallest value is shown

Work Readiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44,00	4	4,2	4,2	4,2
	45,00	3	3,2	3,2	7,4
	46,00	2	2,1	2,1	9,5
	47,00	1	1,1	1,1	10,5
	48,00	3	3,2	3,2	13,7
	49,00	5	5,3	5,3	18,9
	50,00	5	5,3	5,3	24,2
	51,00	6	6,3	6,3	30,5
	52,00	8	8,4	8,4	38,9
	53,00	7	7,4	7,4	46,3
	54,00	4	4,2	4,2	50,5
	55,00	6	6,3	6,3	56,8
	56,00	6	6,3	6,3	63,2
	57,00	5	5,3	5,3	68,4
	58,00	7	7,4	7,4	75,8
	59,00	4	4,2	4,2	80,0
	60,00	8	8,4	8,4	88,4
	61,00	4	4,2	4,2	92,6
	62,00	2	2,1	2,1	94,7
	63,00	2	2,1	2,1	96,8
	64,00	1	1,1	1,1	97,9

	65,00	1	1,1	1,1	98,9
	67,00	1	1,1	1,1	100,0
	Total	95	100,0	100,0	

2. Career Expectation (X_1)

Statistics

Career Expectation

N	Valid	95
	Missing	0
Mean		48,2000
Median		49,0000
Mode		49,00
Std. Deviation		4,44015
Minimum		39,00
Maximum		60,00
Sum		4579,00

Career Expectation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39,00	1	1,1	1,1	1,1
	40,00	2	2,1	2,1	3,2
	41,00	3	3,2	3,2	6,3
	42,00	2	2,1	2,1	8,4
	43,00	5	5,3	5,3	13,7
	44,00	9	9,5	9,5	23,2
	45,00	8	8,4	8,4	31,6
	46,00	5	5,3	5,3	36,8
	47,00	8	8,4	8,4	45,3
	48,00	4	4,2	4,2	49,5
	49,00	15	15,8	15,8	65,3
	50,00	7	7,4	7,4	72,6
	51,00	4	4,2	4,2	76,8
	52,00	5	5,3	5,3	82,1
	53,00	6	6,3	6,3	88,4
	54,00	1	1,1	1,1	89,5
	55,00	5	5,3	5,3	94,7

	56,00	1	1,1	1,1	95,8
	57,00	2	2,1	2,1	97,9
	58,00	1	1,1	1,1	98,9
	60,00	1	1,1	1,1	100,0
	Total	95	100,0	100,0	

3. Career Guidance (X_2)

Career Guidance

N	Valid	95
	Missing	0
Mean		44,9579
Median		43,0000
Mode		42,00
Std. Deviation		4,43371
Minimum		38,00
Maximum		55,00
Sum		4271,00

Career Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38,00	1	1,1	1,1	1,1
	39,00	3	3,2	3,2	4,2
	40,00	3	3,2	3,2	7,4
	41,00	10	10,5	10,5	17,9
	42,00	23	24,2	24,2	42,1
	43,00	9	9,5	9,5	51,6
	44,00	9	9,5	9,5	61,1
	45,00	4	4,2	4,2	65,3
	46,00	4	4,2	4,2	69,5
	47,00	4	4,2	4,2	73,7
	48,00	4	4,2	4,2	77,9
	49,00	4	4,2	4,2	82,1
	50,00	3	3,2	3,2	85,3
	51,00	3	3,2	3,2	88,4
	52,00	1	1,1	1,1	89,5
	53,00	2	2,1	2,1	91,6

	54,00	4	4,2	4,2	95,8
	55,00	4	4,2	4,2	100,0
	Total	95	100,0	100,0	

4. Variabel Work Motivation (X_3)

Statistics

Work Motivation

N	Valid	95
	Missing	0
Mean		39,5053
Median		39,0000
Mode		41,00
Std. Deviation		5,02943
Minimum		27,00
Maximum		50,00
Sum		3753,00

Work Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27,00	1	1,1	1,1	1,1
	29,00	1	1,1	1,1	2,1
	30,00	1	1,1	1,1	3,2
	31,00	1	1,1	1,1	4,2
	33,00	5	5,3	5,3	9,5
	34,00	8	8,4	8,4	17,9
	35,00	5	5,3	5,3	23,2
	36,00	7	7,4	7,4	30,5
	37,00	7	7,4	7,4	37,9
	38,00	8	8,4	8,4	46,3
	39,00	4	4,2	4,2	50,5
	40,00	6	6,3	6,3	56,8
	41,00	11	11,6	11,6	68,4
	42,00	2	2,1	2,1	70,5
	43,00	4	4,2	4,2	74,7
	44,00	10	10,5	10,5	85,3
	45,00	1	1,1	1,1	86,3

46,00	5	5,3	5,3	91,6
47,00	1	1,1	1,1	92,6
48,00	3	3,2	3,2	95,8
50,00	4	4,2	4,2	100,0
Total	95	100,0	100,0	

APPENDIX 8

THE RESULT OF NORMALITY TEST

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		95
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,51086217
Most Extreme Differences	Absolute	,062
	Positive	,052
	Negative	-,062
Test Statistic		,062
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX 9

THE RESULT OF LINEARITY TEST

LINEARITY TEST

1. Career Expectation (X_1)

Report

Career Expectation

Ekspektasi karir	Mean	N	Std. Deviation
39,00	49,0000	1	
40,00	56,0000	2	4,24264
41,00	56,3333	3	7,50555
42,00	47,0000	2	1,41421
43,00	49,8000	5	5,54076
44,00	52,2222	9	5,82619
45,00	52,7500	8	5,57418
46,00	54,8000	5	2,86356
47,00	53,7500	8	5,23041
48,00	51,7500	4	6,44851
49,00	53,7333	15	4,36654
50,00	55,7143	7	5,05682
51,00	56,0000	4	4,83046
52,00	56,2000	5	2,77489
53,00	55,6667	6	4,63321
54,00	49,0000	1	
55,00	57,6000	5	4,50555
56,00	67,0000	1	
57,00	62,0000	2	2,82843
58,00	62,0000	1	
60,00	60,0000	1	
Total	54,3263	95	5,32645

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan Kerja * Ekspektasi karir	Between Groups	(Combined)	855,617	20	42,781	1,748	,044
		Linearity	407,303	1	407,303	16,641	,000
		Deviation from Linearity	448,314	19	23,595	,964	,511
	Within Groups		1811,267	74	24,477		

Total	2666,884	94			

Measures of Association

	R	R Squared	Eta	Eta Squared
Kesiapan Kerja * Ekspektasi karir	,391	,153	,566	,321

2. Career Guidance (X_2)

Report

Career Guidance

Bimbingan karir	Mean	N	Std. Deviation
38,00	49,0000	1	
39,00	53,0000	3	7,00000
40,00	51,0000	3	6,08276
41,00	49,3000	10	3,23351
42,00	53,4348	23	5,02563
43,00	54,7778	9	5,42627
44,00	52,2222	9	6,20036
45,00	55,2500	4	2,98608
46,00	54,7500	4	2,75379
47,00	58,2500	4	3,94757
48,00	55,0000	4	5,41603
49,00	56,2500	4	4,64579
50,00	61,3333	3	1,52753
51,00	57,3333	3	7,23418
52,00	60,0000	1	
53,00	59,0000	2	1,41421
54,00	56,2500	4	2,98608
55,00	59,5000	4	5,19615
Total	54,3263	95	5,32645

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan Kerja * Bimbingan karir	Between Groups	(Combined)	833,938	17	49,055	2,061	,017
		Linearity	548,021	1	548,021	23,022	,000
		Deviation from Linearity	285,917	16	17,870	,751	,734
	Within Groups		1832,947	77	23,805		
	Total		2666,884	94			

Measures of Association

	R	R Squared	Eta	Eta Squared
Kesiapan Kerja * Bimbingan karir	,453	,205	,559	,313

3. Work Motivation (X_3)

Report

Work Motivation

Motivasi Kerja	Mean	N	Std. Deviation
27,00	49,0000	1	
29,00	56,0000	1	
30,00	60,0000	1	
31,00	49,0000	1	
33,00	49,8000	5	6,64831
34,00	52,6250	8	3,15945
35,00	53,8000	5	3,03315
36,00	55,5714	7	5,25538
37,00	51,7143	7	3,72891
38,00	52,3750	8	7,34725
39,00	56,2500	4	5,31507
40,00	52,3333	6	3,32666
41,00	52,6364	11	5,74931
42,00	52,5000	2	3,53553
43,00	54,7500	4	3,86221
44,00	58,2000	10	4,75628

45,00	53,0000	1	
46,00	59,6000	5	2,30217
47,00	55,0000	1	
48,00	57,3333	3	4,61880
50,00	59,0000	4	7,52773
Total	54,3263	95	5,32645

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan kerja * motivasi kerja	Between Groups	(Combined)	791,046	20	39,552	1,560	,087
		Linearity	331,887	1	331,887	13,093	,001
		Deviation from Linearity	459,159	19	24,166	,953	,523
	Within Groups		1875,838	74	25,349		
	Total		2666,884	94			

Measures of Association

	R	R Squared	Eta	Eta Squared
Kesiapan kerja * motivasi kerja	,353	,124	,545	,297

APPENDIX 10

TEH RESULT OF MULTICOLLINEARITY TEST

MULTICOLLINEARITY

Correlations

		ekspektasi karir	bimbingan karir	motivasi kerja
ekspektasi karir	Pearson Correlation	1	,452**	,210*
	Sig. (2-tailed)		,000	,041
	N	95	95	95
bimbingan karir	Pearson Correlation	,452**	1	,385**
	Sig. (2-tailed)	,000		,000
	N	95	95	95
motivasi kerja	Pearson Correlation	,210*	,385**	1
	Sig. (2-tailed)	,041	,000	
	N	95	95	95

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 11

THE RESULT OF DATA ANALYSIS

(Simple Regression and Multiple Regression)

RELATIVE CONTRIBUTION (RC)

EFEKTIVE CONTRIBUTION (EC)

A. HYPOTHESIS TEST RESULT

1. First Hypothesis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,391[a]	,153	,144	4,92916

a. Predictors: (Constant), Ekspektasi karir

b. Dependent Variable: Kesiapan Kerja

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,730	5,542		5,725	,000
	Ekspektasi karir	,469	,115	,391	4,094	,000

a. Dependent Variable: Kesiapan kerja

2. Seconf Hypothesis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,453[a]	,205	,197	4,77320

a. Predictors: (Constant), Bimbingan karir

b. Dependent Variable: Kesiapan Kerja

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,843	5,016		5,949	,000
	Bimbingan karir	,545	,111	,453	4,904	,000

a. Dependent Variable: Kesiapan Kerja

3. Third Hypothesis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,353[a]	,124	,115	5,01074

a. Predictors: (Constant), Motivasi Kerja

b. Dependent Variable: Kesiapan Kerja

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,567	4,092		9,670	,000
	Motivasi Kerja	,374	,103	,353	3,636	,000

a. Dependent Variable: Kesiapan Kerja

4. Fourth Fypothesis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,532[a]	,283	,259	4,58461

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	754,184	3	251,395	11,961	,000[b]
	Residual	1912,700	91	21,019		
	Total	2666,884	94			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18,141	6,148		2,951	,004		
	X1	,270	,120	,225	2,255	,027	,794	1,259
	X2	,330	,127	,275	2,602	,011	,707	1,414
	X3	,212	,102	,200	2,074	,041	,850	1,177

a. Dependent Variable: Y

B. Relative Contribution (RC) and Efective Contributin (EC)

Respondent	Work Readiness (Y)	Career Expectation (X_1)	Career Guidance (X_2)	Work Motivation (X_3)	X_1.Y	X_2.Y	X_3.Y
1	44	49	40	33	2156	1760	1452
2	48	42	42	34	2016	2016	1632
3	45	44	42	38	1980	1890	1710
4	51	49	42	43	2499	2142	2193
5	59	47	42	41	2773	2478	2419
6	57	46	47	40	2622	2679	2280
7	47	45	41	40	2115	1927	1880
8	52	41	42	48	2132	2184	2496
9	55	49	42	42	2695	2310	2310
10	55	46	55	47	2530	3025	2585
11	55	51	40	43	2805	2200	2365
12	45	44	41	33	1980	1845	1485
13	53	40	42	44	2120	2226	2332
14	55	52	47	34	2860	2585	1870
15	53	47	48	44	2491	2544	2332
16	46	43	42	38	1978	1932	1748
17	54	51	42	38	2754	2268	2052
18	61	55	51	50	3355	3111	3050
19	44	45	41	38	1980	1804	1672
20	56	44	43	33	2464	2408	1848
21	55	49	42	37	2695	2310	2035
22	60	57	44	44	3420	2640	2640

23	51	49	48	34	2499	2448	1734
24	53	52	48	37	2756	2544	1961
25	51	47	42	35	2397	2142	1785
26	60	60	42	46	3600	2520	2760
27	46	42	43	33	1932	1978	1518
28	52	44	46	35	2288	2392	1820
29	62	58	42	38	3596	2604	2356
30	57	55	54	41	3135	3078	2337
31	52	51	45	37	2652	2340	1924
32	49	45	42	41	2205	2058	2009
33	50	49	43	41	2450	2150	2050
34	59	45	44	36	2655	2596	2124
35	58	53	55	41	3074	3190	2378
36	54	44	40	36	2376	2160	1944
37	56	48	42	34	2688	2352	1904
38	56	44	39	29	2464	2184	1624
39	56	47	46	37	2632	2576	2072
40	49	54	51	37	2646	2499	1813
41	53	46	44	40	2438	2332	2120
42	52	49	42	37	2548	2184	1924
43	67	56	55	44	3752	3685	2948
44	64	57	47	39	3648	3008	2496
45	49	39	38	27	1911	1862	1323
46	48	50	41	36	2400	1968	1728
47	49	43	42	31	2107	2058	1519
48	58	49	39	36	2842	2262	2088
49	63	51	50	46	3213	3150	2898
50	54	49	45	39	2646	2430	2106
51	56	53	45	41	2968	2520	2296
52	57	45	42	36	2565	2394	2052
53	61	49	50	38	2989	3050	2318
54	52	47	43	39	2444	2236	2028
55	60	52	50	43	3120	3000	2580
56	57	45	42	34	2565	2394	1938
57	63	44	48	36	2772	3024	2268
58	45	43	39	37	1935	1755	1665
59	50	55	41	36	2750	2050	1800
60	51	49	44	34	2499	2244	1734
61	58	46	43	33	2668	2494	1914
62	60	53	43	30	3180	2580	1800
63	58	48	46	35	2784	2668	2030

64	60	55	53	41	3300	3180	2460
65	61	47	49	44	2867	2989	2684
66	65	41	42	50	2665	2730	3250
67	52	41	41	40	2132	2132	2080
68	58	50	49	46	2900	2842	2668
69	52	45	41	35	2340	2132	1820
70	53	49	42	45	2597	2226	2385
71	58	52	55	38	3016	3190	2204
72	56	50	49	35	2800	2744	1960
73	50	53	43	42	2650	2150	2100
74	62	50	51	50	3100	3162	3100
75	50	53	49	41	2650	2450	2050
76	44	47	44	41	2068	1936	1804
77	60	53	43	46	3180	2580	2760
78	58	49	53	44	2842	3074	2552
79	55	52	54	39	2860	2970	2145
80	53	49	46	34	2597	2438	1802
81	44	48	44	41	2112	1936	1804
82	61	50	43	44	3050	2623	2684
83	51	44	42	44	2244	2142	2244
84	60	49	52	48	2940	3120	2880
85	48	44	44	50	2112	2112	2400
86	54	47	41	40	2538	2214	2160
87	50	43	41	34	2150	2050	1700
88	59	43	44	44	2537	2596	2596
89	51	46	41	40	2346	2091	2040
90	49	48	42	38	2352	2058	1862
91	59	40	45	44	2360	2655	2596
92	57	45	47	46	2565	2679	2622
93	52	50	44	41	2600	2288	2132
94	53	50	54	43	2650	2862	2279
95	60	55	54	48	3300	3240	2880
TOTAL	5.161	4.579	4.271	3.753	249.629	233.034	204.775

Information:

X_1	= 4.579	a_1	= 0,27
X_2	= 4.271	a_2	= 0,33
X_3	= 3.753	a_3	= 0,212
Y	= 5.161	$R_{y(1,2,3)}$	= 0,532
$\sum X_1Y$	= 249.629	$R^2_{y(1,2,3)}$	= 0,283
$\sum X_2Y$	= 233.034	N	= 95
$\sum X_3Y$	= 204.775		

JK_{reg} $= a_1\sum X_1Y + a_2\sum X_2Y + a_3\sum X_3Y$

$= (0,27 \times 249.629) + (0,33 \times 233.034) + (0,212 \times 204.775)$

$= 67.399,83 + 76.901,22 + 43.412$

$= 187.713,35$

1. Relative Contribution (RC)

RC X_1 $= \frac{67.399,83}{187.713,35} \times 100\%$

$= 35,91\ \%$

RC X_2 $= \frac{76.901,22}{187.713,35} \times 100\%$

$= 40,97\ \%$

RC X_3 $= \frac{43.412}{187.713,35} \times 100\%$

$= 23,13\ \%$

RC (total) $= 35,91\% + 40,97\% + 23,13\ \%$

$= 100\ \%$

2. Efektive Contribution (EC)

EC X_1 = SR X_1% x $R^2_{y(1,2,3)}$

= 35,91% x 0,283

= 10,16 %

EC X_2 = SR X_2% x $R^2_{y(1,2,3)}$

= 40,97% x 0,283

= 11,59 %

EC X_3 = SR X_3% x $R^2_{y(1,2,3)}$

= 23,13% x 0,283

= 6,54%

EC (total) = 10,16% + 11,59% + 6,54%

= 28,3%

APPENDIX 12

Research Licence

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN POLITIK
Jl. Jenderal Sudirman No 5 Yogyakarta – 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 17 Januari 2019

Kepada Yth. :

Nomor : 074/588/Kesbangpol/2019
Perihal : Rekomendasi Penelitian

Kepala Dinas Pendidikan, Pemuda, dan Olahraga DIY

di Yogyakarta

Memperhatikan surat :

Dari	:	Wakil Dekan I Fakultas Ekonomi Universitas Negeri Yogyakarta
Nomor	:	B/159/UN34.18/PP.07.02/2019
Tanggal	:	16 Januari 2019
Perihal	:	Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan skripsi dengan judul proposal :**"PENGARUH EKSPEKTASI KERJA, BIMBINGAN KERJA DAN MOTIVASI KERJA TERHADAP KESIAPAN KERJA PESERTA DIDIK KELAS XII PROGRAMN KEAHLIAN AKUNTANSI SMK NEGERI 1 BANTUL TAHUN AJARAN 2018/2019"** kepada:

Nama	:	GIFANINDA SOFIANI
NIM	:	15803241014
No.HP/Identitas	:	0895357985956/3308046001970003
Prodi/Jurusan	:	Pendidikan Akuntansi / Pendidikan Akuntansi
Fakultas	:	Fakultas Ekonomi Universitas Negeri Yogyakarta
Lokasi Penelitian	:	SMK Negeri 1 Bantul
Waktu Penelitian	:	21 Januari 2019 s.d 28 Februari 2019

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan:

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY selambat-lambatnya 6 bulan setelah penelitian dilaksanakan.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

KEPALA
BADAN KESBANGPOL DIY

AGUNG SUPRIYONO, SH
NIP. 19601026 199203 1 004

Tembusan disampaikan Kepada Yth :
1. Gubernur DIY (sebagai laporan)
2. Wakil Dekan I Fakultas Ekonomi Universitas Negeri Yogyakarta;
3. Yang bersangkutan.

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA

DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

Jalan Cendana No. 9 Yogyakarta, Telepon (0274) 550330, Fax. 0274 513132
Website : www.dikpora.jogjaprov.go.id, email : dikpora@jogjaprov.go.id, Kode Pos 55166

Yogyakarta, 21 Januari 2019

Nomor : 070/00615
Lamp : -
Hal : Rekomendasi Penelitian

Kepada Yth.

1. Kepala SMK NEGERI 1 BANTUL

Dengan hormat, memperhatikan surat dari Badan Kesatuan Bangsa dan Politik Pemerintah Daerah Daerah Istimewa Yogyakarta nomor 074/588/Kesbangpol/2019 tanggal 17 Januari 2019 perihal Rekomendasi Penelitian, kami sampaikan bahwa Dinas Pendidikan, Pemuda, dan Olahraga DIY memberikan izin rekomendasi penelitian kepada:

Nama	: GIFANINDA SOFIANI
NIM	: 15803241014
Prodi/Jurusan	: PENDIDIKAN AKUNTANSI
Fakultas	: FAKULTAS EKONOMI
Universitas	: UNIVERSITAS NEGERI YOGYAKARTA
Judul	: PENGARUH EKSPEKTASI KERJA, BIMBINGAN KERJA, DAN MOTIVASI KERJA TERHADAP KESIAPAN KERJA PESERTA DIDIK KELAS XII PROGRAM KEAHLIAN AKUNTANSI SMK NEGERI 1 BANTUL TAHUN AJARAN 2018/2019
Lokasi	: SMK NEGERI 1 BANTUL,
Waktu	: 21 Januari 2019 s.d 28 Februari 2019

Dengan ketentuan sebagai berikut :

1. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi penelitian.
2. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Atas perhatian dan kerjasama yang baik, kami menyampaikan terimakasih.

a.n Kepala
Kepala Bidang Perencanaan dan Pengembangan Mutu Pendidikan

Didik Wardaya, S.E., M.Pd.
NIP 19660530 198602 1 002

Tembusan Yth :

1. Kepala Dinas Dikpora DIY
2. Kepala Bidang Dikmenti Dikpora DIY