



The Effect of Internship and Emotional Intelligence on Work Readiness Through Work Motivation as an Intervening Variable

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Abstract

The purpose of this study was to determine whether there is a positive and significant effect of industrial work practices (Prakerin) and emotional intelligence on work readiness through work motivation. The study population was all students of class XII Accounting and Finance of the SMKN 1 Demak academic year 2019/2020 with a total of 104 students. The sampling technique used the saturated sample. Methods of data collection used a questionnaire. The data analysis method used descriptive statistical analysis, path analysis and Sobel test. The results showed that industrial work practices (Prakerin), emotional intelligence had a positive and significant effect on work readiness, both directly and through work motivation. Based on the results of the study, it can be concluded that work motivation mediated the effect of industrial work practices (Prakerin) and emotional intelligence on students' work readiness. Suggestions to improve work readiness can be taken by following up on the prakerin program to suit the student's area of expertise. Then improve students' mental and emotional well-being by growing students' self-confidence which is supported by providing motivation and information about the world of work.

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INTRODUCTION

Vocational secondary education is education at the secondary education level that prioritizes the development of students' abilities to carry out certain types of work. Based on the Law on the National Education System, Number 20 of 2003 Article 15 states that "Vocational education is education that prepares students to be able to work in certain fields". It is hoped that after graduating from vocational education/ vocational high school students can immediately work without having to take a long time to adjust.

According to Mu'ayati (2014), Vocational High School is a school where the teaching and learning process is carried out directly through industrial work practices, it is hoped that SMK graduates will have the readiness to face the world of work. Students are also required to have a professional attitude in their field. Therefore, SMK is said to be ready to face the world of work if its graduates have the knowledge and skills and are able to work professionally in accordance with their field of expertise. However, in reality, not all SMK graduates can meet the needs of the world of work and the business world in accordance with their competencies and skills. Currently, there are many SMK graduates who work not in accordance with the fields studied while in SMK. It is also seen in the data from the Central Statistics Agency (BPS) regarding the Open Unemployment Rate (TPT) for graduates of Vocational High Schools (SMK) occupying the first level among other educations, which is 10.16%. This is due to the company's lack of trust in SMK graduates related to the lack of abilities and skills that are not in accordance with the company's needs.

Based on data, the absorption of graduates from the Department of Accounting and Finance of the SMKN 1 Demak Institute in the world of work who have worked in 2017 was 40% and in 2018 it was 55% of the graduates of Accounting and Financial Institutions in that year. According to Samsudi in Rusliyanto (2019), ideally, 80-85% of SMK gradu-

ates can enter the workforce, while the number of graduates at SMK N 1 Demak above shows that the percentage of graduates majoring in Accounting and Institutional Finance who work is below 80%. Moreover, from the percentage of graduates in 2017 who are already working, only 28.84% have worked in accordance with the field of accounting expertise. Meanwhile, from the percentage of graduates in 2018 who are already working, only 39.67% have worked in accordance with the field of accounting expertise. This shows that there are far fewer graduates who have worked according to their expertise than those who have not worked, so it can be said that the absorption of graduates in the world of work has not been optimal, it could be due to a lack of work readiness. This is inversely proportional to the objectives of Vocational Schools which are stated in Law Number 20 of 2003 Article 15 which explains that "Vocational education is intended to prepare students especially to work in certain fields". Therefore, building work readiness for SMK graduates is very important.

According to Slameto (2013), Readiness is the overall physical, mental, and emotional condition of a person that makes him ready to respond or answer in a certain way to a situation and condition at hand. Work readiness is a person's skills and eligibility in meeting work needs (Shafie & Nayan, 2010). Work readiness is also a person's ability to get a job, keep a job, and be able to adapt to changing roles and places in the same organization (Lau, Baranovich, & Leong, 2018). Students' work readiness can be improved through the factors that affect work readiness. The factors of work readiness according to Sukardi (1993) divided into two, namely individual factors and social factors. Individual factors include intelligence abilities, talents, interests, motivations, attitudes, personality, values, hobbies, achievements, skills, use of leisure time, aspirations and school knowledge, knowledge of the world of work, work experience, physical abilities and limitations and outward appearance, problems and personal limitations.

While social factors are guidance from parents, peer conditions, circumstances of the surrounding community and others.

According to Kurniati & Subowo (2015) to form vocational school students' work readiness; it is necessary to have special training in accordance with their respective fields of expertise, so that there is a match between students' academic competencies and student work skills competencies. The special training is obtained by students through industrial work practices (Prakerin). Industrial work practices (Prakerin) will provide real work experience in the world of work to vocational students and equip students to be able to adapt to the job market. In line with Hill (2014) who explained that students' industrial work practices will provide skills and work experience that can make it easier for students to find work.

Slameto (2013) stated that one of the conditions that affect work readiness is emotional. Goleman (2010) stated that emotional intelligence greatly determines a person's success in the world of work, while IQ only ranks 2nd after EQ. Therefore, emotional intelligence is very important to control yourself from emotions and work pressures. However, most education in Indonesia currently still prioritizes intellectual intelligence, which tends to be innate, so it cannot do much to improve it. So that emotional intelligence can be trained and needs to be improved in order to contribute to success in one's life.

In addition to industrial work practices (Prakerin) and emotional intelligence, Sukardi (1993) stated that work readiness is also affected by motivation, namely work motivation. Work motivation is very important for someone in preparing themselves to be ready to work. Students who have work motivation will be more enthusiastic and motivated to enter the world of work.

This research used Behavioristic Learning Theory and Convergence Theory. Behavioristic learning theory reveals that human behavior is affected by rewards or reinforcements from the environment (Dalyono, 2015). In addition, the behavioristic theory also explains

the framework of educational theory, namely empiricism or real. Industrial work practices (Prakerin) obtained by SMK students are real work experience in the field. Another very important factor in behavioristic theory is reinforcement that comes from within humans in the form of motivation. Behavioristic learning theory in this study implies that students will direct their behavior to improve work readiness based on their experience of industrial work practices (Prakerin) and work motivation.

Convergence theory says that individual development is affected by innate and environmental factors. The two factors cannot function separately. Innate factors mean nothing without environmental factors and vice versa. Emotional intelligence is an ability that is obtained mostly from the environment although some come from biological potential. Convergence theory in this study implies that students who have high emotional intelligence will achieve high work readiness as well.

The framework of education based on behavioristic learning theory is real or empirical. Industrial work practices (Prakerin) are part of vocational education that requires students to go directly to the world of work according to their field of expertise. Hill (2014) explained that the industrial work practices possessed by students will provide skills and work experience that can make it easier for students to find work.

This is in accordance with the results of research conducted by Rusliyanto (2019) industrial work practices (Prakerin) had a positive and significant effect on work readiness by 8.01%. Further it was strengthened by research conducted by Damestuti (2017) which stated that there was a positive and significant effect between industrial work practice experiences on work readiness of 18.06%. This shows that the experience gained from prakerin will increase work readiness. Thus, the researcher raises the first hypothesis (H1), namely that there is a positive and significant effect on industrial work practices (Prakerin) on work readiness.

Slameto (2013) explained that emotional condition is one of the factors that affect work readiness. Emotional intelligence is an ability that is mostly obtained from experience although some come from innate. Students who have high emotional intelligence will be able to face challenges in the world of work so that they have a high level of work readiness as well.

This is in accordance with the results of research conducted by Sihombing (2018) which showed that emotional intelligence affected work readiness. The same research was also conducted by Prasetio (2017) which showed that there was a positive and significant effect of emotional intelligence on work readiness. This shows that increasing emotional intelligence will increase work readiness. Thus, the researcher raises the second hypothesis (H2), namely that there is a positive and significant effect of emotional intelligence on work readiness.

Dalyono (2015) argued that the behavioristic learning theory explains that human behavior is controlled by rewards or reinforcement from the environment in the form of self-motivation. According to Sukardi (1993), Work motivation is the most important factor in preparing for work. The existence of work motivation will create enthusiasm or work motivation so that students will lead behavior in accordance with the desired goals. Thus, students who have high work motivation will increase their high work readiness as well.

This is in accordance with the results of research conducted by Royan (2015) which showed that there was an effect of work motivation on work readiness. The same research was also conducted by Widiyati & Setiyani (2016) which showed that there was a significant effect of work motivation on work readiness. Thus, the researcher raises the third hypothesis (H3), namely that there is a positive and significant effect of work motivation on work readiness.

This behavioristic theory focuses on goals, levels of knowledge, and reinforcement. Experience can be gained through education

and training. Experience will indirectly affect students' work motivation so that the experience of industrial work practices obtained by students at school will lead to motivation to work.

This is in accordance with the results of research conducted by Wasis (2016) which showed that there was a positive and significant effect between the experiences of industrial work practices on work motivation. The same research was also conducted by Royan (2015) which showed that there was an effect of industrial work practices on work motivation. With adequate work experience, it will increase student motivation in entering the world of work. Therefore, the researcher raises the fourth hypothesis (H4), namely that there is a positive and significant effect of industrial work practices (Prakerin) on work readiness.

According to Goleman (2010) Emotional intelligence or emotional intelligence is a person's ability to understand, recognize, control, and motivate oneself and others as well as foster good relationships with others in personal and social life. A person is said to have a high level of emotional intelligence if he is self-motivated. Motivation refers to using our deepest desires to move and demand us toward our goals, to help us take the initiative, and to act very effectively and survive failure and frustration. Increased emotional intelligence will result in increased work motivation.

This is in accordance with the results of research conducted by Biswan (2019) which showed that emotional intelligence had a direct positive effect on work motivation. The same research was also conducted by Nisa (2018) which showed that emotional intelligence had a significant effect on work motivation. Thus, the researcher raises the fifth hypothesis (H5), namely that there is an effect of emotional intelligence on work motivation.

Work experience is one of the factors that effect work motivation. Based on behavioristic learning theory, another important factor is reinforcement that comes from within oneself in the form of motivation (Dalyono, 2015). So to get high work readiness, in ad-

dition to the effect of the experience of industrial work practices (Prakerin), work motivation must also be raised. The existence of work motivation is very important because it can provide encouragement or enthusiasm for students to direct their behavior in achieving high work readiness.

Research that is in line with the above statement was carried out by Royan (2015) who explained that internships affected work readiness either directly or through work motivation so that the researcher raises the sixth hypothesis (H6), namely that there is a positive and significant effect of industrial work practices (Prakerin) through work motivation on work readiness.

Emotional intelligence is a factor that affects work motivation. Students who have a high level of emotional intelligence will be able to motivate themselves to enter the world of work which is full of challenges. In the world of work, you don't always work alone in completing work, but you are required to work with a team and deal with the many characters of the people in it. When students have the motivation to work, it will encourage students to act, so as a mover or motor that releases energy; determine the direction of action, namely towards the goal to be achieved and select the actions to be taken to achieve that goal. With good emotional intelligence, students will be able to motivate themselves to enter the world of work, so it will increase students' work readiness.

Based on the statement above, the researcher raises the seventh hypothesis (H7), namely that there is a positive and significant effect of emotional intelligence through work motivation on work readiness.

METHODS

This type of research was quantitative research. When viewed from the source of the data, this research includes *ex post facto* research, researchers took data from events that had occurred. The population in this study were all students of class XII Accounting and

Finance of the SMK N 1 Demak academic year 2019/2020, totaling 104 students. The sampling technique used the saturated sample. The variables used in this research were the work readiness variable (Y) as a dependent variable, industrial work practice (Prakerin) (X1) and emotional intelligence (X2) as an independent variable and work motivation variable (Z) as an intervening variable.

The work readiness variable (Y) was measured by indicators of physical, mental, and emotional conditions; needs, motives, and goals; knowledge and skills (Slameto, 2013). The variable of industrial work practice (Prakerin) (X1) was measured by indicators of preparation, demonstration, imitation, practice, and evaluation (Wena, 2009). The emotional intelligence variable (X2) was measured by indicators of recognizing self-emotions, managing self-emotions, motivating oneself, recognizing other people's emotions, and fostering good relationships with others (Goleman, 2010). The work motivation variable (Z) was measured by indicators of urge, motive, need, and desire (Sukmadinata, 2009).

The data collection method used a questionnaire. The questionnaire used was a closed type of questionnaire so that respondents simply chose the provided answers, namely Strongly Agree (SA), Agree (A), Less Agree (LA), Disagree (D), and Strongly Disagree (SD). The instrument test analysis technique used the validity and reliability test. Data analysis techniques used descriptive statistics, path analysis, and Sobel test.

RESULTS AND DISCUSSION

Descriptive statistical analysis was made by determining the class interval of the data to be classified into several categories. The following is a table of categories for descriptive statistical analysis of work readiness variables (Y), industrial work practices (Prakerin) (X1), emotional intelligence (X2), and work motivation (Z).

Based on Table 1, it can be seen that the level of work readiness of students, namely 73

students had a very ready level of readiness, 31 students had a ready level of work readiness, and no students had sufficient readiness, less or not ready. The average respondent's answer was 56.50 which included in the very ready category. This means that class XII students of Accounting and Finance at the SMKN 1 Demak academic year 2019/2020 had high work readiness based on several indicators including physical, mental and emotional conditions; needs, motives, and goals; knowledge and skills.

Table 1. Frequency Distribution of Work Readiness Variable

Interval	Frequency	Criteria
>54.6 – 65	73	Very ready
>44.2 – 54.6	31	Ready
>33.8 – 44.2	-	Ready Enough
23.4 – 33.8	-	Not ready
13 – 23.4	-	Not ready
Amount	104	

Source: Primary data processed, 2020

Table 2. Frequency Distribution of Industrial Work Practice (Prakerin) Variable

Interval	Frequency	Criteria
>58.8 – 70	78	Very good
>47.6 – 58.8	26	Well
>36.4 - 47.6	-	Good enough
>25.2 – 36.4	-	Bad
14 – 25.2	-	Vey bad
Amount	104	

Source: Primary data processed, 2020

Based on Table 2, it can be seen that the students' experience of industrial work practice, i.e. 78 students had very good industrial work experience, 26 other students had good industrial work experience, and none of the students had not good industrial work

experience, bad and vey bad. The average respondent's answer was 62.60 which included in the very good category. This means that class XII Accounting and Finance students at SMKN 1 Demak for the 2019/2020 academic year had excellent industrial work practice experience based on several indicators including the preparation, imitation, practice, and evaluation stages.

Table 3. Frequency Distribution of Emotional Intelligence Variable

Interval	Frequency	Criteria
>58.8 – 70	50	Very good
>47.6 – 58.8	54	Good
>36.4 - 47.6	-	Good enough
>25.2 – 36.4	-	Bad
14 – 25.2	-	Very Bad
Amount	104	

Source: Primary data processed, 2020

Based on Table 3, it can be seen that the emotional intelligence of students, namely 50 students had very good emotional intelligence, 54 other students had good emotional intelligence, and no students had good enough emotional intelligence, bad or very bad. The average respondent's answer was 58.89 which included in the very good category. This means that class XII Accounting and Finance students at SMKN 1 Demak for the 2019/2020 academic year had excellent emotional intelligence based on several indicators including recognizing their own emotions, managing their own emotions, motivating themselves, recognizing other people's emotions, and fostering good relationships with others.

Based on Table 4, it can be seen that the work motivation of students, namely 52 students had very high work motivation, 49 students had high work motivation, 3 students had medium work motivation and no student has low or very low work motivation. Overall, the work motivation of students was in the very high category. The average respondent's

Table 4. Frequency Distribution of Work Motivation Variable

Interval	Frequency	Criteria
>54.6 – 65	52	Very high
>44.2 – 54.6	49	Tall
>33.8 – 44.2	3	Currently
>23.4 – 33.8	-	Low
13 – 23.4	-	Very low
Amount	104	

Source: Primary data processed, 2020

answer was 54.76 which included in the very high category. This means that class XII Accounting and Finance students at the SMKN 1 Demak academic year 2019/2020 had very high work motivation based on several indicators including pressure, motives, needs, and desires.

Normality test was carried out by using the One Sample Kolmogorov Smirnov Test. In the first regression model, the value of Kolmogorov Smirnov was obtained with work readiness as the dependent variable of 0.067 and a significance of 0.200 above 0.05, so it can be said that the residual data was normally distributed. Meanwhile, in the second regression model, the Kolmogorov Smirnov value was obtained with work motivation as the dependent variable of 0.053 and a significance of 0.200 whose value was above 0.05.

The results of the linearity test were carried out by using the Durbin Watson test, if the DW value > dl then the empirical model specifications were correct, namely $2.329 > 1.622$, so that the linearity test results with work readiness as the dependent variable were correct or there was no positive autocorrelation in the linear model. While the linearity test with work motivation as the dependent variable showed $1.728 > 1.642$, so it can be concluded that the specification of the linear equation model was correct or there was no positive autocorrelation in the linear model.

The results of the multicollinearity test in regression model 1 and regression model 2 showed that the tolerance value of each independent variable had a value of more than 0.10. In addition, the value of the Variance Inflation Factor (VIF) of each independent variable had a value of less than 10. It can be concluded that there was no multicollinearity between the independent variables in regression model 1 and regression model 1.

Heteroscedasticity test was performed by using the Glejser test on regression model 1 and regression model 2, it can be seen that the significance value of each independent variable was more than 0.05. So it can be concluded that there was no heteroscedasticity in regression model 1 and regression model 2.

The results of the structural equation regression analysis using the SPSS Statistic 23 application produced the regression coefficients that can be seen in the Table 5.

Table 5. Regression Results with Work Readiness as Dependent Variable

	Std. Coefficients Beta	t	Sig.
X1	.195	2006	.048
X2	.449	4.663	.000
Z	.257	3.303	.001

Source: Primary data processed, 2020

Based on the results of the statistical regression test in Table 5, the significance value for the industrial work practice variable was 0.048, emotional intelligence was 0.000, and work motivation was 0.001. It can be concluded that there was an effect of these variables on work readiness. Then the regression equation is obtained as follows:

Equation 1

$$Y = 0.195X1 + 0.449X2 + 0.257Z + 0.605$$

Based on the results of the statistical regression test in Table 6, a significant value was obtained for the industrial work practice variables of 0.003 and emotional intelligence of 0.010. It can be concluded that there was

an effect of these variables on work motivation. Then the regression equation is obtained as follows:

Equation 2

$$Y = 0.357X_1 + 0.313X_2 + 0.778$$

Based on the regression test, in order to obtain the path analysis model described in Figure 1.

Table 6. Regression Results with Work Motivation as Dependent Variable

	Std. Coefficients Beta	t	Sig.
X1	.357	2.992	.003
X2	.313	2.627	.010

Source: Primary data processed, 2020

Sobel test was conducted to test the strength of the direct and indirect effect of the independent variable on the dependent variable through the mediating variable. The Sobel test was carried out through the online application Sobel Test Calculation for Significance at www.danielsoper.com. The following is the result of the Sobel test calculation.

Based on the results of the Sobel test, a value of 2.4560193 was obtained. This value was greater than t-table which was 1.984 with a significance of $0.007 < 0.05$. That is, positively and significantly work motivation mediated industrial work practices (Prakerin) on work readiness.

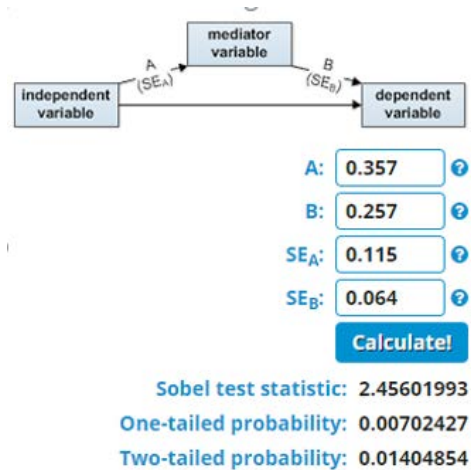


Figure 2. Sobel Test Results for Work Readiness

Source: Primary data processed, 2020

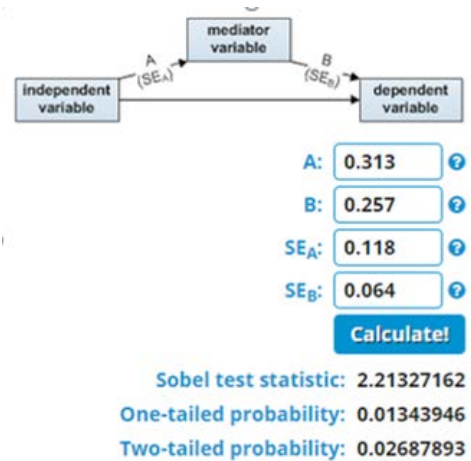


Figure 3. Work Motivation Sobel Test Results

Source: Primary data processed, 2020

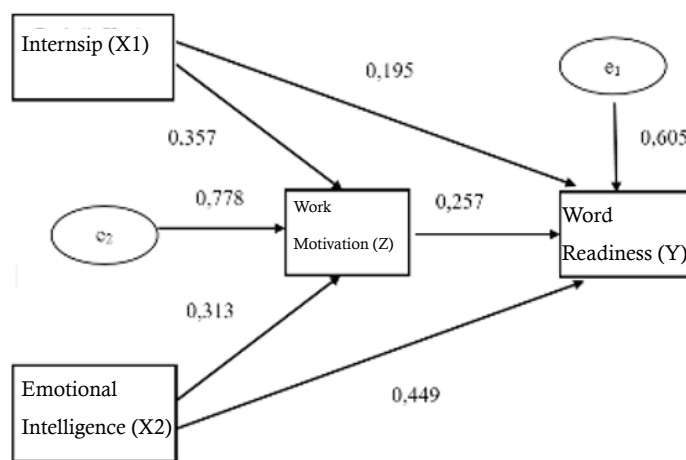


Figure 1. Path Analysis Model (Path Analysis)

Based on the results of the Sobel test, a value of 2.213271162 was obtained. This value was greater than t-table which was 1.984 with a significance of $0.013 < 0.05$. That is, positively and significantly work motivation mediated emotional intelligence on work readiness.

The Effect of Industrial Work Practices (Prakerin) on Work Readiness

The results of the individual parameter significance test (t-test) showed that the significance value of industrial work practices (Prakerin) on work readiness was $0.048 < 0.05$ which means that H1 which states that there is a positive and significant effect of industrial work practices (Prakerin) on work readiness was accepted. This means that the better the industrial work practices (Prakerin) that students have, the better the students' work readiness.

This is relevant to the behavioristic theory put forward by behaviorists in Dalyono (2015) which stated that an important aspect of behavioristic theory is empiricism or realism. The experience gained by students through industrial work practices (Prakerin) is a real work practice and students gain real work experience in the field. So from the experience of industrial work practices obtained by students at school, it will lead to readiness to work.

Industrial work practice (Prakerin) is a program organized by schools in collaboration with the business world or the industrial world to develop students' skills and knowledge about the world of work directly, as well as provide direct work experience so they are ready to enter the world of work after graduating from SMK. The existence of the Prakerin program will give students the opportunity to test their abilities, beliefs, and attitudes related to the career they will choose. In addition, prakerin programs can strengthen competencies, improve analytical skills and most importantly raise awareness of adaptability and creativity in the world of work. Thus, the work experience that has been gained through internships

will make students confident and ready to face the world of work.

The results of the partial determination test showed that the magnitude of the effect of industrial work practices (Prakerin) on work readiness was 3.88%. The results of this study were in line with research conducted by Kapareliotis, Voutsina, & Patsiotis (2019) which stated that having an internship will increase readiness to enter the job market. Then reinforced by research conducted by Pujianto & Arief (2017) which stated that on the job training had a positive and significant effect on work readiness by 59.91%.

Effect of Emotional Intelligence on Work Readiness

The results of the individual parameter significance test (t-test) showed that the significance value of emotional intelligence on work readiness was $0.000 < 0.05$, which means that H2 which states that there is a positive and significant effect of emotional intelligence on work readiness was accepted. This means that the better the emotional intelligence possessed by students, the more ready the level of student work readiness is, and vice versa the less emotional intelligence students have, the more unprepared the level of student work readiness in facing the world of work is.

This is relevant to the theory of convergence. This flow is a combination of the views of empiricism and nativism. In this theory the development of human behavior is effected by innate and environmental factors. The innate factor means nothing without the experience factor. Vice versa, the experience factor without innate factors was not able to develop humans according to expectations. Emotional intelligence is an ability that is mostly obtained from experience although some comes from innate. This means that emotional intelligence can be trained or shaped by parents, teachers, and anywhere else.

Emotions are basically the driving force for achieving goals, motivating us in turn to drive perceptions and shape actions. Therefore, emotional intelligence must be improved

since they are in school so that students have high work readiness. Students who have good emotional intelligence will facilitate students' careers in the world of work. Goleman (2010) argued that emotional intelligence plays a very important role in success in the world of work, while IQ only ranks 2nd after EQ.

The results of the partial determination test showed that the magnitude of the effect of emotional intelligence on work readiness was 17.89%. The results of this study were in line with research conducted by Masole & Dyk (2016) which showed that emotional intelligence (EI) had an effect on work readiness. Then reinforced by research conducted by Aminudin (2013) which showed that there was a positive and significant effect between emotional intelligence on work readiness by 52.4%.

The Effect of Work Motivation on Work Readiness

The results of the individual parameter significance test (t-test) showed that the significance value of work motivation on work readiness was $0.001 < 0.05$, which means that H3 which states that there is a positive and significant effect of work motivation on work readiness was accepted. This means that the higher the work motivation of students, the more ready the level of student work readiness is, and vice versa, the lower the work motivation of students, the more unprepared the level of student work readiness in facing the world of work will be.

This is relevant to the behavioristic learning theory expressed by behavioristic experts, Dalyono (2015) that human behavior is controlled by rewards or reinforcement from the environment. In this behavioristic flow, another very important factor is reinforcement, namely reinforcement that comes from within humans in the form of motivation. Motivation is needed to control behavior and encourage the emergence of actions, as a guide and mover. With the work motivation that each individual has, it will bring up confidence from within to be able to solve the problems that

exist in his life regarding career steps that will be taken after graduating from SMK.

Students who have work motivation will be more interested in working. With high work motivation, it will increase students' work readiness. So that it will encourage and direct student behavior to be able to work effectively and efficiently to achieve the expected goals. In addition, work motivation can equip students to face challenges in an increasingly tough world of work.

The results of the partial determination test showed that the magnitude of the effect of emotional intelligence on work readiness was 9.86%. This was in line with research conducted by Afriadi & Sentosa (2018) which showed that motivation to work had a positive and significant impact on students' work readiness. Then reinforced by research conducted by Wulandari, Dian, & Prajanti (2017) which showed that work motivation affected work readiness by 12.60%.

The Effect of Industrial Work Practices (Prakerin) on Work Motivation

The results of the individual parameter significance test (t-test) showed that the significance value of industrial work practices (Prakerin) on work motivation was $0.003 < 0.05$ which means that H4 which states that there is a positive and significant effect on industrial work practices (Prakerin) on work motivation was accepted. This means that industrial work practices (Prakerin) had a role or effect for students of class XII accounting and finance at SMK Negeri 1 Demak on student work motivation. So it can be said that the better the industrial work practices (Prakerin) undertaken by the students, the higher the students' work motivation.

This is relevant to the behavioristic learning theory which explains that human behavior is controlled by rewards or reinforcements from the environment. This behavioristic school asserts that the framework of education is empiricism. Industrial work practices (Prakerin) will form empirical or real experiences in the field. So from the experien-

ce of industrial work practices (Prakerin) that students have, it will lead to work motivation in students.

The work experience that students gain through industrial work practices (Prakerin) is an acknowledgment and appreciation as a part of the educational process. Industrial work practices (Prakerin) will provide opportunities for students to hone their abilities and skills in the real world of work and provide opportunities to solve various problems faced in the world of work. Thus, students will be motivated to choose the career path they want and be better prepared to enter the workforce after graduation. Therefore, students' work motivation must always be maintained and improved through career guidance by BK teachers and when learning in class.

The results of the partial determination test showed that the magnitude of the effect of industrial work practices (Prakerin) on work motivation was 8.12%. This was in line with research conducted by Wasis (2016) which showed that there was a positive and significant effect of industrial work practice experience on work motivation. Then strengthened by research of Royan (2015) which showed that there was an effect of industrial work practices on students' work motivation of 12.82%.

The Effect of Emotional Intelligence on Work Motivation

The results of the individual parameter significance test (t-test) showed that the significance value of emotional intelligence on work motivation was $0.010 < 0.05$, which means that H5 which states that there is a positive and significant effect of emotional intelligence on work motivation was accepted. This means that increasing emotional intelligence will result in an increase in work motivation.

This is relevant to the theory of convergence which explains that the development of a person's behavior is effected by innate factors and environment/experience. Emotional intelligence is an ability that is mostly obtained from experience although some comes from

biological potential. Someone has high emotional intelligence if he has self-motivation. The motivation in question is to use our deepest desires to move and demand us towards our goals, to help take the initiative and act very effectively.

Students who have good emotional intelligence will be able to motivate themselves and have a strong ambition to advance in accordance with the field of expertise they occupied while in vocational school. Work motivation is able to provide confidence and become a very important capital in entering the world of work. Work motivation will be very useful if it is supported by good emotional intelligence. So, when students have good emotional intelligence they will be able to motivate themselves to be able to face challenges in the world of work. Increased emotional intelligence will result in an increase in work motivation.

The results of the partial determination test showed that the magnitude of the effect of emotional intelligence on work motivation was 6.40%. This was supported by research conducted by Biswan (2019) and Nisa (2018) which showed that emotional intelligence had a direct positive effect on work motivation.

The Effect of Industrial Work Practices (Prakerin) through Work Motivation on Work Readiness

The results of the Sobel test calculations carried out resulted in a t-count of 2,456. The value of t-count $>$ t-table of 1.984 at a significance level of 0.05 means H6 which states that there is a positive and significant effect on industrial work practices (Prakerin) through work motivation on work readiness was accepted. This means that the better the experience of industrial work practices (Prakerin) that students have, it will increase students' work readiness through work motivation as an intervening variable. The industrial work practice variable (Prakerin) partially has an effect either directly or indirectly through work motivation on work readiness.

The results of the calculation of the research data showed that the direct effect of

industrial work practices on work readiness is 19.5%, while the indirect effect was 9.2%. Based on the results of these calculations, it can be seen that the direct effect of industrial work practices on student work readiness was greater than the indirect effect through work motivation. Therefore, the relationship between industrial work practices and student work readiness, work motivation variables can be referred to as partial mediation variables.

This is relevant to the behavioristic learning theory which explains that human behavior is controlled by rewards or reinforcements from the environment. This behavioristic school asserts that the framework of education is empiricism. Industrial work practices (Prakerin) will form empirical or real experiences in the field. So from the experience of industrial work practices (Prakerin) that students have, it will lead to work motivation in students. So to get high work readiness, apart from work experience, it is also necessary to have work motivation.

Work readiness is a condition that is expected to be owned by all SMK graduates. Work readiness can be formed when a combination of physical, mental, and emotional conditions is created; needs, motives, and goals as well as skills and knowledge (Slameto, 2013). One of the factors that affect work readiness is work experience. This work experience is obtained by students through industrial work practices (Prakerin) organized by educational institutions at the vocational level. In addition, work experience is also one of the factors that affect the emergence of student work motivation. Students who have high work motivation will be better prepared to face the world of work and direct their behavior to achieve the desired goals at the beginning. This condition can be achieved if students have adequate work experience. Therefore, to increase work motivation, it can be done by increasing preparation, demonstration, imitation, work practices and properly evaluating the implementation of industrial work practices so that students benefit from these industrial work practices. The existence of appropriate indust-

rial work practices makes students have real experiences in the world of work, plus good work motivation will increase students' work readiness, because students feel they are able to work based on practical experience and are supported by good work motivation. The existence of work motivation here is very important to bring up enthusiasm or work motivation in students to direct their behavior in achieving high work readiness.

The Effect of Emotional Intelligence through Work Motivation on Work Readiness

The results showed that emotional intelligence through work motivation on work readiness had a positive and significant effect. The Sobel test resulted in a t-count value of 2,213. The value of t-count > t-table 1.984 at a significance level of 0.05 means H7 which states that there is a positive and significant effect of emotional intelligence through work motivation on work readiness was accepted.

This means that the better the emotional intelligence of students, it will increase students' work readiness through work motivation as an intervening variable. The emotional intelligence variable partially had an effect either directly or indirectly through work motivation on work readiness.

The results of calculations on research data showed that the direct effect of emotional intelligence on work readiness was 44.9% while the indirect effect was 8%. Based on the results of these calculations, it can be seen that the direct effect of emotional intelligence on work readiness was greater than the indirect effect through work motivation. Therefore, the relationship between emotional intelligence and student work readiness, the variable of work motivation can be referred to as a partial mediation variable.

This is relevant to the theory of convergence which states that the development of behavior is effected by innate and experience factors because emotional intelligence is an ability that is mostly obtained from experience although some comes from innate factors.

In addition to the convergence theory, this hypothesis is also supported by the behavioristic learning theory which explains that human behavior is controlled by reinforcement from the environment in the form of motivation. The motivation in question is work motivation. The existence of work motivation is very important, in order to provide enthusiasm or work encouragement to students to direct behavior in order to achieve high work readiness.

Students who have good emotional intelligence will be able to motivate themselves to enter the world of work which is full of challenges. In the world of work, you don't always work alone in completing work, sometimes you have to work in a team and face many characters of people in it. When students have good emotional intelligence they will be able to motivate themselves to work. With the work motivation that has been owned, it will encourage or move students to direct their actions and behavior towards the goals to be achieved, namely a high level of work readiness.

CONCLUSION

(1) There was a positive and significant effect of emotional intelligence on the work motivation of class XII students in Accounting and Finance at the SMKN 1 Demak academic year 2019/2020, (2) there was a positive and significant effect on industrial work practices (Prakerin) through work motivation on students' work readiness class XII Accounting and Finance of the SMKN 1 Demak Institute for the 2019/2020 academic year, (3) there was a positive and significant effect of emotional intelligence through work motivation on the work readiness of students of class XII Accounting and Finance of the SMKN 1 Demak academic year 2019/2020. Suggestions that can be given in this study to improve work readiness can be taken by following up on the internship program to suit the student's field of expertise.

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