RELATIONSHIP BETWEEN WORK MOTIVATION WITH CAREER DECISIONS IN STUDENTS

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ABSTRACT
This study aimed to find the correlational between work motivation and decision career. This was a correlation study. The population of this study were all students, amounting to 176 students. A sample of 121 students was determined by proportional stratified random sampling technique. The data were collected by using work motivation and decision career scale. To analyze the data, this study used product moment correlational. The result of this study showed that there was a positive and significant correlational between work motivation and decision career by the coefficient of correlation (r) 0.431, and p=0.000 (p<0.05). In other words, higher work motivation leads to higher decision career and vice versa. The result of this study can provide information to educators, especially guidance and counseling services to develop students’ work motivation and decision career.

Keywords: work motivation, decision career, correlation research

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1. INTRODUCTION
Career guidance as one of the fields of guidance and counseling can be a solution to alleviate career problems experienced by students. To plan a mature career requires a good career understanding strategy. Understanding the types of jobs and qualifications needed is very important, because this can affect the mindset of one's talents and interests in future career choices. This is because job selection and stabilization of career decisions require a long process and each individual has certain characteristics in choosing his career (Munandir, 1996: 85-86).

Career guidance and counseling means understanding about the development, exploration, aspiration and career decision making rationally and realistically in accordance with self-potential and available career opportunities (Mendikbud, 2014: 15). Guidance and career counseling focuses on student life planning related to an understanding of the state of self and its environmental conditions so that students have a broader view of the world of work. This is similar to what is stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the...
National Education System, Chapter II article 15 that, "Vocational education is secondary education that prepares students especially to work in certain fields". SMK is secondary education to prepare prospective workers namely students, to enter the workforce through career paths workforce at the middle level in accordance with their field of expertise. Vocational School is a formal institution that organizes education and training. The expected targets for SMK graduates will be ready to become middle-class workers and have readiness to face competition in the world of work. To achieve the expected goals, of course there are still many obstacles faced by Vocational Schools. The demands of the business world and the world of industry that are getting higher with advanced technological advancements cannot yet be fully determined in Vocational Schools which are specifically designed to produce graduates ready to work.

Work motivation of students of SMK Negeri 2 Pangandaran is still not optimal. Based on the results of student graduate searches that not all graduates can be absorbed in the workforce and some students who work are not in accordance with the competency of the skills that are in demand at the time of Vocational High School. Job search data for class XII students at SMK Negeri 2 Pangandaran in the 2017/2018 school year as follows: 1. Students who work in a field of 0 people, 2. Students working outside the field are 8 people, 3. Students who are not yet working a total of 18 people. The total of the job search data in class XII of SMK Negeri 2 Pangandaran in the 2017/2018 school year is 26 people. Sources from the BKK of SMK 2 Pangandaran.

From the data above, it can be seen that there are still many students at SMK Negeri 2 Pangandaran who have not worked and the average working student is dominated by working outside the field of expertise of the field of expertise at school. Though the purpose of Vocational Schools is to produce graduates ready to work in the workforce. From this, it can be proved that students at Pangandaran 2 State Vocational School have not been optimal in their work motivation.

This is one of the obstacles faced by SMK. The results of interviews with BK teachers that student work motivation is still less than the maximum cause of students' unpreparedness in work motivation because the learning process and practices carried out by students in schools are not sufficient according to the standards of the business world and the industrial world that is used today. The school has not been able to fully provide practical facilities that are in accordance with technological advancements that have been used in the industry. In Sudira's opinion. (2016: 30-31). From the 10th processor theory states that vocational education will be effective if the environment in which students are trained is a replica of the environment in which it will work. Furthermore, it is said that effective vocational education can be provided where training tasks are carried out using the same tools and machines as they do in the workplace.

The statement is also supported by school programs in the field with the existence of industrial work practice programs. The purpose of giving a real job is that students practice directly in the industry according to their expertise. Therefore, schools from Vocational Schools need collaboration with industry so that learning in Vocational Schools can run effectively. But in industrial work practice activities with work-based learning strategies, which are intended to provide a means of mastering competence for students, which is relevant to the needs of DU / DI. After implementing apprenticeship, students are expected to have a professional attitude and insight into industrialization as a whole to recognize and see the work mechanism in the field and equipment that is in the actual industry, while providing an opportunity to apply theory and practice in the field. In fact, the implementation of internship still has many obstacles for students who implement it. This is based on the results of interviews with Waka. Public Relations and hubin of SMK Negeri 2 Pangandaran that the implementation of internship programs is not maximized by students. The behavior is still seen in students when carrying out Industrial Work Practices (apprenticeship), many are truant, come and go to the factory arbitrarily, should students
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carry out training seriously, do not seem to have motivation to work, students still many who do not understand the benefits from apprenticeship and apprenticeship functions and career goals.

In line with I Made Sirsa's research, Nyoman Dantes, & I Gusti Ketut Arya Sunu. (2014) show that career expectations, work motivation, and industrial work practice experience of students contribute to students' work readiness. The findings of this study indicate that work motivation contributes to student work readiness. Therefore students at the Vocational High School level need to have work motivation as a force to encourage themselves in carrying out activities in achieving goals that come from within themselves as well as from outside themselves, which includes desires and desires, needs in learning, hopes and ideals of the future front. Based on research conducted by Gergely, E., & Pierog, A. (2015: 933). The findings of this study indicate that work motivation develops personally to be able to explore his career in accordance with gender differences and his field of study professionals. The results of the study are also supported by Usmara's opinion, A. (2006: 11-14) that work motivation is a collection of power from both the inside and outside of the individual who starts the attitude and determines the shape of direction, and intensity.

The role of work motivation for students is very important because this motivation can provide encouragement and enthusiasm for students as much as possible to equip themselves with the various competencies needed when working later. Work motivation is needed by vocational students, this will affect the student's learning process, where students will try to improve their skills and knowledge according to their field of expertise. One direction that can be done by the teacher is guidance through career guidance services managed by counseling and guidance counselors. The purpose of career guidance according to Sukardi (1987; 224) is to help students have the skills to make decisions about careers in the future. So if students are active in career guidance it is hoped that students can prepare themselves to enter the workforce. One of the factors that support students' work readiness to enter the workforce is work motivation (Sukardi, 2008: 9).

Career selection is one of the most important decision-making processes in an individual's life. Adolescent career decision making is influenced by internal and external factors. According to Sardiman (2007: 89-91), internal factors include the level of intelligence, mental attitude, gender, religion, talent, interests and future orientation. External factors include the economic level of the family, parents, teachers, friends and social conditions of the community. Based on Suherman, U. (2008: 120) problems in making career decisions that are often faced by adolescent students such as insufficient knowledge about making career decisions, not knowing the ways to make career decisions, not knowing the steps in making career decisions, especially career planning, and cannot develop study habits and work effectively.

Based on the background above, this article is intended to determine the relationship between work motivation and career decisions in students of SMK Negeri 2 Pangandaran. This reveals that the role of Work Motivation in schools has an important role in building strength in students to begin to determine the direction, the intensity that creates a driver of future work enthusiasm. As well as students know and understand careers, and are able to explore their careers, and plan for the future in accordance with the expected form of life, so that they can determine and make career decisions appropriately and are responsible for their decisions. From this description it can be assumed that work motivation, contributes to career decisions. Good work motivation and strong work motivation will cause students to have the right career decisions. To test the alleged truth, the purpose of this study was to find out and analyze: (1) Is there a relationship between work motivation and career decisions in students of SMK Negeri 2 Pangandaran; (2) Is there a relationship between student work motivation together with career decisions in students of SMK Negeri 2 Pangandaran; (3) To determine the contribution of work motivation to career decisions in students of SMK Negeri 2 Pangandaran.
The benefits of research results to be achieved in this research study are expected to contribute to educators, especially Guidance and Counseling (BK) teachers as initial data before providing BK services to develop work motivation and student career decisions.

2. METHODS
This research is a correlation research. Based on the data collection method, this research includes quantitative research, because in this study it is characterized by statistical analysis. The population of this study were all students of SMK Negeri 2 Pangandaran which numbered 176 students. A sample of 121 students was determined by proportional stratified random sampling technique. To determine the number of samples to be taken in the study using the calculations of Isaac and Michael. Data collection techniques use the scale of work motivation and career decisions. Data analysis using product moment correlation techniques, and other methods (Alnedral et al., 2018; Bahri and Warema, 2018; Fitriani et al., 2018; Kore et al., 2018; Lamalewa et al., 2018a, 2018b).

3. RESULTS AND DISCUSSION
The data of this study were taken from 121 students of class X, XI and XII of SMK Negeri 2 Pangandaran, West Java in 2017/2018. The variables that will be examined consist of 1 independent variable, namely work motivation, and 1 dependent variable, namely career decision. This study has several stages of analysis, namely the first data description phase which includes the highest score, lowest score, mean or mean, median, mode or mode, standard deviation or standard deviation, and the tendency of each predictor and criterion. To find out the trends of each predictor and criterion is done by comparing the average value of observation with the ideal normal curve. The ideal normal curve is to determine the tendency of each variable by using a scale. The second stage is to conduct an analysis prerequisite test which includes the distribution normality test and the linearity test of the relationships between variables. The third stage tests the hypothesis which includes two steps, namely testing the first hypothesis and the second hypothesis using the zero level partial correlation analysis and the first level partial correlation, using simple linear regression analysis. After going through several stages of the analysis, then an analysis or discussion is carried out on the results of the research that has been done. Each of the above stages is described as follows.

Data obtained from 121 students and 30 items stated as valid with the SPSS 22 for Windows program computer can be described as follows: highest score = 95; lowest score = 62; mean = 78.06; median = 78; mode = 82; and standard deviation = 6.57. To find out the trend average score of work motivation variables of students of State Vocational High School 2 Pangandaran, West Java Year 2017/2018 distinguishes 4 categories which have an ideal minimum score range of 30 to an ideal maximum score of 120. The ideal score range is the highest score minus the lowest score, namely 120 - 30 = 90, and the ideal length interval score divided by 4, which is 90: 4 = 22.5. Then a calculation can be made starting with the lowest score as follows:

1. Scores of 30 to 52 = low
2. Scores of 53 to 75 = moderate
3. Scores of 76 to 98 = high
4. Scores of 99 to 121 = very high

Based on the conversion guidelines above, the average results of the study obtained a figure of 78.06 located in the interval 76 - 98 which means that the work motivation of students of SMK Negeri 2 Pangandaran, West Java in 2017/2018 is classified as high. determined in 7 interval classes can be seen in Figure 1.
Figure 1. Bar Distribution Diagram of Frequency Distribution of Work Motivation Variables

The diagram above shows that the data on work motivation variables are mostly located at intervals 77-81 with a frequency of 36 students as much as 29.75% and the least data are located in the interval 92-96 with a frequency of 3 students or 2.48%. Furthermore, work motivation variables are grouped into 4 levels, namely very high, high, medium, and low. With 30 items, the highest ideal score is 120; lowest ideal score of 30; so that the range is 90 at intervals of 22.5. Based on the classification, the categorization of work motivation variables can be explained in detail in Figure 2.

Figure 2. Bar Frequency Diagram of Work Motivation Variable Scores

Based on the table above, it can be stated that work motivation data includes 65.29% in the high category, and 34.71% in the medium category. Thus it is said that the work motivation data of the students of SMK Negeri 2 Pangandaran tend to be in high category.

3.1. Data Description of Variable Career Decisions

Data obtained from 121 students and 21 items declared valid with the SPSS 22 for windows program can be described as follows: highest score = 65; lowest score = 44; mean = 54.66; median = 55; mode = 55; and standard deviation = 4.899. To find out the tendency of the average score of career decision variable of students of SMK Negeri 2 Pangandaran, there are 4 categories that have an ideal minimum score range of 21 to an ideal maximum score of 84. The ideal score range is the highest score minus the lowest score, 84 - 21 = 63, and the ideal length interval score divided by 4, which is 63: 4 = 15.75. Then a calculation can be made starting with the lowest score as follows:

1. Scores 21 to 36.75 = low
2. Scores of 37.75 to 52.50 = moderate
3. Scores of 53.50 to 68.25 = high
4. Scores of 69.25 to 84 = very high

Based on the conversion guidelines above, the average results of the study obtained a number of 54.66 located in the intervals of 53.50 - 68.25 which means that the level of career decisions of students of SMK Negeri 2 Pangandaran, is high.
Figure 3. Bar Diagram of Frequency Distribution of Variable Score in Career Decision

The diagram in Figure 3 above shows that the career decision variable data are mostly located at intervals 52-55 with a frequency of 41 students as much as 33.88% and the least data is located at intervals 68-71 with a frequency of 0 students or 0%. Furthermore, career decision variables are grouped into 4 levels, namely very high, high, medium, and low. With 21 items, the highest ideal score is 84; lowest ideal score of 21; so that the range is 63 with an interval of 15.75. Based on the classification, the categorization of career decision variables can be explained in detail in Figure 4.

Figure 4. Bar Frequency Diagram of Variable Score in Career Decision

Based on Figure 4 above, it can be stated that career decision data covering 68.60% are in the high category, and 31.40% are in the medium category. Thus it is said that the career decision data of SMK Negeri 2 Pangandaran students tend to be high category.

3.2. Testing Analysis Requirements

In connection with data analysis techniques that use regression analysis, it is necessary to first test the regression analysis prerequisites based on a number of assumptions, including that the dependent variable Y follows the normal distribution and the correlation between X and Y is linear. The following will be discussed one by one the analysis prerequisite test. First the Normality Test Distribution with the help of SPSS 22 for windows computers has the Kolmogorov-Smirnov Lilliefors value for work motivation, self-concept, career exploration and career exploration variables. The rules used for the distribution normality test are: If $\text{sig} < \alpha$ means not normal distribution, then if $\text{sig} > \alpha$ means normal distribution, a confidence level of 95% is used, with a significance level ($\alpha$) = 100% - trust level = 100% - 95% = 5% = 0.05. Based on the results of calculations carried out with the help of the computer program SPSS 22 for windows, the work motivation variable obtained $\text{Sig} > \alpha$ (0.200 > 0.05) means that the work motivation variable is normally distributed. Career decision variables obtained $\text{Sig} > \alpha$ (0.085 > 0.05) means that career decision variables are normally distributed. The second Relationship Linearity Test aims to determine whether or not the relationship of each predictor to the criteria is linear or not. The rules used for linearity tests are as follows: Linearity tests use Deviation from linearity, if sig
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<α means not linear, if sig> α means linear. The confidence level of 95% was used, the level of significance (α) = 100% - level of trust = 100% - 95% = 5% = 0.05. After the linearity test with the help of SPSS 22 computer for windows was obtained the results: for linearity the relationship between work motivation variables and career decisions obtained Sig> α (0.531> 0.05). Krtiga Testing Hypotheses which states: "There is a significant positive relationship between work motivation and career decisions of students of SMK Negeri 2 Pangandaran, West Java, 2017/2018". Hypothesis testing is done by product moment correlation from Pearson. Statistical calculations are assisted by the SPSS 22 Series Statistics Program Series for Windows. The resulting correlation number is 0.431. Significance of the results of the correlation, carried out by way of the correlation number obtained is then used to explain the relationship of two variables.

H0: There is no significant positive relationship between work motivation and career decisions of students of SMK Negeri 2 Pangandaran, West Java in 2017/2018.

Ha: There is a significant positive relationship between work motivation and career decisions of students of SMK Negeri 2 Pangandaran, West Java in 2017/2018.

Decision making based on probability, the conditions used are:

If the probability is > 0.05, then H0 is accepted.
If the probability is < 0.05, then H0 is rejected.

This can be indicated by a probability number that is 0,000 in Ts 5% (probability of 0,000 is smaller than 0.05). It was concluded that H0 is rejected and Ha is accepted, which means that the hypothesis states that there is a significant positive relationship between work motivation and career decisions of students of SMK Negeri 2 Pangandaran, West Java in 2017/2018 accepted. That is, the increase and decrease in student career decisions can be seen from student work motivation.

Based on work motivation data, it can be seen that the increase and decrease in student career decisions can be seen from the work motivation of students. According to Gibson, J. L., Ivancevich, J. M., Jr.Donnelly, J. H., & Konopaske, R. (2009: 130) states that work motivation is a concept that describes the working style of an individual to initiate and direct behavior. Gibson's opinion et. al in line with Middlemist & Hitt (Lunenburg & Ornstein, 2000: 88-89) argues that work motivation is defined as a style that works and comes from within a person, for the deliberate direction of one's efforts in achieving certain goals.

As for the process, achieving the goals of work motivation According to Hasibuan, M. S.P. (2008: 97) revealed increasing morale, increasing learning productivity in order to achieve the ideals of the desired work, improve and maintain the principle of work motivation, improve discipline, create a conducive learning atmosphere and relate well to peers, enhance a sense of responsibility towards the future in front of it, and improve the efficiency of the use of school infrastructure. According to Hamalik, O. (2008: 161), motivation to enter the workforce encourages behavior, and changes behavior, so the function of work motivation is to encourage the occurrence of an action, as the effect of actions to achieve the desired goal, and as a driver, motivation functions like a machine in a car. The size of motivation will determine the speed of a job. Hamalik's opinion is in line with Sardiman (2007: 85), there are three motivational functions, namely: Encouraging people to do, motivation in this case is the driving force of each activity to be done, Determining the direction of action, which is towards the goal to be achieved, so that motivation can provide direction and activities that must be done in accordance with the formulation of objectives, Selecting actions, namely determining what actions should be done in order to achieve the goal, by setting aside actions that are not useful for this purpose. Motivation of a worker to work is usually a complicated thing, because motivation involves individual factors and organizational factors. Individual factors are needs, goals, attitudes and abilities. While those
classified as factors originating from the organization include payment or salary, worker security, supervision, praise and the work itself.

People will want to work hard in the hope that they will be able to fulfill their needs and desires from the results of their work. In line with this, Peterson & Plowman (Hasibuan, M. S.P., 2013: 142) said that what is meant by the desire for desire is: the desire to live, meaning that the desire to live is the main desire of every person; humans work to be able to eat and eat to be able to continue their lives, the desire for possession, meaning the desire to have something is the second human desire and this is one reason why humans want to work, the desire for power, meaning the desire for power is a step in for the desire to have, encourage people to work, and the desire for recognition, meaning the desire for recognition is the last type of need and also encourages people to work. Referring to the opinions above, it can be said that everyone has certain desires and needs and tries to carry out the work to pursue and realize those desires and needs so that they ultimately expect satisfaction from the work.

Based on the work motivation function all of these objectives lead to human motivation to do, motivation in this case is the driving force of every activity that will be done, determine the direction of action, namely towards the goals to be achieved, so that motivation can provide direction and activities that must be done according to the formulation of the purpose, and selecting actions, namely determining what actions should be done accordingly in order to achieve the goal, by setting aside actions that are not beneficial for that purpose. This means that students can be said to be ready when he has a good work motivation, it will be able to determine what actions must be done accordingly in order to achieve his career goals. Therefore, activation of work motivation on students to be able to take career decisions needs a strategy to carry out work motivation. These strategies are career fantasies, temporary internships, tourism works, research careers, career interviews, interpreneur projects, career portfolios, self assessment, self-discovery, integrated curriculum, career exploration packages, presenting parents in class, group dynamics, leadership training, solving exercises problems, decision making, and communication skills (Studer, JR 2005: 185).

From the several explanations above, it can be concluded that work motivation is an encouragement from inside or outside a person to work. Work motivation grows from the reciprocal influence between individual and environmental factors. Motivation to enter the world of work is a force that becomes a good driver that has the character of getting closer or distancing and activating an impulse to achieve certain goals or objectives. In the process of activating work motivation, of course, the role of guidance and counseling teachers is very instrumental in motivating students to work motivation so that they can understand, accept, realize, direct, make decisions and realize decisions with responsibility for careers in the future. work motivation for students that must be built namely increasing student morale, increasing learning productivity in order to achieve the desired job aspirations, improve and maintain the principle of student work motivation, improve discipline, create a conducive learning atmosphere and relate well to peers, enhance a sense of responsibility towards the future, and increasing the efficiency of the use of school infrastructure. As well as encouraging people to do, motivation in this case is the driving force of every activity that will be done, determine the direction of action in accordance with the formulation of objectives, selecting activities to achieve the goal, by setting aside actions that are not useful for that purpose.

Based on the results of the correlation test it can be seen that there is a significant positive relationship between work motivation and career decisions. The higher the work motivation, the higher the career decision, otherwise if the work motivation is low then the lower the career decision. Work motivation is closely related to career guidance. The purpose of career guidance according to Sukardi (1987; 224) is to help students have skills in making decisions about careers in the future. Making career decisions according to Gati, I., Asher. (2001: 331-341) is a process
that is carried out by individuals to look for career information, sort and compare and arrive at setting choices. Thus it can be stated that a career decision is an action to be able to decide or make a choice on a career choice from a variety of career choices that exist. So that the aspects of decision making become important things to be mastered in making a decision. according to Germeij, V., Verschueren, K., & Soenens, B. (2006: 397-410) revealed six core aspects of the career decision making process, with regard to further studies, namely: (1) choice orientation, namely awareness of the importance of making choice and motivation to be involved in decision making, (2) self exploration, which is gathering information about oneself in this case including information on strengths and weaknesses, (3) exploration of the environment, namely collecting general information about the environment related to alternative study options , (4) in-depth environmental exploration, namely collecting detailed information about alternative career choices, (5) status of decisions, namely progress in choosing alternative career decisions, (6) commitment, namely confidence in alternative career decisions to be chosen.

The basic factors that influence career decision making according to K. Mitchell & Krumboltz (Patton, WA, & McMahon, ML, 2014: 96) say there are four basic factors that influence career decision making, namely each of the four components of this career decision playing an important role in the eventual selection of certain career alternatives, these four components are heredity, genetics, environmental conditions, learning experience and task approaching skills. Whereas according to Ming-Shang Su, Ta-Chun Chang, Chin-Chang Wu, & Chin-Wen Liao. (2016: 843-850). Factors Affecting Career Decision Making Students are as follows: (1) the main factors that influence student career decisions are "personal factors", (2) students who study in schools with a larger scale and take courses at home are most vulnerable to the influence of "personal factors" in educational decisions, (3) for students with parents with secondary education to college, "family factors" are the most influential student career decision factors, (4) for students enrolled in a home course "school factors" are the most prominent factors in student career decisions, (5) taking courses at home will certainly affect career exploration factors, and are the most important factors in student career decisions. Based on Sukardi (2008: 9) one of the factors that supports students' work readiness to enter the workforce is work motivation.

4. CONCLUSION

Based on the results of the study and discussion, it can be concluded that there is a positive and significant relationship between work motivation and career decisions with a correlation coefficient (r) of 0.431, and p = 0.000 (p <0.05) meaning that the higher the work motivation the higher the decision his career, on the contrary if the work motivation is low then the lower the career decision. The results of this study can contribute to educators, especially Guidance and Counseling (BK) teachers as preliminary data before providing BK services to develop work motivation and student career decisions. The results of this study can contribute to educators, especially Guidance and Counseling (BK) teachers, as preliminary data before providing BK services to develop work motivation and student career decisions.

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