Determinants of University

by Muh. Ichwan Musa

Determinants of University Student's Work Readiness

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Abstract: *this research aims to analyze the effect of university student activity in the organization and learning achievement on the work readiness, particularly in entrepreneurship. The sample of the study was 53 students of Management Department at the Faculty of Economics, Makassar State University. Data collection is performed by using the documentation and questionnaire methods. The data analysis technique employed is multiple regression analysis and Multiple Correlation Coefficient Analysis and Determination Coefficient Analysis using the IBM Statistical for Product and Service Solution (SPSS) version 21 program. The results of this study indicate that the two independent variables are Student Activity in Organizations (X1) and Learning Achievement (X2) partially and simultaneously affect the dependent variable Work readiness (Y). The correlation coefficient of 0.854 is in the interval 0.71 to 0.90, which shows the strength of the relationship between the independent variable and the dependent variable is very strongly correlated. The coefficient of determination of 0.730 indicates the independent variable to predict the dependent variable by 73%, while the remaining 27% is influenced by other factors. This paper offers theoretical and practical implications. For theoretical implication, this research fills the gaps in existing research. Moreover, for practical implications, it is expected that the decision makers in higher education level should be able to keep up the positive aspects and to encourage the supportive academic atmosphere in order to generate such student's entrepreneurial readiness.*

Keywords: student activity in organizations, learning achievement, work readiness

I. INTRODUCTION

In the current era of globalization, countries are required to be able to compete in the international arena by highlighting the advantages of each resource. On the other hand, the globalization era indirectly creates a high level of competition in the labor market. Unqualified human resources will result in higher unemployment rate. The educated unemployment rate created by tertiary institutions is increasing every year. Therefore universities in Indonesia are faced with severe challenges to produce graduates whose competences which can compete in the free market. According to data from the Indonesian Central Statistics Agency (BPS, 2019), open unemployment whose bachelor degree in university in February 2019 reaching 6.82 million

people. One effort to reduce the unemployment rate carried out by the government is by increasing education quality. This method was adopted by passing Law No. 20 of 2003 concerning the National Education System. In Article 3 of the National Education System Law it is stated that National Education purposes to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of learners to become human beings who believe in and fear God Almighty, have nobility, healthy, knowledgeable, competent, creative, independent, and become citizens who are democratic and responsible. Higher education is one of the educational institutions that are expected to accomplish the national education goal. Higher education institutions are expected to be able to develop students' talents and interests through the development of student activities, through various student activities that are expected to support the improvement of quality, intellectual abilities and attitude abilities.

One of the efforts that can be done to help developing student potential optimally is through the development of student's interests, talents, critical thinking, creative, innovative and productive activities. Therefore students are given the proper opportunity to participate in a variety of activities outside of academic hours such as student activities and student activity units in the tertiary institution.

In addition to organizational activities, the ability or competence at the level of education can be measured by the success of someone in completing the education. According to Driscoll (2000) until now there has never been a standard formula regarding the success of student studies in tertiary institutions. However, in practice people consider the Academic Performance Index/Grade Point Average (GPA) as a reflection of how far a student has succeeded or less successful in his studies. The index of achievement or learning achievement itself is the result achieved during the lessons in a certain period in an educational institution, where the results are expressed in the form of numbers or other symbols. The success of student learning achievement is shown by the GPA which is generally obtained through the process during a certain period in university and measured by assignments given by the lecturer, midterm, final semester exams, participation and activeness in class and so on. Low learning achievement on students can affect the smooth running of their studies, because they have to re-enroll certain subjects in the next semester so that they become slowed down in their studies.

Revised Manuscript Received on April 15, 2020.
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According to Saunders et al. (2015): 54), readiness is a competency, so someone who has competence means that someone has enough readiness to do. According to Driscoll (2000), readiness for something will be formed if a combination of maturity, experiences needed and matching mental and emotional states has been achieved. While work readiness is a person's ability to complete work in accordance with the provisions, without experiencing difficulties, obstacles, with maximum results and with predetermined targets.

Organizational activities and learning achievements are the capital to shape the readiness of students to enter the workforce. Organizational activities are expected to provide experience to students, while learning achievement is a measure of a person's maturity or cognitive ability. In an effort to increase student work readiness, it is deemed necessary to conduct research that analyses the factors that affect student work readiness. The factors examined in increasing work readiness are the factors of student activity in organizing and learning achievement. Student activeness in organizing and learning achievement is expected to be able to produce students' readiness in facing the expected workforce.
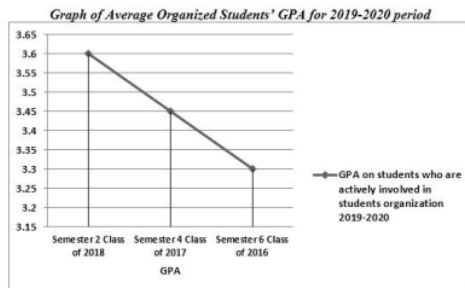

Fig. 1. Graph of Average Organized Student's GPA 2019-2020 (Data Processed, 2019)

It can be seen from the above Figure 1 that there is a declining trend of the GPA of the students who are actively involved in students organizations. Despite of the oversimplification perception that may arise from the argument, it is assumed that those who are actively participating in student organizations tend to have lower GPA. This could influence student's confidence and eventually their work readiness in the future.

Therefore, the focus of this study will analyze several independent factors that affect job readiness, namely: activity and organizational achievement and academic achievement. It is assumed that some of these independent factors have a positive effect on work readiness, in the sense that the more active the student is in organizing and the better the academic achievement of the student, the more prepared the student will be to face the world of work. The focus of this study is to examine the effect of these two factors on student work readiness.

A. Research Problem

Based on the background above, the problems in this study can be formulated as follows:

1. Does the activity of students in the organization affect the work readiness of students of the Management Department at the Faculty of Economics, Makassar State University?
2. Does the learning achievement affect the work readiness of students of the Management Department at the Faculty of Economics, Makassar State University?
3. Does student activity in the organization and learning achievement simultaneously affect the work readiness of students of the Management Department at the Faculty of Economics, Makassar State University?

II. LITERATURE REVIEW

A. Definition of Organization

An organization can be formed because it is influenced by several aspects such as the unification of vision and mission and the same goals with the realization of the existence of a group of people towards society. The organization as a means of socialization and as a forum created to accommodate the aspirations of the community and to achieve common goals.

VandenBos (2007) argues that organization is a form of every human union to achieve common goals. A similar theory was put forward by Robbins and Judge (2003: 4), which states that organizations are social entities that are consciously coordinated, with a relatively identifiable boundary, which operates on a relatively continuous basis to achieve a common goal or group of goals. From the aforementioned explanation it can be argued that each organization must have three basic elements namely a group of people, cooperation and goals to be achieved. Thus the organization is a means to collaborate groups of people in order to achieve common goals.

According to Inanna et al. (2020), about organizations that are followed by students argues that basically, student organizations in a tertiary institution are held on the basis of the principles of, by and for the students themselves. The organization is a vehicle and a means of developing students towards the expansion of insight, improvement of knowledge and knowledge as well as the integrity of student personality. Student organization also serves as a forum for the development of student extracurricular activities in tertiary institutions which includes the development of students' reasoning, scholarship, interests, talents and interests.

Based on the description above, it can be concluded that the activities of student organizations include the development of reasoning, scholarship, interests, talents and hobbies that can be followed by students at the department, faculty and university level that aims to broaden their insights and knowledge, and shape student personality.

B. Benefits of Organization

The organization is an activity that is optional membership to be joined by students during their studies. According to Kurniawan and Puspitaningtyas (2013), by joining the activities of the student organization, a student will get the following benefits:

1. Train working together in the form of multi-disciplinary work teams.
2. Fostering an independent attitude, confidence, discipline and responsibility.
3. Practicing organization.
4. Practicing communication and expressing opinions in public.
5. Fostering and developing talent interests.
6. Add insight.
7. Increase awareness and sensitivity to the community and the environment.
8. Fostering critical, productive, creative and innovative abilities.

While Azis et al. (2013), stated several benefits in joining organizations, namely training themselves to become a leader, adding insight, learning to manage time, honing social skills, problem solving and conflict management, expanding networks or networking, forming a mindset that good, and improve communication skills.

C. Understanding Learning

Learning in broad terms can be interpreted as a psychophysical activity leading to complete personal development. Then in the narrow sense, learning is intended as an effort to master the material of science which is part of the activity towards the formation of a complete personality (Pagarra et al., 2020). According to Pagarra et al. (2020), namely learning is a business process carried out by someone to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Meanwhile, according to Hasan et al. (2019), learning is a modification or reinforces behavior through experience. Learning can also be defined as a stage of change throughout the behavior of individuals who are relatively settled as a result of experience and interactions with the environment involving cognitive processes (Hasan et al., 2019).

From the various opinions above, basically it gives the same understanding that a person is said to learn if there is a change in behavior in himself which is the ability of the experience. It also can be concluded that learning is a process of gaining knowledge and experience in the form of changes in behavior and ability to react relatively permanently or permanently because of the interaction of individuals with their environment. Changes in learning are not only related to the addition of knowledge, but also in the form of skills, attitudes, understanding, self-esteem, interests, character, self-adjustment and so on. These changes can be in the form of a completely new result or improvement to the results that have been obtained.

D. The Purposes of Learning

The purpose of learning are a number of learning outcomes that show that someone has done a learning act, which generally includes knowledge, skills and new attitudes, which are expected to be achieved by someone. The purpose of learning is a description of the behavior expected to be achieved by someone after the ongoing learning process. Learning objectives are an accurate way to determine learning outcomes (Hasan et al., 2019).

According to Hasan et al. (2019), the purpose of learning consists of three components, namely:

1. Terminal behavior. Terminal behavior is a component of learning objectives that determine student behavior after learning.
2. Test conditions. The component of the condition of the test of learning objectives determines the situation in which students are required to demonstrate terminal behavior.
3. Behavioral measures. This component is a statement of the size used to make judgments about student behavior.

These components in the learning objectives here are a set of results to be achieved after students carry out learning activities. From receiving the material, student participation when in class, doing assignments, until the student is measured his ability through the final semester exam which will get a learning outcome. So, students are not only assessed in academic terms, but behavior during the learning process also gets an assessment. It aims to shape the character of students who think critically, creatively, and innovatively.

From the opinions above, the important purpose of learning has many benefits. The purpose here is used as a reference to run a particular program so that the program can run straight with the flow in accordance with what was previously determined. The purpose here can be used as a controller for each activity, for example measuring the success of students in the learning process.

E. Learning Achievement

Pagarra et al. (2020) state that achievement is the level of success of someone in achieving the goals set in a program. Furthermore, Driscoll (2000) argues that learning achievement is a value which is the last formulation that can be given by the teacher / lecturer regarding the progress/achievement of learning during a certain period. A similar opinion was also expressed by VandenBos (2007) and Hasan et al. (2019), arguing that learning achievement is the result of learning that has been achieved or the results of expertise in academic work that is assessed by the teacher/lecturer, through tests conducted or through a combination of the two.

VandenBos (2007) argues that learning achievement is a proof of learning success or one's ability to carry out learning activities according to the weights achieved. In line with this opinion, Kurniawan (2013) suggests that learning achievement is learning outcomes achieved by students with certain criteria. While Inanna et al. (2020), argues that learning achievement is perfection achieved by someone in thinking, feeling, and doing. Learning achievement is said to be perfect if it fulfils three aspects namely cognitive, affective and psychomotor. On the other hand, it is said that learning achievement is less satisfying if someone has not been able to meet the three criteria.

Based on the above understanding, it can be explained that learning achievement is the level of humanity that a person has in accepting, rejecting and assessing information obtained in the teaching and learning process.

Learning achievement of someone in accordance with the level of success of something in learning subject matter expressed in the form of values after experiencing the learning process. Achievement can be identified if someone has undergone the evaluation stage. From the results of the evaluation can show the level of achievement obtained by someone.

Pagarra et al. (2020) argue that learning achievement is basically a result of learning or the results of a comprehensive assessment, which includes:

1. Learning achievement in the form of knowledge and understanding abilities.
2. Learning achievement in the form of intellectual skills and social skills.
3. Learning achievements in the form of attitudes or values.

Based on this understanding, it can be argued that learning achievement is the result achieved by a student that includes aspects of cognitive, affective and psychomotor which are indicated by the value given by the lecturer after going through learning activities for a certain period. In the world of academia and higher education context, learning achievement is usually indicated by the Grade Point Average (GPA).

F. Influencing Factors in Learning Achievement

Learning achievement is essentially an interaction of several factors. The introduction of the factors that influence learning achievement is very important in order to help students achieve their best performance. Driscoll (2000: 138), argued that learning achievement achieved by an individual is the result of interaction between various influencing factors, both from within (internal) and from outside (external), namely:

- Internal factors, namely: physical factors (physiological, both innate and acquired); psychological factors (intellectual factors and non-intellectual factors); and physical and psychological maturity factors.
- External factors, namely: social factors (family environment, school / campus environment, community environment, group environment); cultural factors (customs, science, technology and art); physical environmental factors (home facilities, learning facilities and climate); and spiritual or religious environmental factors.

Active in organizing or in the activities of a group in an environment is an important activity in honing abilities and improving soft skills. Students who are active in organizing are balanced with good learning discipline which is expected to be able to improve learning achievement. According to Pagarra et al. (2020), the main environment is an environment where individuals always interact from day to day during the study period that is in the middle of the campus, groups of classmates, student groups, or groups of student activity units.

Opinions about learning success according to Inanna et al. (2020), namely the success of learning in higher education is also influenced by the social environment, both scientific organizations such as student organization, or the Student senate or such organizations to channel students' hobbies such as hiking club, choirs, campus radio, music and art club and so.

Based on the statements above, it can be concluded that the factors that influence learning achievement are internal and external factors. Both of these factors can be a supporting factor or vice versa which is an obstacle in learning achievement. The factors studied are environmental factors and learning discipline. One of the environmental factors is campus environment. The campus environment here means the community or activeness of students in participating in organizations on campus.

G. Work Readiness

Readiness is a willingness to give a response or reaction. Willingness comes from within a person and also related to emotional and physical maturity. Readiness is very important in a life process, because if someone is prepared, the results will be satisfying. According to Saunders et al. (2015), readiness is a competency so that someone who has competence means that someone has enough readiness to act.

According to Inanna et al. (2020), readiness is a condition that precedes the activity itself, without this readiness or willingness mental processes do not occur. Meanwhile, according to Pagarra et al. (2020), readiness is the overall condition of a person who makes him ready to give a response or answer in a certain way to a particular situation. Adjustment of conditions at some time will affect the tendency to respond. This condition includes at least three aspects, namely physical, mental and emotional conditions; needs/motives, goals; and other skills, knowledge and understanding that have been learned. Pagarra et al. (2020) further explained that the three aspects will influence it in fulfilling/doing something or becoming a tendency for something.

Work readiness is a person's ability to complete work in accordance with the provisions, without experiencing difficulties, obstacles, with maximum results, with predetermined targets. Work readiness can be seen as certain characteristics in the form of a person's maturity from learning experience including aspects of knowledge, skills and attitudes to carry out certain activities (Pagarra et al., 2020).

H. Work Readiness Factors

The factors to achieve the level of work readiness according to Musa et al. (2018), that to achieve the level of work readiness it is influenced by three things including:

- Maturity Level
  Maturity level indicates the process of development or perfect growth, in the sense of being ready for use. Readiness is divided into related physical readiness and mental readiness.
- Experience
  Experience is knowledges gained related to the environment, available opportunities, and accidental outside influences. Experience is one of the determinants of readiness because it can create an environment that can be influenced by the development of one's readiness.

- Mental State and Matching Emotions
  Mental conditions and matching emotions include critical states, having logical, objective considerations, being mature and controlled emotions, willingness to work with others, having the ability to accept, the willingness to advance and develop their expertise.

According to Kurniawan (2018), readiness involves the following factors:

- Equipment and physiological growth. This concerns the growth of personal completeness such as the body in general, sense media and intellectual capacity.
- Motivation that involves the needs, interests, and goals of individuals to maintain and develop themselves. Motivation is related to the system of human needs and environmental pressures.

From the above definition, it can be concluded that work readiness is the maturity one gets from the learning experience to do certain activities or jobs. A student is considered to be ready for work if the student has readiness. Readiness is the main capital for someone to do any work, so that with this readiness the maximum results are obtained.

I. Research Hypothesis

Based on a review of the theory that has been presented, the research hypothesis is formulated as follows:

- H1 There is a positive and significant effect of student activity in the organization on work readiness.
- H2 There is a positive and significant effect of learning achievement on work readiness.
- H3 There is a significant effect of student activity in the organization and learning achievement together on work readiness.

III. RESEARCH METHOD

A. Research Instruments

The research instrument is a tool used to measure observed natural and social phenomena. The measurement scale used in this study is a Likert scale. Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. Using a Likert scale, the measured variables are translated into indicators which are then used as starting points in the preparation of instrument items in the form of questions or statements. The answers to each item of instruments that use a Likert Scale have gradations from very positive to very negative, which can be in the form of words including: strongly agree, agree, neutral, disagree, and strongly disagree.

B. Population

Saunders et al. (2015) argue that population is a set of subjects whose particular qualities and characteristics which is aimed by researchers to focused on. Moreover, the population in this study was students of the Management Department at the Faculty of Economics, Makassar State University who were still active participate in student organizations from the 2016-2018 class.

Table- I: Population of the Study

No	Year	Total
1	2016	55
2	2017	35
3	2018	18
Total		108

Data Processed, 2019

C. Sample

Saunders et al (2015) define sample as a part which represents the general population studied. Moreover, Saunders et al (2015) argue that the sample is a portion of characteristics of the population. Based on the aforementioned description therefore the sample collection in this research employs proportional cluster random sampling sample. It will use the Slovin formula, as follows:

$$n = \frac{N}{N.d^2 + 1}$$

n = Number of Samples
N = Total Population
d2 = Precision (Set at 10% with a Trust Rate of 90%)

Based on the formula above, the following sample size is obtained:

$$n = \frac{N}{N.d^2 + 1} = \frac{108}{(108)(0,1)(0,1) + 1} = 53$$

Table- II: Number of Sample

No	Year	Total	Sample
1	2016	55	27
2	2017	35	17
3	2018	18	9
TOTAL			53

Data Processed, 2019

D. Data Analysis Technique

Multiple Linear Regression Analysis

In an effort to answer the problems in this study, multiple linear regression analysis was employed. Regression analysis is basically a study of the dependence of the dependent variable with one or more independent variables, with the aim of estimating and predicting the population average or the values of the dependent variable based on the values of the known independent variables (Ghozali, 2010). The regression equation in this study is to find out how much influence independent or independent variables are, Student Activity in Organizations (X1), Learning Achievement (X2), on Work Readiness (Y). The equation of multiple linear regressions can be seen from the following formula:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Y = Dependent Variable (Work Readiness)
a = Constant
b_1 = Regression Line Coefficient
b_2 = Regression Line Coefficient
X_1 = Independent Variable

(Student Activity in Organizations)

X_2 = Independent Variable (Learning Achievement)
e = Error / Confounding Variable

IV. RESEARCH RESULT

A. Multiple Linear Regression Analysis

Based on data analysis using multiple linear regression calculations with the IMB Statistical Program for Product and Service Solution (SPSS) version 21, the following results are obtained:

Table- III: Regression Result

	Coefficients[a]							
Model	Unstd. Coef.		Std. Coef.	t	Sig.	Colli. Stats.	
	B	Std. Error	Beta			Tol.	VIF
(Const)	3,772	3,352		1,125	,266		
P.in.Org.	,584	,119	,559	4,889	,000	,414	2,418
L.Achv.	,297	,098	,347	3,033	,004	,414	2,418
a. Dependent Variable : Work readiness							

Data Processed, 2019

Based on the results of primary data processing on the results of the calculation of multiple linear regressions in the table above, it can be seen that the regression equation is as follows:

$Y = 3.772 + 0.584X_1 + 0.297X_2$

The interpretations of the regression equation are:
a. The constant value of 3.772, meaning that if the activeness of students in the organization and learning achievement is 0, then the work readiness value is 3.772.
b. The value of the regression coefficient of student activity variables in the organization of 0.584, meaning that if the student activity in the organization has increased by 1%, then the readiness of student work will increase by 0.584.
c. The regression coefficient value of the learning achievement variable is 0.297, meaning that if learning achievement has increased 1%, and then the work readiness of students will increase by 0.297.

B. Correlation Analysis

Based on data analysis using multiple linear regression calculations with the IMB Statistical Program for Product and Service Solution (SPSS) version 21, the following results are obtained:

Table- IV: Correlation Analysis (R)

	Model Summary[b]			
Model	R	R^2	Adj. R^2	Std. Error of the Estimate
1	,854[a]	,730	,719	1,29661
a. Predictors : (Constant), Learning achievement, Participation in organisation				
b. Dependent Variable : Work readiness				

Data Processed, 2019

The correlation coefficient classification is used where the correlation values can be grouped as follows: 0.041 to 0.70 strong close correlations, 0.71 to 0.90 is very strong and 0.91 to 0.99 is very strong and if 1 means perfect (Pagarra et al., 2020). In the summary of the results shown in the table above, the correlation coefficient (R) = 0.854, which means there is a positive and very strong relationship between Student Activity in Organizations, Learning Achievement of Work Readiness of Management Department Students at the Faculty of Economics, Makassar State University.

C. Coefficient of Determination (R^2)

The previous table also shows that the coefficient of determination (R square) used to calculate the independent effect (X) on the dependent variable (Y) is 0.730 or 73%. This means that 73% of Work Readiness is influenced by Student Activity in Organizations and Learning Achievement. The 27% of Work Readiness is influenced by other factors not examined.

D. F_{test}

Table- V: Simultaneous Regression Analysis Results

	ANOVA[a]				
Model	Sum of square	df	Mean Square	F	Sig.
1 Regression	226,921	2	113,460 1,681	67,487	,000[b]
Residual	84,060	50			
Total	310,981	52			
a. Dependent Variable : Work readiness					
b. Predictors : (Constant), Learning achievement, Participation in organisation					

Data Processed, 2019

In the table shows the results of the F test resulted in F_{count} of 67.487. Meanwhile, the value in the distribution table of F_{values} at the significance level of 0.05 or 5% is 3.18. Therefore F_{count} 67.487> F_{table} 3.18, then H1 is accepted and H0 is rejected, with a significance level of 0,000 (less than 0.05) meaning that student activity in the organization and learning achievement has a positive and significant effect simultaneously on work readiness.

E. T_{Test} (Partial Hypothesis Testing)

T_{test} is used to determine the extent of partial influence of independent variables on the dependent variable. Through the T_{test} can also be known about information about how much influence the independent variable on work readiness. By using a sample of 53 students with df = n - 2 or df = 53 - 2 = 51, a T_{table} (2.009) was obtained with a significance level of> (α) 0.05.

Table- VI: Partial Regression Analysis Results

Model	Unstd. Coef.		Std. Coef.	t	Sig.
	B	Std. Error	B		
1(Cons)	3,77	3,352		1,125	,266
P.in.Org.	,584	,119	,559	4,889	,000
Le.Achv	,297	,098	,347	3,033	,004
a. Dependent Variable : Work readiness					

Data Processed, 2019

In the coefficient column there is a significant value of 0,000. Significant value is smaller than the probability value of 0.05 or 0,000 <0.05, then H0 is rejected and Ha is accepted.

Variable X1 has a t_{count} of 4.889 with a t_{table} of 2.009 so $t_{count} > t_{table}$. It can be concluded that the variable student activity in the organization (X1) has a significant effect on job readiness (Y) partially.

Significant value is greater than 0.005 or 0.004 <0.05, then H0 is rejected and Ha is accepted. Variable X2 has a t_{count} of 3.033 with a t_{table} of 2.009 so $t_{count} > t_{table}$. It can be concluded that the variable of learning achievement (X_2) has a significant effect on work readiness (Y) partially. From the partial test results it can be concluded that the factors X_1 and X_2 have a significant effect on Work Readiness (Y) partially.

V. DISCUSSION

A. Student Activity in Organizations and Learning Achievement Together Have Positive and Significant Effects on Work Readiness

The results of the analysis of the relationship in the correlation analysis table of determination, it is known that the relationship between the variables Activity in the Organization (X1) and Learning Achievement (X2) with Work Readiness (Y) shows a correlation coefficient (r) of 0.854. Based on the guidelines for the interpretation of the correlation coefficient (r), it can be concluded that the relationship between the variable Activity in the Organization (X1) and learning achievement (X2) with Work Readiness (Y) is in a very strong category. While the determinant coefficient value of 0.730 means that the variable Work Readiness variability is 73% of the variables X1 and X2, while the remaining 27% is due to other factors not examined in this study such as Interpersonal Communication Ability and Emotional Intelligence.

B. Student Activity in Organizations Has a Positive and Significant Influence on Work Readiness

Based on the results of the t test shows the t value of 4.889 which is greater than t table of 2.009 with a significance level of 0,000 smaller than 0.05. We can interpret that student activity in organizations has a positive and significant effect on the work readiness of students of the Management Department at the Faculty of Economics, Makassar State

University. Organizational activities are a vehicle to develop students who can accommodate creativity, channel talents and increase knowledge. This research is in accordance with the size of active organizations according to Azis et al. (2018), Natsir (2019) and Wardana & Maulana (2019), which include responsiveness, accountability, adaptation, empathy and transparency that will be useful in the world of work. This shows that the more active students are in organizing, the higher the work readiness of students.

C. Learning Achievement Has a Positive and Significant Effect on Work Readiness

Based on the results of the ttest showed that tarithmetic of 3.033 which is greater than ttable of 2.009 with a significance level of 0.004 which is smaller than 0.05. We can interpret that learning achievement has a positive and significant effect on the work readiness of Management Studies Program students at the Faculty of Economics, Makassar State University. Learning achievement is the result achieved by someone after going through learning activities within a certain period. The better learning achievement shows that someone is better at mastering a subject matter. The results of this study are in accordance with the opinion of Haeruddin (2017), and Kurniawan & Puspitaningtyas (2013) which state that learning achievement is the result of learning that has been achieved or the results of expertise in academic work. With the expertise gained during education, a student will be ready to enter the workforce. Learning achievement is perfection achieved by someone in thinking, feeling and doing. Learning achievement is said to be perfect if it fulfils three aspects namely cognitive, affective and psychomotor. On the other hand, it is said that learning achievement is less satisfying if someone has not been able to meet the three criteria. Someone said to learn when there is a change in behavior in him which is the ability of the results of experience. The results of this study indicate that the better an individual's learning achievement, the higher their work readiness will be (Musa et al., 2018). It can be concluded that the expected learning objectives are achieved namely there is an increase in work readiness that is in line with the higher learning achievement achieved.

This research succeeded in proving the influence between student activity in the organization and learning achievement together on work readiness. Students who have a critical and insightful attitude will be useful when already working. Students will be more active in contributing ideas and ideas that can support fluency in work (VandenBos, 2007). So active in organizing and having good learning achievements will have high work readiness. The results of this study are relevant to the research conducted by Inanna et al. (2020) that individuals who have an active organization and good learning achievements then these individuals are better prepared to enter the workforce. From statistical analysis, it can be concluded that individuals who have student activeness in organizing and high learning achievement can be said to be ready to enter the workforce. This is in line with what was stated by Hasan et al. (2020) and Haeruddin & Natsir (2016) that work readiness is

influenced by several things, including student activeness in organizing and learning achievement. Based on relevant research and theoretical studies further strengthens the results of the study that the activeness of students in organizing and learning achievement simultaneously has a positive and significant effect on the work readiness of students in the Management Department, Faculty of Economics, Makassar State University.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the analysis data, the following conclusions can be drawn:

1. The activeness of students in organizations has a positive and significant effect on the work readiness of students of the Management Department at the Faculty of Economics, Makassar State University. This can be seen from the results of the test data above which shows that the variable X1 has a significant effect on the Y variable.
2. Learning achievement has a positive and significant effect on the work readiness of students of the Management Department at the Faculty of Economics, Makassar State University. This can be seen from the results of the test data above which shows that the X2 variable has a significant effect on the Y variable.
3. The results of the test that have been done show that the variables of student activity in the organization and learning achievement together have a positive and significant effect on work readiness.

B. Suggestion

Based on the results of the study, the following suggestions can be given:

1. It is expected to be able to assist students in supporting organizational activities, one of which is by providing support in the form of motivation which contains suggestions for joining the organization and providing adequate facilities such as facilities and infrastructure such as funding and assistance to student associations so that students have an interest in organizing and are able to develop interests and talent that is owned and adds insight that is not obtained in the lectures.
2. The reality in the field shows that students who have a lot of knowledge are not enough to enter the workforce, but must be equipped with skills and experience gained outside of lecture activities, one of which is by joining organizational activities.
3. To further researchers, so that it can be studied more thoroughly about the learning achievement variable that high learning achievement is not the only guarantee that students have good job readiness.

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Retrieval Number: A1445059120/2020©BEIESP
DOI:10.35940/ijrte.A1445.059120

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