



The Influence of On the Job Training Experience and Motivation on the Job Readiness of Diploma Three Cadets at the Indonesian Aviation Academy Banyuwangi

Naulia Anggraini¹, Hadi Prayitno^{2*}, Rochmad Setiawan³, Maulana Anifa Silvia⁴

¹)Akademi Penerbang Indonesia Banyuwangi, Banyuwangi, Indonesia

^{2,4})Politeknik Penerbangan Surabaya, Surabaya, Indonesia

³)Akademi Penerbang Indonesia Banyuwangi, Banyuwangi, Indonesia

*Correspondent Author, Email : hadi.stpi@gmail.com



Sections Info

Article history:

Submitted: October 15, 2024

Final Revised: October 25, 2024

Accepted: October 25, 2024

Published: October 30, 2024

Keywords:

On the Job Training

Motivation

Work Readiness

ABSTRACT

On-the-job training is a provision of knowledge and work experience through motivation that can create enthusiasm or encouragement towards mature work readiness in terms of knowledge, skills and information. The aim of this research is to see how cadets enrolled in the API Banyuwangi three-year diploma program are prepared, especially in relation to motivation and job training. By distributing questionnaires, the research used quantitative methodology with a sample of 26 cadets. Using SPSS 29 software, the collected data was tested for validity, reliability testing, multiple regression analysis, hypothesis testing, coefficient of determination analysis, and classical assumption testing. This study found that on-the-job training is influenced by motivation, both separately and in combination, having little influence on preparation for entering the world of work. In addition, statistical analysis shows that the f value and t value are less than or equal to the important f value and t value, respectively. Work readiness is influenced by motivation and on-the-job training by 8.7%, while other variables outside the model account for 91.3% of the variation. By offering a more relevant conceptual framework for each study program and creating more successful employee incentive tactics, this research aims to support academics in improving job training programs and producing more accurate and generalizable results. To obtain more reliable results, it is recommended that future research involve more people and collect a larger sample size.

INTRODUCTION

The Department of Transportation oversees the Aviation College, an institution that provides professional education courses in the aviation field. The Decree of the Minister of Transportation Number 77 of 2020 states that the Indonesian Aviation Academy at the Banyuwangi location provides vocational education in the field of aviation.

APIB is a vocational college in the field of aviation managed by the Indonesian Ministry of Transportation. The aim of API Banyuwangi is to become a superior, professional educational institution that can compete in the Asia Pacific region and can produce cadet graduates who are ready to work in the world of aviation.

According to Government Regulation Number 4 of 2014, academic programs are educational activities within the scope of academic education, professional education, or vocational education that adhere to certain curricula and teaching techniques. Fixed Wing Aircraft (PST) Diploma-III and Airplane Operation (OPU) Diploma-III are two of



the three diploma study programs provided by API Banyuwangi. Graduates of this program will receive five competency certifications. More specifically, on-the-job training (OJT) is used to provide theoretical and practical training for this education.

In accordance with the job description, on-the-job training, according to Mujahidin & Salamun (2022), is a guidance approach intended to accelerate the transfer of information and work experience from experienced employees to new employees in the workplace, under the supervision of senior employees. Endaryanti and Riawan (2023) state that there are several indicators that can be measured in on-the-job training, including length and time of work, intellectual and skill level, and proficiency in work and equipment.

According to Chotimah & Suryani (2020), a student really needs strong motivation to work so that he can feel happy when carrying out his duties. Motivation in the world of work can produce enthusiasm or encouragement that directs a person's behavior to achieve certain goals. According to Yusman & Ismiyati (2019), work motivation can be assessed in various ways, such as interest and desire to work, career aspirations, encouragement or pressure from other people, and the need for self-recognition.

Competing in the world of work requires mature work readiness in terms of knowledge, skills and information, and quality graduates will have no difficulty competing. By considering a person's physical, mental and educational experience, Muspawi and Lestari (2020) define readiness.

Work as a person's total state. As a result, he can carry out these activities or other activities related to work. Muspawi & Lestari (2020) stated that work readiness can be measured through several indicators, such as maturity level, previous experience or training in the workplace, as well as stable mental and emotional conditions.

In accordance with Endaryanti and Riawan (2023), stunt performers have an extraordinary opportunity to adapt to the real workplace through OJT, can apply the knowledge they have gained in the classroom, and gain important relevant abilities. This research examines how the OJT experience influences a person's preparation for entering the world of work. It is hoped that this research will help organizational educators create three diploma holders who are ready to start working as soon as their training and education are complete.

In fact, according to Setiarini et al. (2022), educational knowledge does not always reflect a person's readiness to enter the world of work. Based on the perception of students studying financial and business issues at Universitas PGRI Semarang, temporary work experience often does not prepare them adequately for work and is often considered an achievement to fulfill course requirements alone. Therefore, apart from internship/job training experience, it is important to consider motivation so that when working someone feels happy in carrying out their duties.

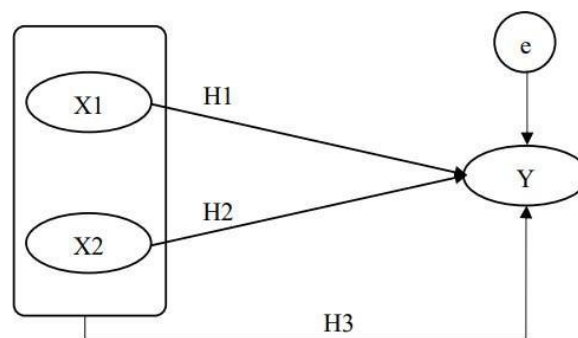
Based on an explanation of the influence of OJT variables, motivation and work readiness. The author decided to raise this problem as a research topic with the title "The

Influence of On-the-Job Training Experience and Motivation on the Job Readiness of Diploma Three Cadets at the Indonesian Aviation Academy Banyuwangi".

RESEARCH METHOD

Through a scientific approach, this research involves a series of procedures or steps applied to solve problems and develop knowledge. According to Sugiyono (In Prayitno et al., 2023), the aim of research techniques is to uncover, create and test information so that it is useful for understanding, solving and predicting problems. This method of obtaining reliable data is scientific. In this research, two different methodologies were used: qualitative and quantitative. Qualitative methods are used to understand and explain social phenomena more deeply, while quantitative methods are used to test relationships between variables that have been determined using statistics or numerical data.

Research Design



Information:

X1 : On the Job Training

X2 : Motivation

Y : Work Readiness

e : Error / disturbed variable

H1 : Partial Influence

H2 : Partial Influence

H3 : Pengaruh Simultan

Population and Sample

A group of people, entities, or items that researchers choose to study to draw conclusions is called a population, according to Sugiono (2017). The research population consisted of 26 cadets from the Fixed Wing Aircraft Program (PST) API Banyuwangi Generation III and Airplane Operation (OPU) Generation II who had completed On the Job Training (OJT). Therefore, the authors think that they are an appropriate population for this study. In saturated sample testing, each person is a research sample, according to Sugiyono (2017). This approach makes sense to use in situations where the population is small, usually less than thirty people, or in the opposite scenario where the test is designed to produce estimates with a very low error rate. A census, in which everyone in the population is selected as a sample, is another name for saturated sampling. Based on

justification, the research sample was all Diploma III PST III and OPU II API Banyuwangi cadets, totaling 26 respondents.

Data collection technique

To produce correct and reliable data, an information collection strategy is an important component of the research process that needs to be followed. Primary and secondary data sources are distinguished by Prayitno et al. (2023). Questionnaire: participants can fill out a multiple-choice question form, which is used to collect skewed data. Through the use of the Google Forms platform, questionnaires were distributed online for data collection.

Data Analysis Techniques

In quantitative research, data analysis techniques include collecting, processing, and assessing information from participants to make evaluations. A statistical tool for the social sciences, SPSS version 29 for Windows, was used to handle and analyze the research data. Next, the relationship between the independent and dependent variables is evaluated using SPSS.

a. Descriptive Statistical Analysis

One type of study methodology that helps explain a phenomenon, event or ongoing event is descriptive statistics, according to Prayitno et al. (2023). This strategy uses a survey using Likert scale estimation.

b. Validity Test

Variabel	Indikator	r Hitung	r Tabel	Signifikansi	Keterangan
On the Job Training (X ₁)	X1 ¹	0,738	0.3882	<0,001	Valid
	X1 ²	0,577	0,3882	0,002	Valid
	X1 ³	0,676	0,3882	<0,001	Valid
	X1 ⁴	0,716	0,3882	<0,001	Valid
	X1 ⁵	0,695	0,3882	<0,001	Valid
	X1 ⁶	0,515	0,3882	0,007	Valid
Motivasi (X ₂)	X2 ¹	0,397	0,3882	0,045	Valid
	X2 ²	0,523	0,3882	0,006	Valid
	X2 ³	0,518	0,3882	0,007	Valid
	X2 ⁴	0,591	0,3882	0,001	Valid
	X2 ⁵	0,486	0,3882	0,012	Valid
	X2 ⁶	0,506	0,3882	0,008	Valid
	X2 ⁷	0,591	0,3882	0,001	Valid
	X2 ⁸	0,683	0,3882	<0,001	Valid
Kesiapan Kerja (Y)	Y ¹	0,734	0,3882	<0,001	Valid
	Y ²	0,682	0,3882	<0,001	Valid
	Y ³	0,543	0,3882	0,004	Valid
	Y ⁴	0,434	0,3882	0,027	Valid
	Y ⁵	0,694	0,3882	<0,001	Valid
	Y ⁶	0,430	0,3882	0,028	Valid

Estimates of $r > r$ table based on validity test findings show that all components of X (job training) have a significance level of less than 0.05. Because these measurements are considered valid, they can be used as data instruments in this research.

c. Reliability Test

Variabel	Cronbach's Alpha	Keterangan**
<i>On the Job Training</i>	0,732	<i>Reliable</i>
Motivasi	0,651	<i>Reliable</i>
Kesiapan Kerja	0,618	<i>Reliable</i>

Arikunto claims that Cronbach's alpha value can be used to evaluate the reliability of a questionnaire. A Cronbach's Alpha value of 0.6 or higher indicates the reliability of the questionnaire. The reliability test table clearly shows that all variables have a Cronbach's Alpha dependency value greater than 0.6. Thus, the measurement of each variable is considered accurate, so that it is in accordance with the data collection method of this research.

d. Classical Assumption Test

a) Normality Test

Data is said to be normally distributed if the variance coefficient is less than 30% (Norfai, 2020). The coefficient of variation should be calculated using the formula below:

$$\text{Nilai Koefisien Varians} = \text{Standar Deviasi} \times 100\%$$

Indikator	N	Mean	Std. Deviation	N Koefisien
				Varians
X1 ¹	26	4,73	0,666	10,46
X1 ²	26	4,62	0,548	7,25
X13	26	4,62	0,561	8,09
X14	26	4,54	0,640	7,01
X15	26	4,69	0,709	8,54
X16	26	4,42	0,708	8,76
X21	26	4,54	1,139	8,93
X12	26	4,58	0,739	9,08
X23	26	4,50	0,691	7,71
X24	26	4,46	0,701	7,66
X25	26	4,46	0,701	6,89
X26	26	4,38	0,981	6,28
X27	26	3,46	0,666	6,31
X28	26	3,42	0,548	5,81
Y1	26	3,58	0,561	7,92

Y2	26	3,50	0,640	7,71
Y3	26	3,54	0,709	7,76
Y4	26	3,62	0,708	8,09
Y5	26	4,54	0,982	7,01
Y6	26	4,54	0,963	7,01
Valid N	26			
Rata-rata				7,71

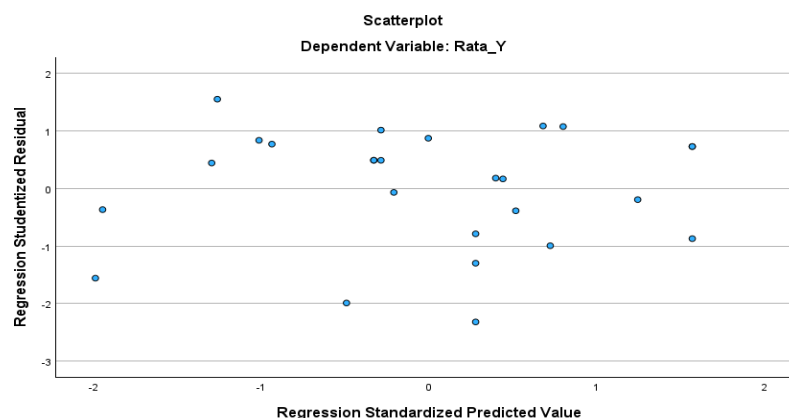
Normality test findings with an average variance coefficient of 30% or 7.71 percent are presented in Table 4.10. This shows that the data distribution is normal, as claimed by Norfai (2020).

b) Multicollinearity Test

Variabel	Tollerance	VIF
Gender X ₁	0.724	1.381
Prestasi X ₂	0.724	1.381

Variable X₁ does not show multicollinearity, based on the findings of the multicollinearity test, because its tolerance value is $0.724 > 0.1$ and its VIF value is $1.381 < 10$. Meanwhile, variable X₂ does not show multicollinearity because its tolerance value is $0.724 > 0.1$ and its VIF value is $1.381 < 10$.

c) Heteroscedasticity Test



The scatter plot in the previous graph shows that the points on the Y-axis above and below 0 are randomly distributed, with no visible pattern. As a result, the regression model shows no signs of heteroscedasticity.

e. Multiple Linear Regression Analysis

Unstandardized Model		B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.992	5.982		2.506	0.020
	Total X1	0.137	0.216	0.142	0.634	0.532
	Total X2	0.238	0.175	0.306	1.362	0.186

f. Hypothesis Test

a) T Test

Unstandardized Model		B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.992	5.982		2.506	0.020
	Total X1	0.137	0.216	0.142	0.634	0.532
	Total X2	0.238	0.175	0.306	1.362	0.186

The t-value for X1 is 0.634 as seen in the table above, while the t-table value is 2.068 with a significance level of 0.0532 greater than 0.05. This shows that the on-the-job training variable (X1) has no relationship with the readiness of diploma III cadets at the Indonesian Aviation Academy Banyuwangi (Ha is rejected and Ho is accepted). This shows that work readiness is not partially influenced by on-the-job training.

The work readiness of Diploma III Cadets at the Indonesian Aviation Academy Banyuwangi (Ha is rejected and Ho is accepted) is not influenced by the Motivation Variable (X2) because the t-value for X2 is 1.362 and the t-table value is 2.068 with a significance value of $0.0186 > 0.05$ as seen in the previous table. This shows that there is no relationship between work preparation and motivation.

b) F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17,800	2	8,900	2,184	0,135 ^b
	Residual	93,738	23	4,076		
	Total	111,538	25			

The calculated F value obtained was 2.184, and the tabulated F value was 3.442 after using the t-table to compare the two results. As a result, the study concluded that the readiness of Diploma Three cadets of the Indonesian Aviation Academy Banyuwangi in answering hypothesis 3 was not influenced by motivation and OJT simultaneously.

g. Test of Determination Coefficient

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	,399 ^a	,160	,087	2,019

Of 8.7% (Adjusted R² X 100%) to the dependent variable, with an Adjusted R Square (R Square) value of 0.087. Thus, it can be concluded that 91.3% of the contribution comes from sources other than this model to the work readiness of Diploma III Cadets of the Indonesian Aviation Academy in Banyuwangi, with a contribution of motivation and OJT of 8.7%.

RESULTS AND DISCUSSION

a. The Effect of OJT (X1) on Job Readiness (Y)

Based on the results of the study, the OJT variable (X1) has a t-count value of 0.634, a t-tabulation value of 2.068, and a significance level of 0.0532 > 0.05. It can be concluded that on-the-job training (X1) does not affect the readiness of Diploma III cadets at the Air Academy in Banyuwangi because the t-count value of X1 is smaller than the t-table value. This finding supports previous research (Putri, 2019), which found no real impact of OJT in preparing people to enter the workforce. This means that depending on the research variables, students cannot be prepared to enter the workforce.

b. The Effect of Motivation (X2) on Job Readiness (Y)

The conclusion of the study shows that the incentive variable (X2) has a value of 1.362, a t-table value of 2.068, and a significance value of 0.0186, all of which are less than 0.05. This means that the level of work readiness of Diploma III students at the Indonesian Aviation Academy Banyuwangi is not significantly influenced by motivation (X2). This finding supports previous research conducted by Riski (2022), which found no real relationship between readiness to enter the world of work and desire. This implies that a student may not be sufficiently prepared to face the world of work or work readiness based only on the values of the research variables.

c. Effect of OJT (X1) and Motivation (X2) on Work Readiness (Y)

The calculated F value is 2.184, and the tabulated F value is 3.422 based on the findings of the investigation. The conclusion of this study shows that the readiness of third-year cadets at the Indonesian Aviation Academy Banyuwangi is not significantly influenced by motivation or OJT.

DISCUSSION

Research indicates that while student perceptions of OJT do not significantly affect satisfaction, OJT satisfaction positively influences work readiness, Priyanto et al., (2023). OJT experiences are crucial for developing competencies that align with industry needs, yet the direct impact on work readiness remains inconclusive, Junipitoyo et al., (2021).



Studies show that factors such as gender and prior counseling do not significantly impact work readiness, although counseling can enhance readiness levels, Lau et al., (2018). Determinants like school climate and leadership experience are significant predictors of work readiness, suggesting a complex interplay of factors beyond OJT characteristics, Li et al., (2022).

OJT results and motivation, two independent variables, do not significantly affect the work readiness of Diploma Three cadets, according to this simultaneous research analysis. There are several possible causes, including:

- a) several other more reasonable factors can affect the employment status of trainees that are not included in this review, for example, academic experience, contributions in associations, or temporary work elsewhere:
- b) This analysis does not show a clear relationship between motivation and on-the-job training; both interact nonlinearly.
- c) The environment affects the employment status of trainees in contrast to the impact of on-the-job training and inspiration.

CONCLUSION

- a. Answering hypothesis 1 by showing that Diploma Three cadets at the Indonesian Aviation Academy Banyuwangi are not significantly affected by OJT. The academy needs to increase the strengthening of the on-the-job training program by providing a more relevant matrix or conceptual framework each according to the needs of the study program. such as the OPU study program can provide training time held in one semester or six months so that the results are more accurate and can be applied widely. The PST study program, such as conducting cockpit drills for A320 aircraft, considers that PST does not know the A320 type rating.
- b. Showing that the work readiness of Diploma Three cadets at the Indonesian Aviation Academy Banyuwangi is not influenced by motivation, supporting hypothesis 2. The academy needs to develop strategies to increase more effective motivation for cadets, such as bringing in experienced speakers according to the competencies possessed by Diploma Three cadets at the Indonesian Aviation Academy Banyuwangi.
- c. This finding supports hypothesis 3 by showing that motivation and work training, which are two independent factors, do not have a significant influence on the preparation of Diploma Three cadets to enter the workforce. Suggestions for further research are to conduct a larger population or sample and involve more people to get more precise and generalizable results. And perhaps conduct studies on other variables that affect cadets' work readiness, such as education or skills, family support, soft skills, interests, and other aspects.



REFERENCES

- Chotimah, K., & Suryani, N. (2020). Pengaruh Praktek Kerja Lapangan, Motivasi Memasuki Dunia Kerja, dan Efikasi Diri Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 9(2), 391-404.
- Endaryanti, D., & Riawan, A. (2023). Peran Pengalaman On the Job Training Dalam Memperkuat Kesiapan Kerja Mahasiswa Diploma Tiga Perhotelan. *Mabha Jurnal*, 4(2), 81-92.
- Junipitoyo, B., Susila, I. W., & Sutiadiningsih, A. (2021). *Literature Study On The Effect Of On The Job Training On Work Readiness*. 2(1), 48-53.
<https://doi.org/10.46729/IJSTM.V2I1.150>
- Lau, P. L., Muhamad, A. S., Ee, G. T., & Abdullah, H. S. L. (2018). *Kesediaan kerjaya dalam kalangan pelajar vokasional dan teknikal*. 6(2), 32-41.
<https://mjs.um.edu.my/index.php/JUKU/article/view/12293>
- Li, J., Huang, Y., Fong, D. Y. T., Chen, J., & Song, Y. (2022). Work Readiness: Its Determinants and Association with Work-related Outcomes among New Graduate Nurses. *Journal of Nursing Management*, 30(7), 2968-2981.
<https://doi.org/10.1111/jonm.13691>
- Muspawi, M., & Lestari, A. (2020). Membangun kesiapan kerja calon tenaga kerja. *Jurnal Literasiologi*, 4(1).
- Mujahidin, E., & Salamun, A. (2022). Peran metode On Job Training untuk meningkatkan kompetensi amil. *Ta'dibuna: Jurnal Pendidikan Islam*, 11(2), 208-221.
- Norfai. (2020). *Manajemen Data Menggunakan SPSS*. Banjarmasin, Kalimantan Selatan, Indonesia: Universitas Islam Kalimantan.
- Prayitno, H., Hariadi, E., Cholik, M., Supardam, D., & Wibisono, W. D. (2023). The Relationship Between On-the-Job Training Flight Operation Officer and Job Readiness. *Int. J. Sci. Soc.*, 5(3), 218-227.
- Priyanto, P., Widiarto, S., Darmadi, R., & Rahayu, N. (2023). Pengaruh persepsi terhadap kesiapan kerja melalui kepuasan praktek kerja lapangan mahasiswa perguruan tinggi vokasi pariwisata. *Jurnal Kepariwisata (Pusat Penelitian Dan Pengabdian Pada Masyarakat Sekolah Tinggi Pariwisata Bali)*, 22(1), 87-98.
<https://doi.org/10.52352/jpar.v22i1.1019>
- Setiarini, H., Prabowo, H., Sutrisno, S., & Gultom, H. C. (2022). Pengaruh Soft Skill dan Pengalaman Magang Kerja Terhadap Kesiapan Kerja Mahasiswa Melalui Motivasi Kerja Sebagai Variabel Intervening (Studi Kasus Pada Mahasiswa FEB Universitas PGRI Semarang). *EKOBIS: Jurnal Ilmu Manajemen dan Akuntansi*, 10(2), 195-204.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, cv.
- Yusman, I. Y., & Ismiyati, I. (2019). Pengaruh OJT, Prestasi Belajar, Informasi Kerja, dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa SMK. *Efisiensi: Kajian Ilmu Administrasi*, 16(1), 49-58.