

The Effect of on the Job Training Experience and Motivation on Job Readiness of Diploma Three Cadets at the Indonesia Civil Pilot Academy of Banyuwangi

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

^{1,3}Indonesian Aviator Academy Banyuwangi

²Politeknik Penerbangan Surabaya

Corresponding Author: Hadi Prayitno, hadi.stpi@gmail.com

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ABSTRACT

On the Job Training is a provision of knowledge through motivation that encourages mature work readiness. The purpose of the study is to see how API Banyuwangi three-year diploma programme cadets are prepared, especially motivation and job training. By distributing it to 26 samples of cadets and using SPSS 29 software. The collected data were subjected to validity test, reliability test, multiple regression analysis, hypothesis test, coefficient of determination analysis, and classical assumption test. The study found that On the Job Training is influenced by motivation, both separately and in combination have little effect on work preparation. That is, motivation and On the Job Training amounted to 8.7%, while other variables amounted to 91.3%. This study aims to support academics in improving job training programmes and to obtain more reliable results, it is recommended that future studies involve more people and collect larger sample sizes.

INTRODUCTION

Indonesia Civil Pilot Academy of Banyuwangi 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, and competitive educational institution in the Asia-Pacific region, and to obtain cadet graduates who are mature in work readiness in the world of aviation.

According to Government Regulation No. 4/2014, an academic programme is an educational activity within the scope of academic education, professional education, or vocational education that adheres to a specific curriculum and teaching techniques. Aircraft Fixed Wing (PST) Diploma-III and Airplane Operation (OPU) Diploma-III are two of the three diploma study programmes provided by API Banyuwangi. Graduates of these programmes will earn five competency certifications. More specifically, on-the-job training (OJT) is used to provide theoretical and practical training for this education.

In accordance with its job description, On The Job Training, according to Mujahidin & Salamun (2002), 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 the length and time of work, the level of intellect and skills, and proficiency in work and equipment.

According to Chotimah & Suryani (2020), a learner really needs strong motivation to work in order to feel happy when carrying out their duties. Motivation in the world of work can produce enthusiasm or drive that directs a person's behaviour 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 others, and the need for self-recognition.

Competing in the world of work requires mature work readiness in terms of knowledge, skills, and information, and qualified graduates will have no difficulty competing. By considering a person's physical, mental, and educational experiences, Muspawi and Lestari (2020) define work readiness as a person's total state. As a result, he can carry out these or other activities related to work. Muspawi & Lestari (2020) mentioned that work readiness can be measured through several indicators, such as the level of maturity, previous experience or training in the workplace, and stable mental and emotional conditions.

In accordance with Endaryanti and Riawan (2023), understudies have a tremendous opportunity to acclimatise to the actual workplace through OJT, can apply knowledge gained in the classroom, and gain important relevant skills. This research examines how the OJT experience affects one's preparation for entering the workforce. This research is expected to help organisational educators create three diploma holders who are ready to start working as soon as their training and education is completed.

In fact, according to Setiarini et al. (2022), educational knowledge does not always reflect one's readiness to enter the workforce. Based on the perceptions of students studying finance and business issues at PGRI Semarang University, temporary work experience often does not adequately prepare them for work and is often perceived as an achievement to fulfil course requirements only. Therefore, in addition to internship/job training experience it is important to consider motivation so that when working one feels happy in carrying out their tasks.

Based on the explanation of the influence of OJT variables, motivation, and work readiness. The author decided to raise the issue as a research topic with the title "The Effect of On the Job Training Experience and Motivation on Job Readiness of Diploma Three Cadets at the Indonesian Aviation Academy Banyuwangi".

THEORETICAL REVIEW

Name of theory: *The Relationship Between On the Job Training Flight Operation Officer and Job Readiness*. (Hadi Prayitno Ekohariadi, Mochamad Cholik, Dhian, Supardam, and Wendra Dwiki Wibisono)

This research introduces some significant new contributions to understanding work readiness through OJT for FOOs at PT Citilink Indonesia. Such as a focus on Flight Operation Officers, a specific local context, the use of the pearson product moment correlation test, mediating influences in work readiness, and relevance to training policies. From the data analysis using the pearson product moment method, a value of 0.881 was obtained with a critical value of 0.000 which is smaller or equal to 0.05. This indicates a significant relationship between work readiness and On the Job Training for Flight Operation Officers.

H1: OJT has a significant effect on work readiness.

Theory name: *The Effect of Self-Efficacy and Work Motivation on Student Job Readiness with Job Interest as an Intervening Variable* (Riski Dewi Nuraini). This research resulted in some significant new contributions to work readiness in the hospitality industry through the hospitality students' OJT programme at Indraprasta Tourism Academy. Such as the focus on the globalised industry, the link between academic teaching and practical application, and the practical implications for hospitality education. Based on the results of the examination, self-efficacy significantly influenced job preparation, but job inspiration showed a positive but insignificant impact on substitute employment status. Both the significance level of $p = 0.843$ and the t-statistic of 0.198 were greater than 0.05.

H2: Motivation has a significant effect on work readiness.

Name of theory: *The influence of work interest and internship experience on work readiness of students of the Faculty of Economics, State University of Padang* (Faradila Suyanto, Elvi Rahmi, and Abel Tasman).

A new perspective on the factors that influence students' readiness to enter the world of work is offered in this study, with an emphasis on career goals and internship experience. Such as the incorporation of interest in work and internship experience, the application of quantitative methods with a descriptive approach and the use of probability sampling, and the contribution to the understanding of students' work readiness. According to the study, one's readiness for work can be greatly enhanced through internships, work experience, and career goals.

H3: OJT and motivation simultaneously influence work readiness.

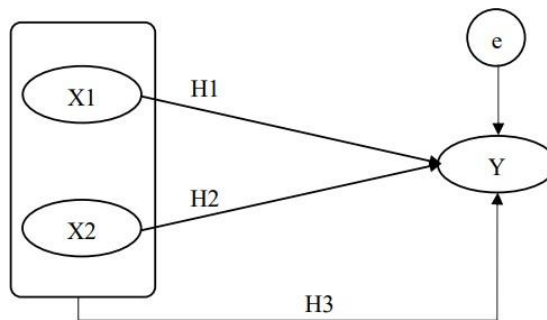


Figure 1. Conceptual Framework

Instructions:

X1: On the Job Training

X2: Motivation

Y: Job Readiness

Effect e: Error/disturbed variable

H1: Partial Effect

H2: Partial Effect

H3: Simultaneous

METHODOLOGY

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 purpose of research techniques is to reveal, create, and test information to be useful for understanding, solving, and predicting problems. This method of obtaining reliable data is scientific in nature. In this study, 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 the relationship between predetermined variables using statistics or numerical data. A group of people, entities, or items that researchers choose to study in order to draw conclusions is called a population, according to Sugiono (2017). The population of this study is 26 cadets from the API Banyuwangi PST Programme Batch III and OPU Batch II who have completed On the Job Training (OJT). Therefore, the author thinks that they are the right population for this study.

In saturated sample testing, everyone is a research sample, according to Sugiyono (2017). This approach makes sense to use in situations where the

population is small, typically less than thirty people, or in the opposite scenario where the test is designed to produce a guess with a very low error rate. Census, where 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 totalling 26 respondents.

To produce true and reliable data, information collection strategies are an important component of the research process that needs to be followed. Primary and secondary data sources are distinguished by Prayitno et al. Questionnaires, participants could fill in multiple-choice question forms used to collect skewed data. Through the use of Google form platform, the questionnaire was distributed online for data collection.

RESEARCH RESULT

The following is a discussion of the research findings along with relevant research ideas and methodologies. To present the research findings and evaluate the data, SPSS software will be used. aims to assess the extent to which motivation and experience of Indonesian Aviation Academy Banyuwangi cadets affect OJT facing the world of work.

a. Descriptive Statistical Analysis

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

b. Validity Test

Table 1. Instrument Validity Test Results

Variable s	Indicator s	r Count	r Table	Significanc e	Description
On the Job Trainin g (X) ₁	X1 ¹	0,738	0.3882	<0,001	<i>Valid</i>
	X1 ²	0,577	0,3882	0,002	<i>Valid</i>
	X1 ³	0,676	0,3882	<0,001	<i>Valid</i>
	X1 ⁴	0,716	0.3882	<0,001	<i>Valid</i>
	X1 ⁵	0,695	0.3882	<0,001	<i>Valid</i>
	X1 ⁶	0,515	0.3882	0,007	<i>Valid</i>
Motivati on (X) ₂	X2 ¹	0,397	0.3882	0,045	<i>Valid</i>
	X2 ²	0,523	0.3882	0,006	<i>Valid</i>
	X2 ³	0,518	0.3882	0,007	<i>Valid</i>
	X2 ⁴	0,591	0.3882	0,001	<i>Valid</i>
	X2 ⁵	0,486	0.3882	0,012	<i>Valid</i>
	X2 ⁶	0,506	0.3882	0,008	<i>Valid</i>
	X2 ⁷	0,591	0.3882	0,001	<i>Valid</i>
	X2 ⁸	0,683	0.3882	<0,001	<i>Valid</i>
	Y ¹	0,734	0.3882	<0,001	<i>Valid</i>

Readiness Work (Y)	Y ²	0,682	0.3882	<0,001	<i>Valid</i>
	Y ³	0,543	0.3882	0,004	<i>Valid</i>
	Y ⁴	0,434	0.3882	0,027	<i>Valid</i>
	Y ⁵	0,694	0.3882	<0,001	<i>Valid</i>
	Y ⁶	0,430	0.3882	0,028	<i>Valid</i>

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

c. Reliability Test

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Description**
<i>On the Job Training</i>	0,732	<i>Reliable</i>
Motivation	0,651	<i>Reliable</i>
Work Readiness	0,618	<i>Reliable</i>

Arikunto claims the 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, making it suitable for the data collection method of this study.

d. Classical Assumption Test

1. Normality Test

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

$$\text{Coefficient of Variance} = \frac{\text{Standard Deviation}}{\text{Mean}} \times 100\%$$

Table 3. Normality Test Results

Indicators	N	Mean	Std. Deviation	N Coefficient of Variance
X1 ¹	26	4,73	0,666	10,46
X1 ²	26	4,62	0,548	7,25
X1 ³	26	4,62	0,561	8,09
X1 ⁴	26	4,54	0,640	7,01
X1 ⁵	26	4,69	0,709	8,54
X1 ⁶	26	4,42	0,708	8,76

X2 ¹	26	4,54	1,139	8,93
X1 ²	26	4,58	0,739	9,08
X2 ³	26	4,50	0,691	7,71
X2 ⁴	26	4,46	0,701	7,66
X2 ⁵	26	4,46	0,701	6,89
X2 ⁶	26	4,38	0,981	6,28
X2 ⁷	26	3,46	0,666	6,31
X2 ⁸	26	3,42	0,548	5,81
Y ¹	26	3,58	0,561	7,92
Y ²	26	3,50	0,640	7,71
Y ³	26	3,54	0,709	7,76
Y ⁴	26	3,62	0,708	8,09
Y ⁵	26	4,54	0,982	7,01
Y ⁶	26	4,54	0,963	7,01
Valid N	26			
Average				7,71

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

1) Multicollinearity Test

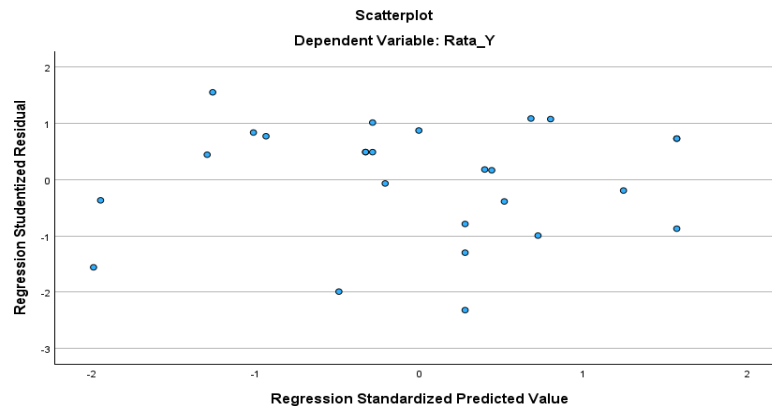
Table 4. Multicollinearity Test Results

Variables	Tolerance	VIF
Gender X1	0.724	1.381
Achievement X2	0.724	1.381

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

2) Heteroscedasticity Test

Table 5. Heteroscedasticity Test Results



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

e. Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Results

Model		Unstandardised Coefficients		Standardised		
		B	Std. Error	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

T

The following is a multiple regression model formula that can be compiled based on the results of calculations using SPSS 29.0:

$$Y = 14.992 + 0.137X1 + 0.238X2 + e$$

f. Hypothesis Test

a) T test

Table 7. Hypothesis Test Results (T Test)

Model		Unstandardised		Standardised		
		B	Std. Error	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 shown 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 variable On the Job Training (X1) has nothing to do with the readiness of diploma III cadets of the Indonesian Aviation Academy Banyuwangi (Ha is rejected and Ho is approved). This shows that work readiness is not partially

influenced by on-the-job training. The work readiness of Diploma III cadets of the Indonesian Aviation Academy Banyuwangi (H_a rejected and H_o accepted) is not influenced by the Motivation Variable (X_2) because the calculated t value for X_2 is 1.362 and the t table value is 2.068 with a significance value of $0.0186 > 0.05$ as shown in the previous table. This shows that there is no relationship between work preparation and motivation.

b) F test

Table 8. Hypothesis Test Results (F Test)

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

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

g. Determination Coefficient Test

Table 9. Determination Coefficient Test Results

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

Based on this table, the independent variables have an influence of 8.7% (Adjusted $R^2 \times 100\%$) on 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%.

DISCUSSION

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

Based on the research results, the OJT variable (X_1) has a calculated t value of 0.634, a tabulated t value of 2.068, and a significance level of 0.0532

> 0.05 . It can be concluded that On the Job Training (X_1) has no effect on the readiness of Diploma III cadets of the Air Academy in Banyuwangi because the t value of X_1 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 world of work. This means that depending

on the research variables, students cannot be prepared to enter the world of work.

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

The research conclusion 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 of the Indonesian Aviation Academy Banyuwangi is not significantly influenced by motivation (X2). This finding supports previous research conducted by Riski (2022) who found no real relationship between readiness to enter the world of work and desire. This implies that a student may not be adequately prepared to face the world of work or work readiness based solely on the values of the research variables.

Effect of OJT (X1), Motivation (X2) on Job 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. These results corroborate previous research conducted by Riski (2022) and Putri (2019) who also found no significant relationship between work readiness and OJT characteristics.

CONCLUSION

The analysis of the above data forms the basis for the conclusions of this study:

- a. The Effect of OJT (X1) on Job Readiness (Y)
Answering hypothesis 1 by showing that Diploma Three cadets at the Indonesian Aviation Academy Banyuwangi are not significantly affected by OJT.
- b. The Effect of Motivation (X2) on Job Readiness (Y)
Indicates that the work readiness of Diploma Three cadets of the Indonesian Aviation Academy Banyuwangi is not influenced by motivation, supporting hypothesis 2.
- c. The Effect of OJT (X1) and Motivation (X2) on Job Readiness (Y)

This finding supports hypothesis 3 by showing that motivation and vocational training, which are two independent factors, have no real influence on the preparation of Diploma Three cadets for the world of work.

RECOMMENDATION

The researcher can make some recommendations based on these findings, namely:

- a. The Academy needs to increase the strengthening of the On the Job Training programme by providing a more relevant matrix or conceptual framework from each according to the needs of the study programme. such as the OPU study programme when OJT needs to be practiced accompanied by an instructor in charge and /

or provide OJT evaluation of each foster child or mentored child. In addition, it can also provide training time held in one semester or six months so that the results are more accurate and can be applied widely. And an example of PST study programmes such as by conducting cockpit drills for A320 aircraft because considering PST does not have A320 type rating knowledge.

The Academy needs to develop strategies to increase motivation more effectively for cadets, such as bringing in experienced resource persons in accordance with the competencies possessed by diploma three cadets at the Indonesian Aviation Academy Banyuwangi.

FURTHER STUDY

Suggestions for further research are to conduct a larger population or sample and involve more to get more precise and generalisable results. And perhaps conduct a study of other variables that affect cadets' work readiness, such as education or skills, family support, soft skills, interest and other aspects.

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No ivory is without cracks. Of course, this research is far from perfect. For all mistakes and words that are less pleasing, the author apologises. For this reason, constructive suggestions and criticisms are highly expected for better work in the future.

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