



THE INFLUENCE OF FIELDWORK PRACTICE AND STUDENT JOB INTEREST ON STUDENT WORK READINESS

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ABSTRACT

This study aims to analyze: (1) the effect of fieldwork practice on students' work readiness; (2) the effect of work interest on students' work readiness; and (3) the effect of fieldwork practice and work interest together on students' work readiness. The sample in this study was 60 students. Sampling research using a proportional random sampling technique. Data collection methods in this study used questionnaires and documentation. Technique analysis of data used is normality test, linearity test, multicollinearity test, and heteroscedasticity test. While for hypothesis testing using t test and f test. The results of this study show: (1) there is a positive and significant effect of fieldwork practice on student work readiness with the results ($t_{count} > t_{table} = 2.987 > 2.002$), (2) there is a positive and significant effect of student work interest on student work readiness with the results ($t_{count} > t_{table} = 7,294 > 2.002$), and (3) there is a positive and significant effect of fieldwork practice and student work interest together on student work readiness with the results ($f_{count} > f_{table} = 28.377 < 3.115$).

Keywords: Student Work Interest Student, Student Work Readiness, Work Practice Field.

I. INTRODUCTION

Vocational high school is one of the sub-systems of national education at the senior high school level. Based on Law No. 20 of 2003, the purpose of Vocational High School is to prepare graduates who are productive, resilient, persistent, and have knowledge and skills by their expertise competencies so that they can fill job vacancies needed by the business world and the industrial world (DU / DI). According to Hanafi in Santika et al, (2023) in general, the goals of vocational education currently tend to focus on a single function, namely preparing students to work in certain fields as workers/employees.[1]. According to Sugihartono in Nashibah, (2020), work readiness is a condition that shows a harmony between physical maturity, mental ability, and learning experience so that individuals can carry out certain activities or behaviors about work.[2].

According to Dirwanto in Harmen et al (2018) in the analysis of factors affecting the work readiness of vocational students, it is concluded that the factors that influence the work readiness of vocational students are learning motivation, practical experience, vocational guidance, family economic conditions, learning achievement, job information, expectations of entering the world of work, knowledge, intelligence level, talent, interests, attitudes, values, personality, physical condition, self-appearance, temperament skills, creativity, independence, and discipline.[3]. To achieve student work readiness at Vocational High Schools, several mandatory activities are carried out, one of which is fieldwork practice (PKL).

According to Yuliana et al (2021), PKL is a way of organizing vocational education and training, especially in Vocational High Schools (SMK) which combines learning activities at school and learning activities through direct work in real and relevant fields and atmosphere in the work field/business world and/or industrial world.[4]. From the implementation of PKL, it is hoped that students' abilities and skills can increase, and also students get real experience and an idea of how a business/industry is run properly. Furthermore, Sumitro and Taufiq, (2019) state that fieldwork practice has very good benefits for the development of human resources in Indonesia, one of which is as follows, can increase the efficiency of the education process and become a quality training ground for prospective workers, produce prospective workers who have the skills, knowledge, and enthusiasm for work by the demands in the industrial world, establish a close relationship between schools and the business world and the industrial world.

As a means of preparing quality human resources by the development of information technology[5]. Apart from the existence of Field Work Practices, other factors that are thought to influence the work readiness of vocational students come from within students or internal factors. According to Kardimin in Sari et al, (2019) states that internal factors that affect work readiness include maturity both physically and mentally, pressure, creativity, interest, talent, intelligence, independence, mastery of science, and motivation. One of them is students' interest in working.[6]. Work interest is one of the factors that is thought to affect students' work readiness because work interest arises naturally from within the students themselves.

According to Sugiyanto and Harmanik (2016), work interest is a sense of individual interest in a preferred job that can direct individuals to do a job.[7]. Students who have a strong interest in certain fields of work tend to be more motivated and will better prepare themselves to face job challenges or work readiness.

Several factors that are thought to affect student work readiness that have been mentioned the existence of SMK in preparing students to be ready to work is still lacking, this phenomenon can be seen from national BPS data as of February 2023, the Open Unemployment Rate for Vocational High School graduates is still the highest compared to graduates of other education levels, which is 9.60%. Meanwhile, the lowest Open Unemployment Rate is for those with primary school education and below, at 3.02%.

This situation is very ironic and is not in line with the objectives of SMK because the objectives of SMK educational institutions have not been fully achieved, where through this educational institution graduates should be able to be directly absorbed into the world of work but instead have become the highest contributor to national unemployment.

II. REVIEW OF LITERATURE

A. Student Work Readiness

According to Caballero et.al in Pujianto and Arief, (2017), work readiness is a relatively new concept that has emerged in the literature as a criterion for predicting potential graduates[8]. According to Fitriyanto in Surokim, (2016), work readiness is the overall condition of an individual which includes physical, mental and experiential maturity as well as the willingness and ability to carry out a job or activity required in every job for both people who have worked and those who have not worked, so that they can complete the job by the provisions of the law[9].

B. Work Practice Field

Based on the Regulation of the Minister of Education and Culture Number 50 of 2020, Field Work Practices (PKL) is learning for students of SMK / MAK, SMALB, and LKP which is carried out through work practices in the world of work within a certain period by the curriculum and the needs of the world of work.

C. Student Work Interest

According to Slameto in Rohman et al, (2018) interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling you to. Interest has a big influence on learning, because if the subject matter studied is not by the student's interest Interest is a high inclination towards something[10].

III. RESEARCH METHODS

This research is a type of research that uses a quantitative approach, using the *ex post facto* method, because it only reveals data on events that have taken place and already exist in respondents without any treatment or manipulation of the variables studied. The research was conducted at SMKN 2 Tulungagung in the 2022/2023 school year. The objectives of this study are, first, to determine whether there is an effect of field work practice on student work readiness, second, to determine whether there is an effect of student work interest on student work readiness, and third, to determine whether there is an effect of field work practice and student work interest on

student work readiness. The population in this study were all class XI students majoring in Automotive Light Vehicle Engineering at SMK Negeri 2 Tulungagung in the 2022/2023 school year, totalling 111 students.

The sample was taken using *propotional random sampling* technique or simple random sampling. Based on the number of students, the determination of the *minimum* sample size is determined using representatives of each class taken 20 students and getting the results of the researcher's sample of 60 students. The steps taken in this study are described in the research flow as follows.

The data collection technique in this study used a questionnaire for the work interest variable and the student work readiness variable. The determination of instrument scores uses a *Likert* scale. The Likert scale is used to measure respondents' attitudes towards a series of questions or statements that are rated using levels of agreement from "strongly agree" to "strongly disagree".

Table 1. Likert rating scale

Alternative Answer	Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Before collecting data, the questionnaire used as a research instrument was tested for validity and reliability. Validity is an *index* that shows that the measuring instrument provides measurement results that are by the purpose of the measurement or measures what is to be measured.[11]. To determine whether a statement item is valid or not, if $r_{count} > r_{table}$ (0.349) at a significant level of 5%, then the statement item is valid, but if $r_{count} < r_{table}$ then the statement item is invalid Based on indicators from the student work readiness variable which were then developed into 35 statements, there were 31 valid statements and 4 invalid statements, while for the work interest variable based on indicators from the work interest variable which were then developed into 20 statements, there were 5 invalid statements.

According to Purwanto in Sukendra, (2020), Reliability is the accuracy or accuracy of a measuring instrument in making measurements.[11]. Furthermore, for the questionnaire reliability test using the *Alfa Cronbach* formula with the help of *SPSS for Windows version 26*, the results for the student work readiness variable were 0.928 while for the student work interest variable, it was 0.804. then the results of the reliability test were interpreted with the correlation coefficient interpretation table. According to Sugiyono in Syahputra and Lubis, (2019) guidelines for providing an interpretation of the correlation coefficient are as follows[12].

Table 2. Interpretation of correlation coefficient

Coefficient Interval	Interpretation
0,000 - 0,199	Very Low
0,200 - 0,399	Low
0,400 - 0,599	Medium
0,600 - 0,799	High
0,800 - 1,000	Very High

(Sugiyono 2012)

Reliable or not the instrument if $r_{count} > r_{table}$ and vice versa if $r_{count} < r_{table}$ the instrument is said to be unreliable. Or by interpreting the value of r_{count} with the interpretation table r with the provision that it can be said to be reliable if the value of $r_{count} \geq 0.600$.

Table 3. Questionnaire reliability test results

Variable instruments	Cronbach's Alpha Coefficient	Reliability Description
Student Work Readiness	0.928	Very High
Student Job Interests	0,804	Very High

After being interpreted with the correlation coefficient interpretation table, the two variables have a very high correlation coefficient level. Data analysis techniques in this study used a normality test, linearity test,

multikolinierity test, and heteroscedasticity test. Meanwhile, hypothesis testing was carried out using the t test and f test as well as the effective contribution and relative contribution of each independent variable to the dependent variable.

IV. RESULTS AND DISCUSSION

The subjects of this study were class XI students of the Automotive Light Vehicle Engineering Department as many as 60 students. The variables in this study are industrial fieldwork practices (X1) and student job interest (X2), both of which are independent variables. The dependent variable in this study is Job Readiness (Y). Collecting research data using a questionnaire/questionnaire which has first tested the validity and reliability of the questionnaire/questionnaire.

1. Descriptive statistics

a) Student work readiness variable

From the calculation of descriptive statistics of student work readiness variables, the following results are obtained.

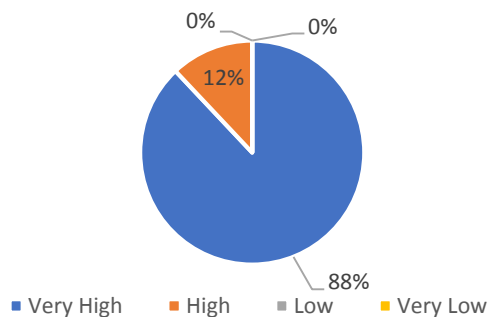


Image 1 Student work readiness variable score trend

From the pie chart above, it can be seen that out of 60 students, 53 students (88%) of them have a very high tendency, 7 students (12%) have a high tendency, while for students who have a low tendency, and very low there are none. Based on the data from the identification of the tendency category of the work readiness variable of class XI students majoring in TKRO SMKN 2 Tulungagung in the 2022/2023 school year classified in the very high category.

b) Fieldwork practice variable

From the results of the descriptive statistical calculation of the fieldwork practice variable, the following results are obtained.

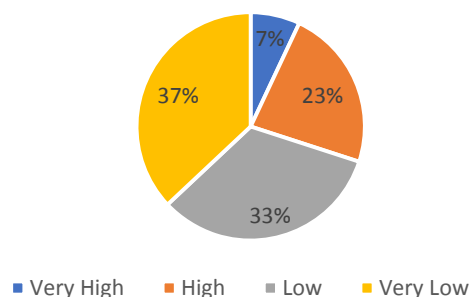


Figure 2 Variable score tendency of fieldwork practice

From the pie chart above, it can be seen that out of 60 students, 4 students (7%) have a very high tendency, 14 students (23%) have a high tendency, 20 students (33%) have a low tendency, and 22 students (37%) have a very low tendency. Based on the data from the identification of the category of the tendency of the fieldwork practice variable for class XI students majoring in TKRO SMKN 2 Tulungagung in the 2022/2023 school year classified in the very low category.

c) Student job interest variable

From the results of the descriptive statistical calculation of the work interest variable, the following results are obtained.

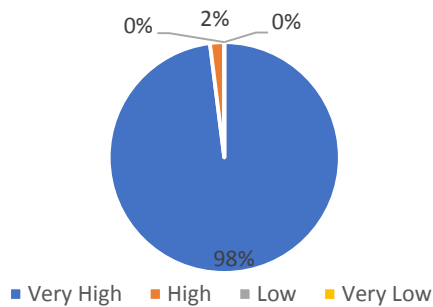


Figure 3 Trend score of student job interest variable

From the pie chart above, it can be seen that all 60 students (100%) have a very high tendency. Based on the data from the identification of the tendency category of the work interest variable of class XI students majoring in TKRO SMKN 2 Tulungagung in the 2022/2023 school year classified in the very high category.

2. Data analysis pre-test

a) Normality test

The results of the residual normality test can be seen in the following table.

One-Sample Kolmogorov-Smirnov Test		
Asymp. Sig. (2-tailed)	Fieldwork Practices	Student Job Interests
	0.200 ^a	0.200 ^a

The basis for decision-making in the *Kolmogorov-Smirnov* normality test is if the *sig* value > 0.05 then the residuals are normally distributed. The normality test results for the fieldwork practice variable are $0.200 > 0.05$, while for the student work interest variable, it is $0.200 > 0.05$, so it can be concluded that the residuals of the fieldwork practice variable and student work interest are normally distributed.

b) Linearity test

The results of the linearity test can be seen in the following table.

No.	Variables	Value of f		Sig. Deviation from Linearity	Conclusion
		table	Count		
1	X1 to Y	1,868	0,886	0,588	Linear
2	X2 to Y	1,890	1,284	0,249	Linear

The linearity test results in Table 5 above show that the $F_{hitung} < F_{tabel}$ value is on the fieldwork practice variable ($0.886 < 1.868$) and a significance of $0.588 > 0.05$ while on the student work interest variable ($1.284 < 1.890$) and a significance of $0.249 > 0.05$, so that the two variables can be said to be linear.

c) Multicollinearity test

The results of the multicollinearity test can be seen in the following table.

Table 6

Multicollinearity test results			
No.	Variables	Tolerance	VIF
1	X1 to Y	0,889	1,125
2	X2 to Y	0,889	1,125

The multicollinearity test results show that the *Variance Inflation Factor (VIF)* value is $1.125 < 10$ and the *tolerance* value is $0.889 > 0.1$, so it can be concluded that for both independent variables it can be said that this model has fulfilled the assumption of non-multicollinearity between independent variables so that multiple regression analysis can be continued.

d) Heteroscedasticity Test

The results of the Heteroscedasticity test can be seen in the table below.

Table 7 Heteroscedasticity test results		
Variables	Results	Conclusion
X1 on Y	0,264	No symptoms of heteroscedasticity
X2 to Y	0,990	No symptoms of heteroscedasticity

The results of heteroscedasticity testing *sig* value of the fieldwork practice variable are $0.264 > 0.05$ while the student work interest variable is $0.990 > 0.05$. So it can be concluded that the two variables do not occur as symptoms of heteroscedasticity.

3. Hypothesis testing

a) T test of fieldwork practice variables on student work readiness

The t test is used to test whether or not the influence of the independent variable (X) individually (partially) on the dependent variable (Y) is significant.

Summary of t test results of field work practice variables on student work readiness.

Table 8 Summary of the first hypothesis test results						
r	r ²	Value of t		Koef	Concert	Sig
0,365	0,133	Count 2,987	table 2,002	0,886	29,851	0,004

The results of calculations that have been carried out using the help of *Statistical Product and Service Solution (SPSS) software IBM Statistic 26 for Windows* are obtained, the sig value is $0.004 < 0.05$ and the tcount result is $2.987 > ttable$ which is 2.002, it can be concluded that fieldwork practice has a positive and significant effect on student work readiness, so the first hypothesis is accepted.

b) T test of work interest variables on student work readiness

The t test is used to test whether or not the influence of the independent variable (X) individually (partially) on the dependent variable (Y) is significant.

Summary of t test results of work interest variables on student work readiness.

Table 9 Summary of the results of the second hypothesis test						
r	r ²	Value t		Koef	Concert	Sig
0,692	0,478	Count 7,294	Table 2,002	1,584	22,344	0,000

The results of calculations that have been carried out using the help of *Statistical Product and Service Solution (SPSS) software IBM Statistic 26 for Windows* obtained a sig value of $0.000 < 0.05$ and a tcount of $7.294 > ttable$ which is 2.002, so the second hypothesis is accepted.

c) Test f

The f test (*simultaneous*) is used to determine the effect between the *independent* variables (*independent*) on the *dependent* variable simultaneously (*simultaneously*).

Table 10
Third hypothesis test results

The values of r and r ²		Price f		Sig	Koef	Concert
r	r ²	fcount	ftable	0,000	0,368 (X1)	-2,287 (Y)
0,706	0,499	28,377	3,155		1,469 (X2)	

The results of the statistical calculation obtained a *sig* value of $0.000 < 0.05$ and $fcount > ftable$ of $28.377 > 3.115$. This shows that the value of the coefficient f is in the rejection area (H_0). So it can be concluded that there is a positive and significant effect of fieldwork practice and student job interest on the work readiness of grade XI students majoring in Automotive Light Vehicle Engineering at SMKN 2 Tulungagung in the 2022/2023 school year, so it can be concluded that the third hypothesis is accepted.

d) Relative contribution and effective contribution

Table 11
Relative contribution and effective contribution

Free Variable	Relative Contribution	Effective Contribution
X1	11%	5.5%
X2	89%	44.4%
Total	100%	49.9%

From the calculation results, the value for the relative contribution given by the fieldwork practice variable is 11%, and the student work interest variable is 89%. The fieldwork practice variable provides an effective contribution of 5.5%, and the student work interest variable is 44.5%, which means that the two independent variables make an effective contribution of 49.9% to student work readiness while 50.1% of other variables are not examined in this study.

The results of partial testing using the t test between the fieldwork practice variable (X1) on student work readiness (Y) with a significance value of 0.004. If the significance value is smaller than 0.05, then the hypothesis is accepted, the conclusion is that there is a significant influence between the fieldwork practice variable (X1) on work readiness (Y). The magnitude of the influence of the fieldwork practice variable on the work readiness of class XI students of the Automotive Light Vehicle Engineering Department of SMK Negeri 2 Tulungagung in the 2022/2023 school year is 13.3%, this shows that there are still 86.7% other factors or variables that contribute to student work readiness.

The results of partial testing using the t test between the student work interest variable (X2) on student work readiness (Y) with a significance value of 0.000. The significance value is smaller than 0.05, so the hypothesis is accepted, the conclusion is that there is a significant influence between the variables of student job interest (X2) on work readiness (Y). The magnitude of the influence of the student work interest variable on the work readiness of class XI students majoring in Automotive Light Vehicle Engineering in the 2022/2023 academic year is 69.2%, this shows that there are still 30.8% other variables that affect student work readiness.

In testing the hypothesis simultaneously using the f test, namely fieldwork practice, and student job interest together on student work readiness, the results showed a significance value of 0.000. The significance value obtained is smaller than 0.05, it can be concluded that the hypothesis is accepted and there is a significant influence between fieldwork practice, and student job interest together on student work readiness. The contribution value in this hypothesis is 0.499, which means that fieldwork practice and student job interest simultaneously have an effect of 49.9% on student work readiness, while 50.1% is influenced by other variables that are not tested.

CONCLUSIONS

1. There is a positive and significant effect of fieldwork practice on the work readiness of class XI students majoring in Automotive Light Vehicle Engineering at SMK Negeri 2 Tulungagung Academic Year 2022/2023 as evidenced by the regression coefficient (r_{x1y}) of 0.365, the coefficient of determination (r^2_{x1y}) of 0.133 which means that variable X1 affects Y by 13.3%.
2. There is a positive and significant influence of student job interest on the work readiness of class XI students majoring in Automotive Light Vehicle Engineering at SMK Negeri 2 Tulungagung Academic Year 2022/2023 as evidenced by the regression coefficient (r_{x2y}) of 0.692, the coefficient of determination (r^2_{x2y}) of 0.478 which means that the X2 variable affects Y by 47.8%.
3. There is a positive and significant effect of fieldwork practice and student job interest together on the work readiness of class XI students majoring in Automotive Light Vehicle Engineering at SMK Negeri 2 Tulungagung Academic Year 2022/2023 as evidenced by $R_y(1,2)$ of 0.706, the coefficient of determination ($R^2_y(1,2)$) of 0.499 which means that the variables X1 and X2 together affect Y by 49.9%

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