

Research Article

THE INFLUENCE OF FIELDWORK PRACTICES AND PRODUCTIVE LEARNING ACHIEVEMENTS ON READINESS TO FACE THE WORLD OF WORK IN VOCATIONAL STUDENTS

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ABSTRACT

This research aims to: 1) determine the influence of Field Work Practices on readiness to face the world of work in SMK in Magelang Regency. 2) knowing the achievement of productive learning towards readiness to face the world of work in Vocational High Schools in Magelang Regency; 3) knowing the effectiveness of Field Work practices on readiness to face the world of work in SMK in Magelang Regency. The research method used is quantitative correlational. Research population of Mechanical Engineering expertise program of Vocational High School in Magelang Regency. The number of respondents to the study was 108 students. The data collection technique uses a questionnaire with a Likert scale. Validity test using expert judgment and reliability test using Alpha Cronbach. Data analysis techniques to test hypotheses using t-test parametric statistics. The results showed that street vendors and productive learning achievements had a positive influence on readiness to face the world of work by 0.089. Both variables also have a significant correlation to readiness to face the world of work by 0.28.

Keywords: Field Work Practice, Vocational High School, Learning Achievement.

INTRODUCTION

Unemployment is a major problem in national development that is not only faced by developing countries, but also developed countries. The unemployment rate in developing countries is higher compared to developed countries. Unemployment has a negative impact both in economic and social terms, which can cause the level of people's welfare to decrease. Vocational High School (SMK) is one type of formal education that can be a solution to reduce the unemployment rate in Indonesia, because Vocational High Schools (SMK) aim to enable students to prepare themselves to enter the world of work by maximizing productive learning achievement, in fact many SMK students are not ready to work and become one of the largest contributors to open unemployment in Indonesia. (Darmawan, Sutadji and Sunomo, 2014).

The problem that occurs in the world of education today concerns the problem of the quality of education that must be maximized and the lack of relevance between the quality of educational outcomes and the demands of development of the availability of a skilled workforce in sufficient numbers to fill open job opportunities or be able to open new job opportunities. Seeing the symptoms of still high numbers of unemployed high school and college graduates, it is very worrying. Data from the National Statistics Agency for Vocational High School (SMK) graduates have become open unemployment. The total labor force in February 2019 was 136.18 million people. Unemployed vocational school graduates, or 8.63% of the total number of open unemployment in Indonesia to date, are 6.82 million people.

The SMK curriculum states that PKL is a pattern of training that is managed jointly between SMK and the field / professional association as a partner institution (IP), starting from the planning, implementation to evaluation and certification stages. Field Work Practice Experience

(PKL) is the experience of SMK students to engage directly or practice (internship) in the business world and the field world (DU / DI). PKL should provide sufficient provisions to prepare students to enter the business world and the field world.

Motivation to enter the world of work is something that raises the enthusiasm or encouragement of students to enter the world of work. The motivation comes from within oneself as well as from outside oneself. Encouragement from within oneself and outside oneself can be in the form of urges, motives, and needs. Regarding the motivation of students to enter the workforce, the average student who wants to work is influenced by the insistence of his parents who require the student to work immediately and from within the student himself in order to produce after entering the workforce. They work because the average student who attends school comes from a family background that has a lower middle class. Students who have low self-confidence are interested in working but not yet motivated to work, because they fear not being accepted for the job and feel not ready to work. Students have not been motivated to enter the world of work, because they see the demands of the business world and the field world or institutions that rarely accept vocational students to work according to their fields of expertise.

Answering these problems, especially those related to labor, National Education 2003 emphasized that vocational education is education that prepares students to be able to work in certain fields, thus vocational education aims to prepare the abilities and knowledge and skills of students so that they can work in the fields they pursue. In Permendiknas RI Number 22 (2006: 20) it is stated that "Vocational Education aims to improve the intelligence, knowledge, personality, noble character, and skills of students to live independently and follow further education in accordance with the work program". In addition, it is also mentioned in PP Number 19/2005 concerning National Education Standards: "Vocational Secondary Education is education at the secondary education level that prioritizes the development of students' abilities for certain types of work. Based on this statement, it can be concluded that vocational education is education for labor preparation, so by itself the orientation of vocational education is

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focused on the qualifications of the output or graduates. The existence of SMK in preparing the workforce is still doubted by the community because SMK graduates are still unable to meet the demands of employment optimally in accordance with their specifications. The concentration of researchers in Vocational High Schools in the field of Mechanical Engineering expertise, especially for productive subject programs, must be able to provide insight up-to-date and commensurate in accordance with the latest developments in the field that can be used as one of the learning resources in the field. Fostering interest in learning and creating spirit to students.

RESEARCH METHODS

Type Research

The type of research used in this study is quantitative research using correlational. The research carried out is to measure the effect of PKL implementation and student learning achievement on readiness to face the world of work in the field.

Research Respondents

Research instruments in the form of questionnaires must pass validity and reliability tests. A good questionnaire instrument is an instrument that has validity and reliability (Suryani, Siahaan and Samsudin, 2015). Research instrument trials are the obtaining of implementation of the instruments used, namely the implementation of whether or not it has met the requirements as a valid and reliable data collection tool. The instrument trial was carried out outside the population, namely at SMK Muhammadiyah Mungkid because it has a large number of students who can represent other vocational schools and have almost the same characteristics. The instrument trial was carried out once on 38 students. Test data obtained to find out whether the instrument is feasible or not. Instrument testing is carried out with two tests, namely validity test and reliability test.

Test Instrument Validity

Validity is a measure that shows the levels of validity / validity of an instrument. The validity test of the statement items is carried out to obtain the validity of the question items. An instrument is said to be valid if it can reveal the data and variables studied precisely.

a. Validity

Validity is the quality to measure the suitability, efficiency, and consistency of an instrument. Validity is the level of validity or accuracy of a questionnaire. A questionnaire is said to be valid if it is able to measure in accordance with what it wants to measure. Validity is the most important requirement in testing research instruments. Questionnaires that are declared valid can also be seen from the question items that have a significance value of < 0.05 . Questions that have a significance value of > 0.05 are considered invalid and cannot be used as an assessment instrument (Alpusari, 2014). Testing the validity of the Field Work Practice instrument from statement items was carried out using the product moment correlation formula from Karl Pearson. Based on the indicators of the fieldwork practice variables, it was developed into 16 statement items. Based on the results of the validity test using SPSS 20.0 for windows, all statements for fieldwork practice variables are declared valid so that the number of statement items is 16 items.

Based on the indicators of the work readiness variable is developed into 20 statement items. Based on the results of the analysis, 18

valid statements were obtained and 2 items of fallen statements, namely statements number 2 and 7. It is said to be invalid because the correlation of statement items with a total score of less than 0.355 then the statement items in the instrument are declared invalid.

The summary of the validity test results can be seen in table 5 below:

Table 5. Summary of Instrument Validity Test Results

Variable Name	Grain Originally	Grain Fall	Grain Valid
Readiness to face the world of work (Y)	20	2	18
Field Work Practice	16	-	16
Sum	36	2	34

b. Reliability

Reliability is a measure of the extent to which a measuring instrument remains consistent and trustworthy. Measurements should show results that remain constant (relatively the same) if they are given to the same subject even though they are done by different people, different times, and different places (Octanein and Sukirno, 2015). Reliability testing of this research instrument uses Cronbach's Alpha formula.

In this study to interpret the results of the instrument test using guidelines from Sugiyono (2010: 231) which can be seen in table 6 as follows:

Table 6. Interpretation of Instrument Reliability

Coefficient Interval	Relationship Level
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Keep
0,60-0,799	Strong
0,80-1,00	Very Powerful

An instrument is said to be reliable if the alpha coefficient is greater than or equal to 0.600. Conversely, if the reliability is less than 0.600 then the instrument is not reliable. Based on calculations using SPSS 20.0 for windows, results are obtained as table 7 below:

Table 7. Instrument reliability test results

No.	Variable Name	Coefficient Alpha	Status	Level Reliability
1.	Readiness to face the world of work (Y)	0,902	Reliable	Very Powerful
2.	Field Work Practice (X)	0,917	Reliable	Very Powerful

Data analysis of this research starts from the validation and reliability of the instruments that will be used to retrieve data. Question instruments that pass the test are used to retrieve data. The data obtained are tested for analysis prerequisites, namely normality test and homogeneity test. The final stage of data analysis in this study is a hypothesis test which aims to find out whether the research hypothesis is accepted or rejected. This study uses data analysis techniques to test hypotheses, including:

C. Test the hypothesis

Hypothesis testing is carried out to answer the problem statement. Normal data is tested using parametric statistics. Statistical parametric data analysis using T-Test.

RESULTS AND DISCUSSION

Results of measuring fieldwork practices.

The results of measuring fieldwork practice variables were obtained from questionnaires. The questionnaire consists of 3 points that are focused on research. The overall data can be seen in table 2 below.

Table 2. Measurement of Field Work Practices

	Study Suitability	Material suitability	Monitoring	street vendors
N Valid	108	108	108	108
Missing	0	0	0	0
Mean	3,31	3,40	3,02	53,32
Median	3,00	3,00	3,00	53,00
Mode	3	3	3	50
Std. Deviation	,486	,492	,236	4,244
Minimum	2	3	2	46
Maximum	4	4	4	64

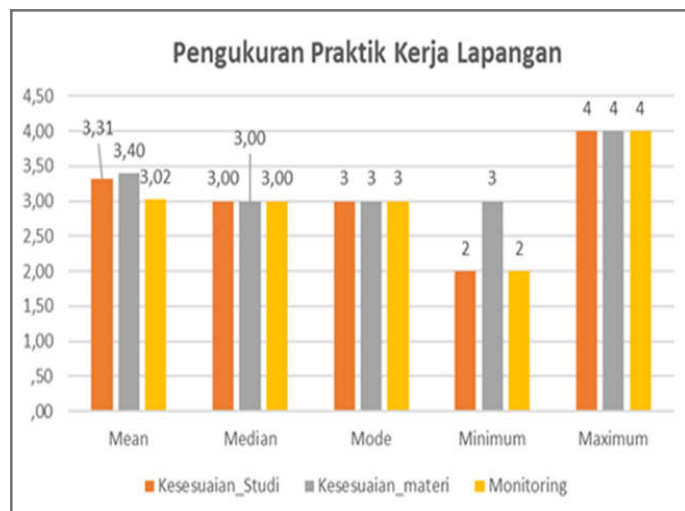


Figure 1 PKL Measurement Graph

Measurement Results Field work practices and productive learning achievements on readiness to face the world of work

The results of hypothesis testing in the table above show a correlation value between street vendors and readiness to face the world of work of $0.028 < 0.05$, which means that there is a significant correlation between PKL variables and readiness to face the world of work. The relationship between the value of productive learning achievement and readiness to face the world of work is $-0.043 < 0.05$, which means there is a significant correlation between the variables of productive learning achievement and readiness to face the world of work. The relationship between PKL variability and productive learning achievement of $-0.089 < 0.05$, meaning that both variables have a positive effect on readiness to face the world of work.

The results of r calculate between street vendors and readiness to face the world of work of $0.775 > 0.157$ (r table), which means that

there is a significant correlation or positive relationship between PKL variables and readiness to face the world of work. The relationship between the value of productive learning achievement and readiness to face the world of work is $0.660 > 0.157$ (r table), which means there is a significant correlation / positive relationship between the variables of productive learning achievement and readiness to face the world of work. The relationship between PKL variables and productive learning achievement of $0.362 > 0.157$ (r table), meaning that both variables have a positive effect on readiness to face the world of work

Table 3. Testing the PKL hypothesis and achievements in readiness to face the world of work

Variable	Items	Kesiapan_Kerja	street vendors	Nilai_Produktif
Kesiapan_Kerja	Pearson	1	,028	-,043
	Correlation			
	Sig. (2-tailed)		,775	,660
street vendors	Pearson	108	108	108
	Correlation			
	Sig. (2-tailed)	,028	1	-,089
Nilai_Produktif	Pearson	108	108	108
	Correlation			
	Sig. (2-tailed)	,775	,775	,362
Nilai_Produktif	Pearson	108	108	108
	Correlation			
	Sig. (2-tailed)	-,043	-,089	1
Nilai_Produktif	Pearson	108	108	108
	Correlation			
	Sig. (2-tailed)	,660	,362	
Nilai_Produktif	Pearson	108	108	108
	Correlation			
	Sig. (2-tailed)	,660	,362	

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This study aims to determine the effect of the implementation of fieldwork practices on SMK mechanical engineering students in Magelang district on readiness to face the world of work. Knowing the relationship between fieldwork practices and readiness to face the world of work. Knowing the relationship between productive learning achievement and readiness to face the world of work. Knowing the relationship between fieldwork practices and productive learning achievements on readiness to face the world of work.

The results of this research are in accordance with the study of theory and relevant research results. Based on theoretical studies, one of the factors that affect students' readiness to face the world of work is work experience gained from the implementation of Field Work

Practice. Field Work Practice is a pattern of training that is managed jointly between SMK and industry / professional associations as partner institutions, starting from the planning, implementation to evaluation and certification stages which are a single program that uses various alternative forms of implementation. Readiness to face the world of work cannot be separated from the Field Work Practice owned by students, a student will have high readiness to face the world of work if when carrying out Field Work Practice is carried out optimally so that the experience and knowledge gained will be high. Data from research on measuring fieldwork practices using questionnaires obtained an average answer in option 3, namely agree. This data can be concluded that street vendors support readiness to face the world of work. This research data is supported from previous research by Syailla (2017) which shows that experience of fieldwork practices and work motivation together have a significant influence on readiness to face the world of work.

The results of testing the hypothesis of fieldwork practices on readiness to face the world of work obtained t count of 15,014 with significance of 0, so t count compared to t table (n-1) of 1.986. When compared between t count and t table, t count of 15,014 > t table 1.986, it is concluded that fieldwork practices have a positive effect on readiness to face the world of work. The results of this study support the theory underlying this research, as stated by Sugiartono stating that "readiness to face the world of work is a condition that shows a harmony between physical, mental and experience maturity so that individuals have the ability to carry out a certain activity in relation to work. The empirical test results are also in line with previous research from Irawan (2016) which showed significant results from the contribution of fieldwork practices to readiness to face the world of work of SMKN 2 Purworejo students with the value of the contribution of readiness to face the world of work. The results of the productive learning achievement hypothesis on readiness to face the world of work obtained t count of 34,906 with significance of 0, so t count compared to t table (n-1) of 1.986. When compared between t count and t table, t count of 34,906 > t table 1.986, it is concluded that productive learning achievement has a positive effect on readiness to face the world of work. This result is supported by previous research by Lestari (2015) which states that productive training is a series of training subjects taught in vocational schools to form competencies possessed by students. These competencies are adjusted to the competence of expertise occupied by students. The more students learn, the better the learning outcomes of productive training subjects obtained by students, will be directly proportional to the skills and readiness to face the world of work that students have. The contribution made by the learning outcomes of productive training courses to readiness to face the world of work.

The results of the hypothesis on fieldwork practices and productive learning achievements on readiness to face the world of work show a significance value between street vendors and readiness to face the world of work of $0.028 < 0.05$, which means there is a significant correlation between PKL variables and readiness to face the world of work. The relationship between the value of productive learning achievement and readiness to face the world of work is $-0.043 < 0.05$, which means there is a significant correlation between the variables of productive learning achievement and readiness to face the world of work. The relationship between PKL variability and productive learning achievement of $-0.089 < 0.05$, meaning that both variables have a positive effect on readiness to face the world of work. The results of r calculate between street vendors and readiness to face the world of work of $0.775 > 0.157$ (r table), which means that there is a significant correlation or positive relationship between PKL variables and readiness to face the world of work. The relationship between the value of productive learning achievement and readiness

to face the world of work is $0.660 > 0.157$ (r table), which means there is a significant correlation / positive relationship between the variables of productive learning achievement and readiness to face the world of work. The relationship between PKL variability and productive learning achievement of $0.362 > 0.157$ (r table), meaning that both variables have a positive effect on readiness to face the world of work. Edriati (2020) stated that the results of data analysis found a significant relationship between students' work practice experience and students' readiness to face the world of work. In other words, practical work experience has a positive influence on students' readiness to face the world of work. Therefore, field practice programs are needed to train students' readiness to face the world of work. This research is also supported by Jewell (2020) who states that readiness to face the world of work is influenced by practical experience in the field. Wotschack (2020) supports the results of research that states readiness to face the world of work is influenced by trained and supervised training.

Research on the effect of fieldwork practices (PKL) and productive learning achievements on readiness to face the world of work in class Xii Mechanical Engineering SMK students in Magelang Regency has been carried out systematically that readiness to face the world of work is influenced by street vendors and productive learning achievements, the data shows very significant.

Table 4. Multiple regression analysis of PKL implementation and productive performance on readiness to face the world of work

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2308.223	2	1154.112	138.956	.000 ^a
	Residual	955.141	115	8.306		
	Total	3263.364	117			

a. Predictors: (Constant), PRESTASI (X2), PKL (X1)
 b. Dependent Variable: KESIAPAN KERJA (Y)

Based on the output of "ANNOVA" above, it is known that the significance value (Sig.) in multiple linear analysis (F test) is 0.000. Because Sig. $0.000 < 0.05$, it is concluded that PKL (X1) and Productive Learning Achievement (X2) simultaneously (together) affect Work Readiness (Y) or significantly.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.707	.702	2.882

a. Predictors: (Constant), PRESTASI (X2), PKL (X1)

Based on the SPSS "Model Summary" output table above, the value of the coefficient of determination (R Square) is 0.707 or equal to 70.7%. This number means that the variables PKL (X1) and Productive Learning Achievement (X2) simultaneously (together) affect the variable Work Readiness (Y) by 70.7%. While the rest ($100\% - 70.7\% = 29.7\%$) is influenced by other variables.

CONCLUSION

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

1. There is a significant correlation or positive relationship between the implementation of street vendors and readiness to face the world of work.
2. Productive learning achievement has a positive effect on readiness to face the world of work.

3. There is a significant correlation between PKL variables and productive learning achievement variables with readiness to face the world of work. The relationship between PKL variables and productive learning achievement is $-0.089 < 0.05$, meaning that both variables have a positive effect on readiness to face the world of work.

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