



## The Effect of Fieldwork Practices, Information on the World of Work and Motivation to Enter the World of Work on Job Readiness

Fikri Kailan\*<sup>1</sup>, Pujiati<sup>2</sup>, Suroto<sup>3</sup>, I Komang Winatha<sup>4</sup>, Fanni Rahmawati<sup>5</sup>

<sup>1,2,3,4,5</sup> Faculty of Teacher Training and Education, Bandar Lampung University, Lampung, Indonesia

Email: fikrikailan27@gmail.com

### Article Info

#### Article History

Received: March 2024

Revised: May 2024

Published: June 2024

#### Keywords:

*Fieldwork Practices, Information on the World of Work, Job Readiness, Motivation to Mask the World of Work*

Doi:

<http://dx.doi.org/10.23960/E3J/v6i2.42-47>

### Abstract

A workforce with professional competence is a need for market share in the current era. This effort can be taken through the world of education, one of which is by implementing fieldwork practices. This study aims to determine the effect of fieldwork practices, information on the world of work, and motivation to enter the world of work on job readiness. The research method uses descriptive verification with ex post facto approach and survey. The population in the study was class XII students majoring in marketing SMKN 4 Bandar Lampung with non-probability sampling techniques. Data collection techniques with questionnaires, interviews, and documentation. SPSS software-assisted testing and data processing. The results of this study show that there is an influence of fieldwork practices, information on the world of work, and motivation to enter the world of work on the job readiness of class XII students of SMK Negeri 4 Bandar Lampung. Learners can integrate real experience with formal Education that provides in-depth knowledge of job demands while encouraging motivation and job readiness.

## INTRODUCTION

The condition of labor needs and the challenges of the world of work in the era of globalization demands that labor as human resources must be able to compete in various fields with the provision of professional skills possessed. The quality of human resources is one of the important factors of a nation in meeting the needs and challenges of the world of work in the current era of globalization. One of the pillars of Human Resource Development that has strategic significance for national development is quality education.

One of SMK's efforts to Channel students into the world of work after graduation is to prepare students to be ready for work in accordance with their abilities in their respective fields of expertise. Kardimin (2004) explained that there are 2 factors that affect job readiness, namely factors that come from within the learners (internal factors) which include physical and mental maturity, pressure, interest, talent, independence, mastery of Science, and motivation. External factors include the role of society, Family, world of work information, and work experience.

In order to meet these demands, the school must equip its graduates with various abilities and skills according to work needs according to their vocational fields. therefore, the need for fieldwork practices for vocational students in order to form work attitudes, work skills, work discipline and increased knowledge of students in order to improve the job readiness of students. Fieldwork practice is an important component in the training system to develop the insight and management skills of participants (Hamalik 2007).

Chotimah & Suryani (2019) Research in her research explained that there was a positive and significant influence between field work practice, motivation to enter the world of work, and simultaneous self-efficacy on the job readiness of Class XII students of the SMK Muhammadiyah Bobotsari office administration expertise program for the 2018/2019 academic year. Also in line with research by Purnama & Suryani (2019) states that industrial work practices have a significant effect on student job readiness with a thitung value of 5,589 with GIS. ( $0,027 < 0,05$ ). This proves that the

existence of field work practice activities will have an impact on increasing the job readiness of vocational students.

Information about the world of work is one of the external factors that affect job readiness. Information on the world of work includes all data on the types of jobs that exist in the community, on the stages and types of positions, job classification systems and future prospects related to the real needs of the community for certain types or styles of work (Winkel and Hastuti, 2007). Information on the world of work can affect a person's decision making in determining his career in the future the following is a table of information on the world of work on job readiness.

The explanation is supported by the research of Fitriyaningsih (2017) in his research there is a positive and significant influence between the world of work information on the job readiness of learners by 7.50%, meaning that the higher the world of work information, the higher the job readiness of learners. In line with the research, Setiawan (2017) in his research also suggests that there is an influence of the world of work information on the job readiness of students partially shows a positive relationship. According to Kusnaeni (2016) information obtained by students from various sources and parties can support in preparing to enter the workforce. This can encourage students of SMKN 4 Bandar Lampung to further improve job readiness in order to work in accordance with areas of expertise.

In addition to the two factors above, the factor that is thought to create job readiness is the motivation to enter the workforce. Pujiyanto and Sandy (2017) said Motivation determines the extent to which a person is driven to enter the workforce. Sirsa (2014) suggests that learners need motivation to work so that when they work there is a sense of fun when carrying out their tasks. According to Fattah (2009) suggests that the motivation process is largely directed to meet and achieve the needs. Meanwhile, according to Uno (2014) motivation arises because of the desire to do activities, the encouragement and need to do activities, the expectations and ideals, the existence of a good environment, the existence of interesting activities and the appreciation and respect for self.

However, until now there is still a gap between the ability of graduates who do not match the standards of the world of work and the number of graduates who have not worked due to low job readiness. According to data from SMK N 4 Bandar Lampung, the school has not been able to market all its graduates to work. Seen from the tracer study the number of graduates of SMK N 4 Bandar Lampung who have worked has decreased every year. In fact, from the interview with the chairman of BKK SMK N 4 Bandar Lampung, Mr. Wayan also said that the readiness of students 'work can be seen in terms of field work practices, information obtained by students and students' motivation to enter the workforce is good. Looking at these problems, it was found that the gap between fieldwork practices, information about the world of work and motivation to enter the world of work was relatively high, but on the other hand, the job readiness of students was low, as seen from the fact that there were still many graduates who had not entered the world of work.

Based on the description of the background of the above problems, then in this study will take the title of "the effect of field work practices, information about the world of work and the motivation to enter the world of work on job readiness."

## **METHODS**

The type of research used in this study is quantitative research with Ex Post Facto and Survey approaches. The population in the study was Class XII students majoring in marketing of SMK Negeri 4 Bandar Lampung for the 2021/2022 academic year, with a sample of 69 students and using non-probability sampling techniques with saturated sampling types.

The variables used in this study are field work practice variables (X1), information about the world of work (X2), and motivation to enter the world of work (X3) as independent variables, and job readiness variables (Y) as dependent variables. The technique of data collection using questionnaires (questionnaire) with likert scale questionnaire Score categories, interviews, and documentation. In addition, the researchers tested the instrument requirements which include: validity test of each variable, reliability test, classical assumption test (linearity test, multicollinearity test, autocorrelation test, and heteroskedastisitas test), and hypothesis testing (simple linear regression, and multiple linear regression). Hypothesis testing using simple and multiple linear regression and processed with SPSS program.

## RESULTS AND DISCUSSION

### Field work practice (X1), information on the world of work (X2), motivation to enter the world of work (X3) on job readiness (Y)

The effect of fieldwork practice (X1), information on the world of work (X2) and motivation to enter the world of work (X3) simultaneously affect the readiness of work (Y) decision-making can be done using two ways, namely comparing the probability value of 0.05 and comparing the value of F count with f table.

**Table 1. Hypothesis test**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	462.945	3	154.315	34.823	.000 <sup>b</sup>
Residual	288.041	65	4.431		
Total	750.986	68			

a. Dependent Variable: job readiness

b. Predictors: (Constant), motivation to enter the world of work, field work practices, Information world of work

This hypothesis was tested using statistics F, obtained Fcount = 34.823 with the value (Sig.) of 0.000 and known Ftable with degrees of freedom (dk/df) for the numerator = 3 and denominator n-k-1 = 69-3-1 = 65 and  $\alpha = 0.05$  from the list of Ftable obtained = 2.76 thus Fcount > Ftable or 34.823 > 2.76 then H0 rejected and accepted H1 which states simultaneously variables field work practice (X1), information about the world of work (X2) and motivation in class XII students at SMK Negeri 4 Bandar Lampung.

Based on the results of the coefficient of determination can be seen that the readiness of Class XII students SMKN 4 Bandar Lampung influenced by the practice of fieldwork, information about the world of work and motivation to enter the world of work by 61.6% and 38.4% influenced by other factors not studied in this study.

Based on the results of the analysis calculations that have been done, it can be seen that the practice of fieldwork, information about the world of work, and motivation to enter the world of work affect the job readiness of learners. It can be seen from the calculation of multiple linear regression data with the determination of  $R^2 = 0.616$  which means there is a role of fieldwork practices, information about the world of work and motivation to enter the world of work by 61.6% on the readiness of Class XII students of SMK Negeri 4 Bandar Lampung and the remaining 38.4% influenced by other variables not studied in this study. Results Fhitung = 34.823 with the value (Sig.) equal to 0.000 and known Ftable with degrees of freedom (dk/df) for the numerator = 3 and denominator n-k-1 = 69-3-1 = 65 and  $\alpha = 0.05$  from the list of Ftable obtained = 2.76 thus Fcount > Ftable or 34.823 > 2.76 then H0 rejected and accepted H1 which states simultaneously variables field work practices (X1), information about the world of work (X2) and motivation in class XII students at SMK Negeri 4 Bandar Lampung.

The results of the study explain the simultaneous practice of fieldwork, information about the world of work and the motivation to enter the world of work on the readiness of learners by 61.6 %. While the remaining 38.4% are influenced by other factors that are not examined in this study. In line with the opinion of khoiroh and sucihatiningsih (2018) there are two factors that affect job readiness, namely internal factors and external factors. Internal factors include physical and mental maturity, pressure, creativity, interest, talent, personality, intelligence, motivation and mastery of science. While external factors include the role of society, family, information about the world of work and work experience. This result means that high work motivation, industrial work practices, mastery of soft skills, and information about the world of work will have an impact on the level of job readiness of learners.

The development of learners in having job readiness if learners have a high motivation to work. Motivation to enter the world of work will encourage students to have mental readiness and a professional attitude to plunge into the world of work. The existence of field work practices will provide a lot of knowledge, experience and skills for learners about the real world of apes. it can be seen from the high value of the indicator of job readiness learners have the ability to work together with others,

have the courage to accept responsibility, have *sikpa* able to adapt to the work environment and try to follow the development of areas of expertise.

Explanation of the factors that affect the job readiness of students both internal and external factors, field work practices, information about the world of work and motivation to enter the world of work are some important factors that can affect the job readiness. Susilo & Ismiyati (2020) argue that the factors that influence job readiness are factors that come from individuals and social factors. One of the individual factors is the motivation to enter the world of work and the social factor is the world of work information and industrial practices. The encouragement or motivation to enter the world of work as well as information about the world of work from teachers and parents will increase the job readiness of students, while industrial practice experience gained both in school and during industrial practice will increase the knowledge, abilities and skills of students so that students become ready to enter and compete in the world of work.

Based on the results of hypothesis testing and data analysis, it is explained that the greatest influence is given by the field work practice variable of 53.7% followed by the world of work information variable of 34.2% and the motivation variable to enter the world of work gives the smallest effect of 10.1%. The existence of job readiness in learners is influenced by factors derived from the individual and social factors. One of the individual factors is the motivation to enter the world of work and social factors are information about the world of work and field work practices.

The results of this study stated that the practice of field work, information on the world of work and motivation to enter the world of work has an influence on job readiness positively. Positive influence shows that the practice of fieldwork, job information received well and motivation to enter the world of work also increased, then the job readiness of learners will also increase.

In this study, the field work practice variables become the most influential. supported also by research Triwahyuni & Rediana (2016) that there is a positive and significant influence of industrial work practices on the job readiness of vocational students by 55.8%. This is due to the knowledge and skills that learners become aware of after participating in fieldwork practices at DU/DI for a certain period of time. Learners can train and support the skills learned in school to be applied in the field work practice, so that future learners will be ready to work in the actual DU / DI (Yuliyanto et al., 2024).

Information on the world of work in this study affects 34.2% and the rest is influenced by other variables. This shows that information about the world of work has an effect on the job readiness of students in Class XII of SMK Negeri 4 Bandar Lampung. in line with research Nurrahmah (2014) that the world of work information has a positive and significant effect on job readiness of learners by 8.6%. The more learners get information about the world of work, the better their view of the world of work will be and the opportunity to get greater job opportunities

Other factors that affect the readiness of Class XII students SMK Negeri 4 Bandar Lampung in this study is the motivation to enter the world of work by 10.1%. Motivation to enter the world of work raises the enthusiasm or encouragement of learners to enter the world of work. Both from within himself and from outside him. Motivation to enter the world of work arises because of the desire and interest to work, expectations and ideals, pressure from the environment both the family environment, the school environment and the community environment, and physiological needs and self-respect.

The results of this study are in line with research conducted by Pratiwi (2016) which states that there is a positive and significant influence of *prakerin* experience (Industrial work practices), motivation to enter the world of work together on the job readiness of students majoring in office administration at SMK Gajah Mada Bandar Lampung. In other words, if learners will be ready if the school can improve the experience of *prakerin*, motivation to enter the world of work, and productive learning achievement of their office administration. This is in line with the results of research conducted by Astikasari (2018) which states that there is a simultaneous influence of industrial work practice experience, ability and work motivation on the job readiness of SMK Negeri 1 Terusan Nunyai learners

Based on the above explanation, it can be concluded in this study that the practice of fieldwork, information about the world of work and motivation to enter the world of work simultaneously affect the readiness of Class XII students SMK Negeri 4 Bandar Lampung.

## **CONCLUSIONS AND SUGGESTIONS**

## **A. Conclusion**

The need for a workforce that has professional skills is a necessity in the current era of globalization. This effort can be taken through the world of education, one of which is the implementation of fieldwork practices at SMK N 4 Bandar Lampung. There is a simultaneous positive influence between the practice of fieldwork, information about the world of work and the motivation to enter the world of work on the readiness of work in Class XII students SMK Negeri 4 Bandar Lampung. This means that with the knowledge and experience gained by students when carrying out fieldwork practices and supported by good World of work information and motivation and encouragement to enter the workforce is high will make students have job readiness. The implementation of fieldwork practices has a good influence in improving job readiness in students, therefore it is expected that various parties between schools, teachers, and students should work together to increase encouragement and motivation and work environment information so that students can better adjust to the world of work.

## **B. Suggestion**

Based on the results of research on fieldwork practices, information on the world of work and motivation to enter the world of work on job readiness in Class XII of SMK Negeri 4 Bandar Lampung for the 2021/2022 school year, it is expected that students should further increase motivation and motivation and work environment information so that students can better adjust to the world of work. Schools and teachers are expected to further improve information about work to students in accordance with their areas of expertise both during the teaching and learning process and career guidance. Students must also actively seek information about the world of work through the media, schools and the community. This can help students in preparing to enter the world of work.

## **REFERENCES**

- Anoraga, P. (2009). *Psikologi Kerja*. Jakarta: PT Rineka Cipta.
- Astikasari, Y. (2018). *Pengaruh Pengalaman Praktik Kerja Industri, Kemampuan Soft Skill, Dan Motivasi Kerja Terhadap Kesiapan Kerja Melalui Minat Kerja Siswakelas XII Smk Negeri 1 Terusan Nunyai Tahun Pelajaran 2017/2018*. Bandar Lampung: Universitas Lampung
- Chatamsi. (2014). *Pengaruh Konsep Diri, Pengalaman Praktik Kerja Industri dan Informasi Dunia Kerja Terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Teknik Bangunan SMK Negeri 1 Seyegan Tahun Pelajaran 2014/2015*. Yogyakarta: Universitas Negeri Yogyakarta.
- 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.
- Fattah, N. (2009). *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.
- Fitriyaningsih, N. (2017). Pengaruh Persepsi Siswa Tentang Kompetensi Kejuruan, Motivasi Memasuki Dunia Kerja dan Informasi Dunia Kerja terhadap Kesiapan Kerja Siswa Kelas XII SMK Negeri 1 Kendal. *Economic Education Analysis Journal*, 3(1): Pp. 1-12.
- Hamalik, O. (1996). *Media Pendidikan*. Bandung: Alumnus
- Kardimin, A. (2004). *Strategi Melamar Kerja dan Bimbingan Karier*. Yogyakarta: Pustaka Pelajar.
- Khoiroh, M., & Prajanti, S. D. W. (2018). Pengaruh Motivasi Kerja, Praktik Kerja Industri, Penguasaan Soft Skill, dan Informasi Dunia Kerja Terhadap Kesiapan Kerja Siswa SMK. *Economic Education Analysis Journal*, 7(3), 1010-1024.
- Kusnaeni, Y. (2015). *Pengaruh Persepsi tentang Praktik Kerja Lapangan, Informasi Dunia Kerja dan Motivasi Memasuki Dunia Kerja terhadap Kesiapan Kerja Siswa SMK*. Semarang: Universitas Negeri Semarang.
- Nurrahmah, E. (2014). *Pengaruh hasil praktik kerja industri, peran bimbingan karir, dan informasi dunia kerja terhadap kesiapan kerja siswa smk kelas xi kompetensi keahlian multimedia Se-Kodya Yogyakarta*. Yogyakarta. FT UNY.
- Pratiwi, A. (2016). *Pengaruh Pengalaman Prakerin (Praktik Kerja Industri), Motivasi Memasuki Dunia Kerja, dan Prestasi Belajar Produktif Administrasi Perkantoran terhadap Kesiapan Kerja Siswa Jurusan Administrasi Perkantoran di SMK Gajah Mada Bandar Lampung*. Bandar Lampung: Universitas Lampung

- Purnama, N., & Suryani, N. (2019). Pengaruh Prakerin (Praktik Kerja Industri), Bimbingan Karir, dan Informasi Dunia Kerja Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 8(1), 350-365.
- Setiawan, B. (2017). Peranan Pelaksanaan Praktik Kerja Industri dan Informasi Dunia Kerja terhadap Kesiapan Kerja Siswa Kelas XII Paket Keahlian TKBB di SMK 2 Salatiga. Pp. 1-20.
- Sirsa, I. M., Dantes, N., & Sunu, I. G. K. A. (2014). Kontribusi ekspektasi karier, motivasi kerja, dan pengalaman kerja industri terhadap kesiapan kerja siswa kelas XII SMK Negeri 2 Seririt. *Jurnal Administrasi Pendidikan Indonesia*, 5(1).
- Susilo, S. M., & Ismiyati, I. (2020). Pengaruh Praktik Kerja Industri, Informasi Dunia Kerja Dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Siswa. *Business and Accounting Education Journal*, 1(3), 290-296.
- Triwahyuni, H., & Setiyani, R. (2016). Pengaruh prakerin, prestasi akademik mata diklat produktif akuntansi, dan pemanfaatan bank mini terhadap kesiapan kerja siswa smk kompetensi keahlian akuntansi. *Economic Education Analysis Journal*, 5(1), 58-71.
- Uno, H. (2010). Teori Motivasi dan Pengukurannya Analisis Bidang Pendidikan. Jakarta: Bumi Aksara
- Winkel & Hastuti. (2007). Bimbingan dan Konseling di Institusi Pendidikan.
- Wulandari, A. K., & Prajanti, S. D. W. (2017). Pengaruh praktik kerja lapangan, bimbingan karir, dan motivasi kerja terhadap kesiapan kerja siswa kelas XII SMK Negeri 1 Karanganyar di Kabupaten Kebumen. *Economic Education Analysis Journal*, 6(1), 131-139.
- Yuliyanto, R., Susilaningsih, S., & Indriayu, M. (2024). Understanding Vocational School Students' Work Readiness: The Synergistic Role of Fieldwork Practice and Self-Efficacy. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 10(2), 489-497. doi.org/10.33394/jk.v10i2.11118