The Effects of Field Work Practice, Information Mastery, and Work Motivation on the Work Readiness of Vocational High School Students in Indonesia

Darti Purnama Sari and Dwi Rahdiyanta

ABSTRACT

This study aims to analyze the impacts of (1) PKL (Field Work Practice) experience, (2) information mastery, (3) work motivation, (4) PKL, mastery of information, and motivation on students’ work readiness. This study employed the ex post facto design using the regression approach. The population consisted of 310 students of class XII of the Mechanical Engineering expertise program in Vocational High Schools in Yogyakarta, and the total number of participants was 170 students. The number of participants was determined using Issac & Michael’s formula. Then, using the purposive sampling technique, the sample was selected. Meanwhile, the data were collected through surveys, tests, and documentation. The collected data were analyzed using multiple linear regression analysis to check the hypothesis. The results of this study show that: 1) PKL has a positive and significant effect on students’ work readiness (p = 0.015) with an effective contribution of 9%, (2) mastery of information has a positive and significant effect on students’ work readiness (p = 0.012) with an effective contribution of 5.1%, (3) work motivation has a positive and significant effect on students’ work readiness (p < 0.001) with a contribution effective 30%, and (4) PKL, information mastery, and work motivation simultaneously influence students’ work readiness (sig. 0.000) with an effective contribution 44.6%.

Keywords: Information mastery, PKL, work motivation, work readiness.

I. INTRODUCTION

Senior High School (VHS) is one of the educational institutions capable of producing competitive human resources in this 4.0 Industrial Revolution era. VHS is a secondary education level that has the characteristics of specificity of preparing and producing graduates who are ready to work. According to Article 18 of Law No. 20/2003 of the Republic of Indonesia concerning the National Education System, Vocational High Schools are secondary education that prepares students to work in certain fields. However, based on information from the Statistics Indonesia/Badan Pusat Statistik, VHS graduates dominate the Open Unemployment Rate/Tingkat Pengagguran Terbuka (TPT), while those with lower TPT are graduates of elementary or lower levels of education. The data were published by Indonesian Statistics as of February 2022.

Fig. 1. Open unemployment rate. Source: Indonesian Central Statistics Agency (n.d.).
The data clearly show that many VHS graduates have not found a job, even though they have been equipped with the knowledge and skills needed to get a job. This proves that the graduates are not ready to face the world of work. The data of VHS graduates in Yogyakarta City, based on Harian Jogja news media, show that 20% of the graduates are unemployed. The analysis of VHS graduate absorption in Yogyakarta is shown in Table I.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Work</th>
<th>Student</th>
<th>Business</th>
<th>Unemployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMKN 2 Yogyakarta</td>
<td>22</td>
<td>2</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>SMKN 3 Yogyakarta</td>
<td>30</td>
<td>1</td>
<td>16</td>
<td>63</td>
</tr>
<tr>
<td>SMK Muhammadiyah</td>
<td>22</td>
<td>7</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>3 Yogyakarta</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SMK Islam Yogyakarta</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>11</td>
<td>56</td>
<td>134</td>
</tr>
<tr>
<td>Percentage</td>
<td>32%</td>
<td>4%</td>
<td>19%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Based on the data, 32% of students are already working, and the remaining 68% are continuing their studies, doing business, etc. Other data show that 45% of the graduates are unemployed. The data indicate that the percentage of VHS graduates who are unemployed is high, and this shows that VHS graduate absorption is not optimal. Therefore, the graduates cannot fulfill the expectations and goals of vocational education. This phenomenon happens because the students are not ready to work. There is a gap between competence and the needs of businesses and industries, which later causes VHS students to be unable to meet the needs of businesses and industries (Mustikawanto, 2019).

VHS graduates are supposed to work immediately after graduating, but many of them are unemployed because they are not optimally absorbed. Work readiness is developed based on three supporting aspects, namely, knowledge domination, work behavior domination, and work skills domination (Rochmayanti et al., 2022). Work readiness refers to someone’s ability to fulfill aspects of working, namely (1) physical, mental, and emotional conditions, (2) needs or motives, and (3) skills and knowledge (Slameto, 2010). To get into the world of work, students must equip themselves with competency, personal competence, communication, teamwork, and information and technology mastery. In this situation, students' willingness to work represents a balance of physical maturity, mental maturity, and learning experiences that allow them to carry out certain activities and behaviors related to work (Setyadi et al., 2021).

To prepare students to start their careers, VHSS collaborate with various parties to provide Field Work Practice programs for students. According to The Regulation of the Minister of Education and Culture No.5/2020, PKLs are for students in vocational high schools, Islamic vocational high schools, senior high schools for students with special needs, and course and training institutions. The program is conducted through work practice in the world of work within a certain period of time according to the curriculum and the needs. PKL is carried out by directing students to the world of businesses and industries according to the student’s field of study. Therefore, students will see the real condition of the work and have new experiences that make them familiar with and adapt easily to the work (Khoirol & Prajanti, 2019). However, it is evident that the implementation of PKL is not optimally beneficial for students. It is shown from the results of pre-research interviews and the results of a study conducted by Arista (2023).

The next factor that may influence students’ work readiness is related to information about work that is suitable for their expertise. In the world of work, there is a lot that must be prepared, including job suitability. Many students who have participated in industrial internship programs receive little information about what they need to do to look for a job or plan their career (Setyadi et al., 2021). To improve work readiness, students need to understand information about the world of work. Vocational high schools that generate skillful professionals need information related to the world of work that is relevant to their graduate profile. Chatamsi (2014) states that humans are very active in processing information. In other words, they are bound to the information around them. In the era of technology, it is easy to find information about the world of work as we can find it more quickly on the Internet. However, there is still a lack of information on students' world of work because they are not specifically looking for job information. The pre-research interview of this present study and the study conducted by Susilo and Ismiyati (2020) show that students feel unprepared to enter the world of work because of the lack of information they are looking for.

In addition to PKL, work motivation also influences student work readiness. Motivation is something that triggers enthusiasm or encouragement to enter the world of work, both influenced from within and outside factors (Ahmad & Mukhaiyar, 2020). A student’s willingness to work is a combination of physical maturity, mental maturity, and learning experience that allows them to do certain activities or behave accordingly at work. Most students choose VHS because they want to work immediately after graduating. As they want to be able to work immediately, the thing that encourages the desire to work is to earn an income. More students express that by working, they can fulfill their financial needs. Moreover, basically, they do not want to continue their studies. Encouragement from parents, siblings, teachers, and peers makes them want to work after finishing high school. However, they have low motivation to work because they are not committed to selecting a job or planning a career. This is shown by the results of pre-research interviews of this present study and is in line with a study conducted by Ulfa et al. (2022). Students' interest and motivation toward work readiness are considered lacking, so they are not ready to get into the world of work.

Motivation to enter the world of work will make students confident. In addition, information about the world of work possessed by students can raise awareness and insight into the aspect so that knowledge of qualifications and work requirements can motivate students to equip themselves before entering the world of work to be more ready and enthusiastic. Also, through PKL, this activity will provide students with a lot of knowledge, experiences, and skills about the real world of work. Field Work Practice (PKL)
carried out properly can improve students' work readiness both physically and mentally. The Industrial Revolution era 4.0 is in effect with the issue of readiness to enter the world of work, which needs to be studied and researched to provide information and input to educational institutions, government, business and industrial world, and society.

II. METHOD

The population in this study consisted of all students (310) of the Class XII Vocational High School in Mechanical Engineering Expertise Program in the City of Yogyakarta, with a sample of 170 students as measured using the Issac and Michael (1995) formula. The sample was obtained using the purposive sampling technique, and the data were collected through a survey, test, and documentation. This type of research was ex-post facto with a regression approach. The data analysis technique was regression analysis, which was used for hypothesis testing. The hypotheses are:

HL1: Field Work Practices have a significant effect on the work readiness of vocational students.

HL2: Information Mastery has a significant effect on the work readiness of vocational students.

H3: Work Motivation has a significant effect on the work readiness of vocational students.

HL4: Field Work Practices, information mastery, and work motivation have a significant effect on the work readiness of vocational high school students.

III. RESULTS

The hypothesis testing used a multiple linear regression analysis, and the data processing used the SPSS (Statistical Package for the Social Sciences) software Version 25. The results of the analysis are as follows.

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKL</td>
<td>2.469</td>
<td>0.015</td>
</tr>
<tr>
<td>Information Mastery</td>
<td>1.597</td>
<td>0.012</td>
</tr>
<tr>
<td>Work Motivation</td>
<td>6.994</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the analysis of the table above, the sig. variable (X1) of 0.015 < 0.05, so H0 is rejected and H1 is accepted. Therefore, there is a significant and positive effect of PKL (X1) on work readiness (Y). Furthermore, for the second hypothesis, the result of the analysis obtained sig. variable (X2) of 0.012 > 0.05, so H0 is rejected and H2 is accepted. Thus, partially, there is a significant and positive effect of information mastery on work readiness. The third hypothesis is the sig. variable (X3) of 0.000 < 0.05, so H0 is rejected and H3 is accepted. It can be inferred that partially, there is a significant and positive effect of work motivation on work readiness. To test the third hypothesis, the F test by comparing the resulting significance value of 0.05. The calculations performed on the regression analysis with a p-value of 0.05 can be seen in Table III.

<table>
<thead>
<tr>
<th>TABLE III: REGRESSION MODEL ANOVA RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Regression</td>
</tr>
<tr>
<td>Residual</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Note: Predictors: Work motivation, information mastery, PKL.

Based on Table III, the significant value for the effect of PKL and work motivation on work readiness is < 0.001, and the F-count value is 44.530 > F-table value 3.05, so H0 is rejected, and H4 is accepted. Simultaneously, it can be concluded that PKL, information mastery, and work motivation have a significant effect on work readiness.

<table>
<thead>
<tr>
<th>TABLE IV: Coefficient of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>0.668</td>
</tr>
</tbody>
</table>

Note: Predictors: Work motivation, information mastery, PKL.

Based on the table above, the R Square value (coefficient of determination) is 0.446. This indicates that simultaneously, the variables of PKL, information mastery, and work motivation affect work readiness by 44.6%, while for the remaining 55.4%, work readiness is influenced by unobserved variables.

IV. DISCUSSION

A. Effects of PKL on Work Readiness of Mechanical Engineering Vocational High School Students in the City of Yogyakarta

Based on the results of the regression analysis, PKL has a significant effect on the work readiness of vocational students. This means that, partially, the variable PKL has a significant influence on the level of work readiness of VHLS students. It is implied that the better the PKL the students have, the higher the work readiness the students would have, and vice versa. The lower the PKL, the lower the work readiness level.

The results of this study are in line with research conducted by Mustikawanto (2019), who stated that based on the results of his research, the industrial internship program had a positive and significant effect on the work readiness of vocational students and was included in the high category. The results of this study are also in line with research conducted by Setyadi et al. (2021), who state that industrial internship programs have a positive effect on work readiness with a significance of 0.000. In addition to applying the theories that have been learned in class, students who conduct practices in businesses and industries can prepare themselves better. Through PKL, students are expected to have qualifications in accordance with the standards of the world of work. The program will provide experience, skills, and an overview of the real condition of businesses and industries so students know what is needed, and this can encourage students to be more skilful in entering the world of work.
B. Effects of Information Mastery on Work Readiness of Mechanical Engineering Vocational High School Students in Yogyakarta

Based on the results of the regression analysis, information mastery has a significant effect on the work readiness of vocational students. This means that partially, the variable of information mastery has a significant work readiness level of VHS students. This implies that high or low mastery of student information affects the work readiness of vocational students. This implies that high or low mastery of student information affects the work readiness of vocational students.

This research is in line with the results of previous research conducted by Khoiroh and Prajanti (2019), which states that information about the world of work has a significant and positive effect on the work readiness of vocational.

C. Effects of Work Motivation on Work Readiness of Mechanical Engineering Vocational High School Students in Yogyakarta

Based on the results of the regression analysis on the work motivation variable, it has a significant effect on the work readiness of vocational students. This means that partially, the work motivation variable has a significant effect on the level of work readiness of VHS students. It is implied that the higher the students’ motivation, the higher the readiness, and vice versa. The lower the students’ motivation to work, the lower the readiness level.

The research findings are in line with research conducted by Mustikawanto (2019), who stated that based on the results of his research, motivation has a positive and significant effect on the work readiness of VHS students and is included in the high category. The results of this study are also consistent with research conducted by Prayogo et al. (2022), which state that motivation has a direct effect on the work readiness of vocational students with a significance value of 0.000. The research results obtained are in accordance with the theory of Uno (2017), which states that motivation is one of the factors that also determines a person's performance. The size of the motivation effect on a person's performance depends on how much intensity of the motivation is given. Motivation encourages someone to carry out certain activities to achieve certain goals. Work readiness can be a goal that is driven by students’ motivation so that students are triggered to be ready to work. The work motivation of VHS students is very important because they will be encouraged to be more active in improving knowledge, skills, and work attitudes, as well as industrial work culture. Hence, students will try to prepare themselves to become competent workers based on their expertise.

D. Effects of PKL, Information Mastery, and Work Motivation on the Work Readiness of Vocational High School Students of the Mechanical Engineering Program in Yogyakarta

Based on the analysis results, it is shown that the significance value of internship experience, information mastery, and work motivation on the job readiness of vocational high school students is below 0.001, and the F-value is 44.530, which means it is greater than the F-table value of 2.66. Based on the significance value and the obtained F-value, it can be concluded that internship experience, information mastery, and work motivation have a significant simultaneous influence on the job readiness of vocational high school students. The relationship or correlation between internship experience, information mastery, and work motivation with job readiness is categorized as moderate, as evidenced by a positive regression coefficient. This finding indicates a significant positive association between the variables of internship experience, information mastery, work motivation, and the level of job readiness among vocational high school students. Collectively, the variables of internship experience, information mastery, and work motivation have a significant simultaneous influence on job readiness, explaining 44.6% of the variance.

Thus, it can be inferred from this research that a higher level of job readiness among students is positively associated with better and more extensive internship experience, information mastery, and work motivation.

This is because internship experience provides students with valuable knowledge and skills, preparing them for entry into the workforce. Additionally, the mastery of job-related information obtained by students from various sources influences their perception of the working world, increasing their chances of securing employment opportunities. Furthermore, the work motivation possessed by students can encourage them to prepare themselves to meet the required standards in the working world. Students with low work motivation lack the drive to achieve goals and the motivation to secure employment. They tend to make less effort to be accepted by society, resulting in their reluctance to enter the workforce. It can be stated that students with high work motivation have a high level of motivation to face the working world. On the other hand, students with low work motivation exhibit a low level of work motivation when confronted with the working world.

V. CONCLUSION

Internship Experience and Work Motivation partially influence the job readiness of vocational high school students majoring in machining in Yogyakarta city. The variables of Internship Experience, Information Mastery, and Work Motivation collectively exert a significant simultaneous influence on the job readiness of vocational high school students majoring in machining in Yogyakarta city. It is expected that students earnestly engage in practical internship experiences, actively seek information regarding the working world, and consistently enhance their knowledge and skills, particularly those aligned with the requirements of Industry 4.0. These endeavors are crucial steps toward enhancing the job readiness of vocational high school students.

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CONFLICT OF INTEREST

The authors declare that they do not have any conflict of interest.

REFERENCES


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