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The influence of field work practices and career guidance on the work readiness of vocational student graduates

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Abstract
The purpose of this study was to determine and analyze the effect of Field Work Practices and Career Guidance on the Job Readiness of Vocational High School Graduates in Agats City, Asmat Regency.
This quantitative research uses an associative approach to analyze the relationship of two or more variables. The purpose of using the associative approach is to be able to provide an explanation regarding the influence of Field Work Practices (X1), Career Guidance (X2) and on Job Readiness (Y1) Vocational High Schools in Agats City, Asmat Regency. This study uses a survey method. This research was conducted at Asmat State Vocational High School 1 Arts and Creative Industries. The main data source in this study were students at Asmat State Vocational High School 1 Arts and Creative Industries. Data collection techniques use research instruments in the form of questionnaires, quantitative/statistical analysis, to be able to describe and test the hypotheses that have been prepared.
The results showed that: 1) There was an influence of fieldwork practices on the job readiness of SMK graduates in Agats City, Asmat Regency with a contribution of 53.8%. 2) There is an influence of career guidance on the job readiness of SMK graduates in Agats City, Asmat Regency with a contribution of 50.9%. 3) There is an influence of fieldwork practices and career guidance together on the job readiness of SMK graduates in Agats City, Asmat Regency with a contribution of 53.9%.

Keywords: Field work practices, career guidance, job readiness

Introduction

In the era of the Fourth Industrial Revolution, Indonesia faces labor competitiveness in both the micro and macro industrial sectors. In order to support the accomplishment of Indonesia's 2045 vision, the country need qualified people resources, one of which is created through education to meet the needs of the moment. The educational vision is regarded effective if it can generate a generation that is skilled and prepared to compete in the workplace throughout the Fourth Industrial Revolution.

Vocational education is a component of the national education system that systematically prepares workers to compete in a variety of skill sectors in both micro and macro industries. As part of vocational education, vocational high schools help to meet the national demand for trained workers. This is specified in the purpose of vocational high schools, which is to improve intelligence, knowledge, personality, noble values, and abilities for living independently and continuing education in accordance with one's vocation (PP No. 19 of 2005, article 26, paragraph 3).

The government has implemented a programme of changing education and learning content for pupils, particularly at the Vocational High School (SMK) level. According to Presidential Instruction Number 9 of 2016 on the Revitalization of Vocational High Schools, the Vocational School curriculum must be aligned with user expectations in order to improve human resource quality and competitiveness. With the issuance of this Presidential Instruction, the role of Vocational Schools as educational institutions that supply an educated and trained workforce is more emphasised, necessitating that the curriculum employed meet the needs of users. Graduates from vocational schools will be able to promote macroeconomic growth as well as growth in other domains in the future.

Vocational schools strive to develop expert and skilled human resources (Machumu *et al*. 2017) [15]. One of the programmes offered at vocational schools is an apprenticeship programme known as 'Field Work Practices' (PKL) or Industrial Work Practices (Prakerin). This activity is one of the vocational school programmes that works with the corporate world and BUMD to prepare professional graduates to compete in the labour market. All students who participate in the learning process will go through developmental stages appropriate to their developmental level. Students will be challenged to modify their thinking in order to generate new ideas through assimilation and accommodation. Work practice gives students work experience and prepares them to become more job ready (Nurhayati & Kusmuriyanto, 2019) [17].

Career coaching during the educational process at vocational high schools is very vital for promoting work readiness. Career coaching provided to children during the psychological process of adolescence assists kids in discovering their abilities, interests, and talents. Career guidance activities are carried out on a personal level to prepare pupils for the field of work they will eventually choose. According to Hartono (2016) [13], career guidance includes services and activities that assist individuals in selecting education, training, and job alternatives, as well as managing their careers.

Asmat State Vocational High School 1 Arts and Creative Industries is the only vocational high school in Asmat Regency. This school offers two skill programmes: Wood and Rattan Craft Arts and Fishing Ship Nauticals. In 2022, this school implemented a fieldwork practice programme at the Centre for Quality Assurance Development of Arts and Culture Vocational Education (BBPPMPV SB) Yogyakarta and the Secondary Fisheries Business School (SUPM) Sorong in West Papua. The field work practice programme

will be reinstated in 2023 at the Yogyakarta Arts and Culture Vocational Education Quality Assurance Development Centre (BBPPMPV SB) and the Gowa Centre for Quality Assurance Development of Maritime, Fisheries, Information, and Communication Technology Vocational Education (BBPPMPV KPTK), both in South Sulawesi.

Based on the author's observations at Asmat State Vocational High School 1 for Arts and Creative Industries on November 23, 2022, it was discovered that most students participating in fieldwork activities lacked awareness of fieldwork practices. This is due to students' lack of awareness about the significance of practical fieldwork. Most pupils are unaware that vocational high schools offer practical fieldwork activities.

Observations conducted by the authors found out that related to the career guidance activities, there were no planned career assistance was provided at Asmat State Vocational High School 1 for Arts and Creative Industries. Teachers impart students' information about the world of work in a traditional, unstructured manner, so that pupils do not feel guided during their learning experience at vocational high schools. Asmat State Vocational School 1 Arts and Creative Industries does not provide guidance services.

Based on the background description above, researchers conducted research with the following objectives

1. Do Field Work Practices Affect Job Readiness for Vocational School Graduates in Agats City, Asmat Regency of Indonesia?
2. Does Career Guidance Affect Job Readiness for Vocational School Graduates in Agats City, Asmat Regency of Indonesia?

Research Method

Research Type

The present research employed quantitative research with survey research methods. According to Sugiyono (2016), survey research is conducted on both large and small populations to determine the relative occurrences, distributions, and correlations between sociological and psychological characteristics. Survey research is conducted on a large number of respondents or units of analysis in order to discover facts or factual information about the symptoms of a group or individual behavior, and the results can be used to inform planning or decision making. This survey research is quantitative in nature, with questionnaires serving as the primary data collection method.

Research Location and Time

This research was conducted at Asmat Regency's only vocational high school, SMK Negeri 1 Arts & Creative Industries, Asmat, Papua, Indonesia. The research was carried out in January of 2024.

Research Population and Sample

This study included 73 students from SMK Negeri 1 Arts and Creative Industries in Asmat who participated in practical fieldwork activities. They were classified into three groups. In this study, sample computations were done using the Slovin Formula (Sugiyono, 2016). According to the Slovin formula, the present research utilized 62 students as samples.

Research Variables

The independent factors in this study are Field Work Practices and Career Guidance, and the dependent variable is student work preparedness. A more specific description of this variable is formulated as follows:

Independent Variables

Field Work Practices

This practice cultivates talented individuals based on the skills program they have learned in school. Students are equipped with a variety of abilities based on the expertise program they choose. It is envisaged that students would become skilled workers who are prepared to work.

Career Guidance

Career guidance is a method of assisting individuals in a variety of ways and forms of service so that the individual can plan his career based on his capabilities, interests, knowledge, and abilities, thereby promoting self-improvement in the workplace.

Dependent Variable

The dependent variable in the present research is students' work readiness, which includes abilities, skills, and work attitudes that are appropriate for society's demands and students' potential in many specialized forms of work that they may directly apply.

Data Collection Techniques and Instruments

The data collection techniques used in this research are:

Questionnaires

Questionnaires are data collection methods that involve asking respondents a written list of questions. The scale used is 4 (Likert scale). The lowest score implies strong disagreement (STS), while the highest value suggests strong agreement (SS).

Documentation

This technique was about collecting the information, incuding reviewing organizational data and other sources related to the research topic.

Moreover, the present research used instruments as a tool to measure the results. A research instrument is a tool for measuring natural phenomena or perceived difficulties. This phenomenon is known as a research variable (Sugiyono, 2016). The instrument, as a data collection tool, must be able to provide information about respondents based on the current circumstances, or, in other words, the instrument must be dependable. This research instrument includes questions or statements to which respondents must react using a Likert scale.

This research instrument has four answer options to avoid answers that are in the center (neutral) value. Alternative responses include: (SS) strongly agree, (S) agree, (TS) disagree, and (STS) strongly disagree. For positive items, the answer to the choice is 4 (SS), 3 (S), 2 (TS), and 1 (STS). According to Hadi (2004), the change of the Likert scale eliminates the middle response group or the neutral answers.

Data Analysis Techniques

Hypothesis Testing through Multiple Regression Analysis

To determine the influence of the independent variable on the dependent variable, multiple regression analysis tools are used.

Hypothesis Testing through Multiple Correlation Coefficient Analysis

Multiple correlation coefficient analysis (R) is used to determine the degree and direction of the association between the independent and dependent variables. The author employs multiple correlation analysis to assess the strength of the relationship (association) between the independent and dependent variables (Sugiyono, 2016).

Findings and Discussion

Findings

Hypotheses Testing

Hypothesis testing is used to lay the groundwork for gathering evidence in the form of data to determine whether a statement or assumption is true.

Results of the Regression Analyses

After the prerequisite test or classical assumption test is completed and all conditions are met, the linear regression test data is analyzed. Simple linear regression analysis determines the influence or linear relationship between one independent variable and one dependent variable. This test is used to answer the hypothesis. It has two hypotheses: H0 (null hypothesis), which means there is no influence, and Ha (action hypothesis), which means there is an influence.

Table 1: Result of Regression Analysis (X1 - Y)

R	R square	Koefisien X1	Konstanta X1	T hitung	T Tabel	Nilai sig
0,538	0,289	0.538	49,651	7,594	2,042	0.000

The data processing findings show that the correlation coefficient (R) between in the table above, there is also a coefficient of determination (R square) of 0.289, which means that field work practices have a 28.9% influence on graduates' work readiness. Based on the table above, the regression coefficient for field work practices (X1) is 0.538 and the constant number is 49.651.

The regression coefficient value in the equation above is 0.538, indicating that if field work practice rises by one, work readiness will increase by 0.538. The empirical test X1 - Y yields a calculated t value of 7.594, which is greater than the t table value of 2.042. Additionally, a value (Sig) of 0.000 < 0.05 indicates that Ha is accepted and H0 is rejected. As a result, the hypothesis can be accepted, implying that fieldwork practice has an impact on the job preparedness of vocational school graduates in Agats City, Asmat Regency.

Table 2: Result of Regression Analysis (X2 - Y)

R	R square	Koefisien X2	Konstanta X2	T hitung	T Tabel	Nilai sig
0,509	0,259	0.509	47,303	7,047	2,042	0.000

The data processing findings above reveal that career guidance (X2) and work readiness (Y) have a correlation coefficient (R) of 0.509. The positive correlation coefficient suggests that career coaching has a beneficial impact on work preparedness. The table above also shows a coefficient of determination (R square) of 0.259, indicating that career coaching can influence graduates' work preparedness by 25.9%.

According to the table above, the career advice regression coefficient (X2) is 0.509, whereas the constant value is 47.303.

These data reveal that the regression coefficient value is 0.509, implying that if career advice rises by one, job readiness will increase by 0.509. The empirical test findings of 0.000 < 0.05 indicate that Ha is accepted and H0 is rejected. As a result, the hypothesis can be accepted, indicating that career coaching has an impact on the work preparedness of vocational school graduates in Agats City, Asmat Regency.

Table 3: Result of Regression Analysis (X1 and X2 - Y)

R	R square	Koefisien X	Konstanta X	T hitung	T Tabel	Nilai sig
0,539	0,291	2,082	50,017	24,026	2,042	0.000

The data processing findings demonstrate that the correlation coefficient (R) between X1. The table above also shows a coefficient of determination (R square) of 0.291, indicating that fieldwork techniques and career coaching can influence graduates' work readiness by 29.1 percent.

According to the table above, the regression coefficients for field work practice (X1) and career guidance (X2) are 2.082, and the constant value is 50.017.

The equation above showed that the regression coefficient value is 2.082, which means that field work practices and career guidance increase by 1, then work readiness will increase by 2.082.

The results of the X1 and X2 experiments on Y revealed a t-value of 24,026 > t-table of 2,042, indicating that Ha was accepted and H0 was rejected. A Sig-statistic of 0.000 < 0.05 indicated that Ha was accepted and H0 was rejected. As a result, it is possible to conclude that the hypothesis has been accepted, and that there is a benefit to SMK students' work practices and career guidance.

Discussion

The results of data analysis require a theoretical discussion that relies on the theories and framework underlying this research.

The Influence of Field Work Practices on The Work Readiness of Vocational Student Graduates

Fieldwork practice is one of the aspects that promotes work preparation since it allows students to gain work experience. The implementation of field work practices in this study is measured using multiple indicators, including the preparation stage (students' understanding of field work practices), the demonstration and imitation stage, the practice stage, and the assessment stage.

The findings of the research show that implementing field work practices has a significant and significant effect on the work readiness of vocational school students in Agats City, Asmat Regency, with the partial test (t test) results showing a significance value of 0.000, which is less than 0.05, indicating a significant influence on the work practice variable. Fieldwork on vocational school students' job preparation in Agats City, Asmat Regency. The coefficient of partial determination, which quantifies how much the

independent factors influence the dependent variable, indicates that implementing field work practices has a 28.9% effect on work preparedness.

The findings of the present research align with Mu'ayati's (2014) research, which found that industrial work practices influenced the work preparedness of 44 out of 56 students. The distinction in this study is that the objects examined by vocational school students in the accounting and research skills program were conducted at SMK Negeri 1 Salatiga during the 2013/2014 academic year.

The Influence of Career Guidance on The Work Readiness of Vocational Student Graduates

Career guidance helps students in choosing jobs and better prepares students to face the world of work. Indicators utilized in career guidance research studies include self-understanding, understanding values, understanding the work environment, barriers and solutions, and future planning.

The results of the research show that career guidance influenced work readiness. Specifically, the partial test (t test) results show a significance value of 0.000, which is less than 0.05, indicating that the career guidance variable has a positive and significant influence on the work readiness of vocational school students in Agats City, Regency. Asmat. The partial coefficient of determination, which assesses how much the independent factors influence the dependent variable, indicates that career guidance has an 86.5% influence on work readiness.

This study validated Nur Lukitasari's (2015) findings, which suggest that career guidance has a 13.8% effect on work readiness. The distinction in this research is that the research object was completed in class XII of the accounting skills program, and the research was conducted at SMK Negeri 1 Purbalingga during the 2014/2015 academic year.

The Influence of Field Work Practices and Career Guidance on The Work Readiness of Vocational Student Graduates

Work readiness is essential for vocational school students so that after graduation, they may instantly find a job that matches their talents. As a result, in this research, work readiness is tested using markers of physical, mental, and emotional health, motivations and objectives, knowledge, and abilities. The results of this research suggest that field work methods and career coaching influence students' work preparation.

Conclusion

Based on the data analysis, the conclusions of this research can be formulated as follows:

1. Field work practices provide a 28.9% contribution to the work readiness of vocational school graduates in Agats City, Asmat Regency.
2. Career guidance has an influence on work readiness of vocational school graduates in Agats City, Asmat Regency, representing 86.5%.
3. Field work practice and career guidance have a 25% influence on the work readiness of vocational school graduates in Agats City, Asmat Regency.

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