



Journal of Educational Sciences

Journal homepage: <https://ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Analysis of Field Work Practices Against Mastery of Skills and Work Readiness of Students

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ARTICLE INFO

Article history:

Received: 23 Jan 2019

Revised: 18 April 2019

Accepted: 23 April 2019

Published online: 24 May 2019

Keywords:

Field practice

Mastery skills

Working readiness

ABSTRACT

This study aims to determine the effect of fieldwork experience on student skills mastery, the influence of field work experience on student work readiness, the effect of skill mastery on student work readiness, and the influence of field work experience on student work readiness through mastery of student skills. This study was conducted in YPLP SMK PGRI Bangkinang and used the entire population of 75 students who have carried out fieldwork practices. Data analysis techniques used path analysis methods. The results of this analysis indicate that field work has a positive effect on skill mastery, field work practices have a positive effect on work readiness, mastery of skills has a positive effect on work readiness, field work practices have a positive effect on job readiness through mastery of skills. Mastery of student skills and student work readiness can be improved if students' fieldwork practices are improved.

1. Introduction

The main mission of Vocational High School (SMK) is to prepare students as prospective workers who have readiness to enter the workforce. The existence of SMK is required to meet the needs of the community, namely the need for labor. So that students are required to have skills and professional attitudes in their fields.

In accordance with the objectives of Vocational School, entering employment and developing professional attitudes, being able to choose a career, being able to compete and develop themselves; becoming a mid-level workforce to fill the needs of the business world or industrial world today and in the future; become a

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productive, adaptive and creative workforce (Dikmenjur, 2008). Meanwhile, the results of the research on the implementation of field work practices in Malang Regency Vocational High School concluded that there was a positive and significant influence on the perception of the world of work in vocational students, but did not significantly influence productive attitudes in students (Andayani, 2013).

In facing the global era with rapid acceleration, it is necessary for workers who not only have the ability to work in their fields (hard skills), but it is also very important to master the ability to deal with change and utilize the changes themselves in the soft skills (Andayani, 2016).

Therefore it is an educational challenge to integrate the two types of competency components in an integrated and non-biased way to be able to prepare intact human resources who have the ability to work and develop in the future. Schools need more intense career guidance with intense work from counseling teachers with entrepreneurship teachers so students have goals after graduation (Nurmaliza et al., 2018). The existence of SMKs in preparing skilled middle-level workforce still needs to be improved. Not all vocational graduates can meet the demands of employment according to their specialization.

Seen from the lowest unemployment rate, elementary schools is at the lowest level of 3.54%, the open unemployment rate in the education sector from junior high school level is 5.36%, senior high school (SMA) 7.03%, high school Vocational 9.27%, Diploma III (D3) of 6.35%, and university of 4.98%. This shows that Vocational High Schools are at the highest, and to reduce the number, it is expected that SMK graduates have better work readiness (BPS, 2017).

Based on the results of the assessment of the supervisor of work practices in the field, students get an average score of 85, while the results of the assessment of the results of the fieldwork practice tests conducted at school students get an average score of 65. This occurs because of the gap between the skills possessed by graduates Vocational school with skills needed in the world of work. In addition to skills, vocational students have not fully had work readiness, because there are still many SMK graduates who are still unemployed. Learning achievement is not influenced by achievement motivation alone, but also supported by soft skills as an intervening variable (Diarni et al., 2018). Based on the results of these studies, in addition to field work practices, mastery of skills and work readiness is a variable that needs further investigation.

From these findings, the authors want to examine further, with the aim to determine the effect of field work practices on student skill mastery, the influence of field work practices on student work readiness, the influence of student skills mastery on student work readiness, and to determine the effect of fieldwork practices on readiness student work through mastering student skills.

2. Methodology

This study used descriptive quantitative methods carried out in YPLP PGRI Bangkinang Vocational School in 2018. The population in this study were all alumni of YPLP PGRI Bangkinang Vocational School in 2018, accounting majors totaling 32 people, office administration of 28 people and management majors of 15 people. So that the entire population is 75 people. The description of the indicators for each of the following variables can be seen in Table 1.

Table 1. Research Variables and Research Indicators

Variable	Indicator
Field practice (X)	<ol style="list-style-type: none"> 1. Implementation quality 2. Supervisor competency 3. Benefits of implementation
Skill Mastery (Y1)	<ol style="list-style-type: none"> 1. Hard Skill 2. Soft Skill
Working readiness (Y2)	<ol style="list-style-type: none"> 1. Having logical and objective considerations 2. Controlling yourself or emotions 3. Courage to accept responsibility individually 4. Ambition to move forward and try to keep abreast of the field of expertise.

From the table above, it can be explained that the variable field work practices can be measured through the quality of the training, the competency of the supervisor and the benefits of implementation, while the mastery of skills can be seen from soft skills and hard skills (Andayani, 2016).

Work readiness is an initial condition that is owned by YPLP SMK PGRI Bangkinang students to do a job in order to create products or add value to resources. Indicators of work readiness are logical and objective considerations, controlling oneself or emotions, courage to accept responsibility individually, ambition to move forward and trying to keep up with developments in the field of expertise (Fitriyanto, 2006).

In analyzing the data in this study, path analysis techniques were used. Path analysis is an extension of multiple regression analysis, or path analysis is the use of regression analysis to estimate causality between previously predetermined variables based on theory (Ghozali, 2005).

Path diagrams provide an explicit causal relationship between variables based on theory. In Figure 1, the arrows show relationships between variables. Each path value (p) describes the path and path coefficient. In this study the independent variable is the field work practice (X), while the dependent variable is mastery of skill (Y1) and workability (Y2) (Ghozali, 2005). The flow of research can be explained in Figure 1.

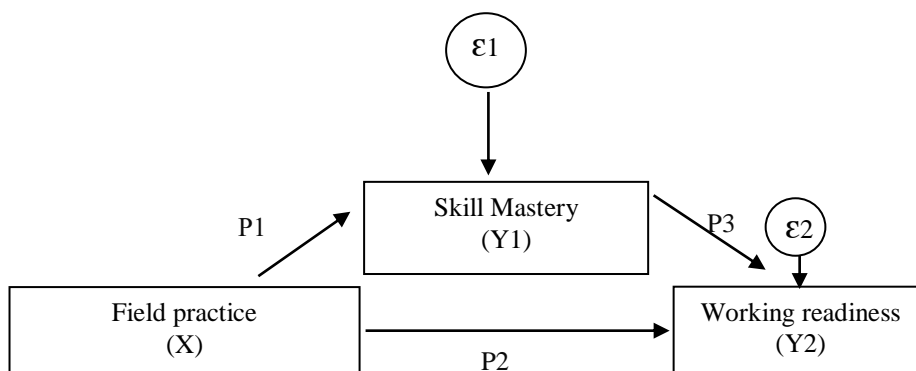


Figure 1. Path Analysis

Based on Figure 1 can be arranged in the following regression equation:

$$Y_1 = \beta_1 X + e_1 \quad \text{(Equation 1)}$$

$$Y_2 = \beta_2 X + \beta_3 Y_1 + e_2 \quad \text{(Equation 2)}$$

Information:

Y_1 : Mastery of student skills

β_1 : The standardized value of the practice coefficient of student fieldwork

e_1 : The skill variance that is not understood is explained by the quality of service

β_2 : The standardized value of the practice coefficient of student fieldwork

β_3 : The standardized value of mastery of student skills

e_2 : The variance of student work readiness that is not discussed is explained by the practice of student fieldwork and mastery of student skills

3. Results and Discussion

$Y_1 = \beta_1 X + e_1$, from structural equation 1 can be seen in Figure 2.

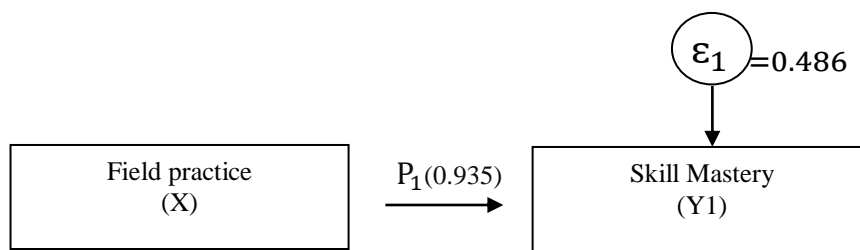


Figure 2: Structure Chart Diagram 1

Figure 2 shows the effect of field work practice (X1) on skill mastery (Y1). Based on Figure 2, it can be explained that the beta coefficient of 0.935 states

that every increase in fieldwork will increase mastery of student skills by 0.935 or 93.5% without being influenced by factors other. Beta coefficient $\beta_1 = 0,935$ is

the value of path or path path 1 (p1). Whereas the magnitude of $\varepsilon = \sqrt{1 - R^2} = \sqrt{1 - (0,874)^2} = 0.486$. The relationship of variables from the structure of equation 2 can be seen in Figure 3:

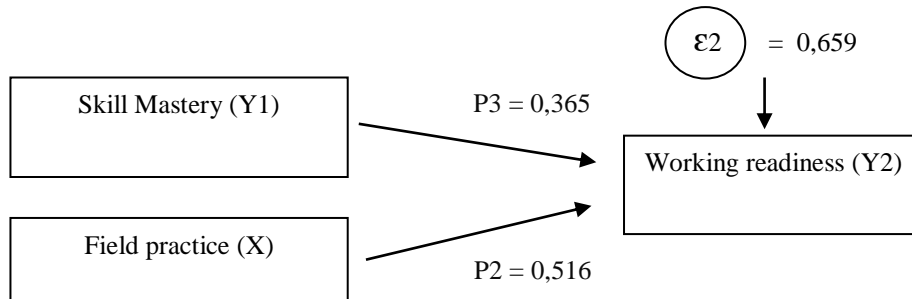


Figure 3: Structure Diagram 2

Based on Figure 3, it can be explained that the beta coefficient of 0.516 from students fieldwork practices states that every one increase in field work practices will increase student work readiness by 0.516 or 51.6% without being influenced by other factors. Beta coefficient value (β_2) = 0.516 is the value of the path or path 2 (p2). 0.365. Beta coefficient of skill mastery states that every increase in skill mastery will increase student work readiness by 0.365 or 36.5% without being influenced by other factors. Beta coefficient value (β_3) = 0,365 is the path value or path 3 (p3). Whereas the magnitude of $\varepsilon = \sqrt{1 - R^2} = \sqrt{1 - (0,752)^2} = 0,659$. The composite diagram of structure 1 and structure 2 can be seen in Figure 4.

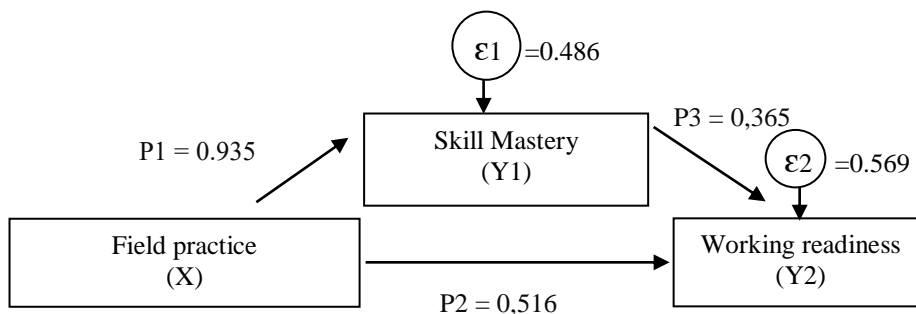


Figure 4. Combination of receipt analysis 1 and structure analysis 2

From the diagram above, it can be seen that the indirect effect of the field work practice variable (X) on skill mastery (Y2) is $= 0.935 \times 0.365 = 0.341$. So that the total effect of the field work practice variable (X) on work readiness (Y2) is $= 0.516 + (0.935 \times 0.365) = 0.857$.

Based on the path analysis above, it can be seen the magnitude of the direct effect of field work practices on work readiness is 51.6% and after mastering skills the influence increases by 85.7%.

Effect of field work practices on mastering student skills.

The magnitude of the effect of the field work practice on the mastery of alumni skills in the YPLP PGRI Bangkinang class of 2017/2018 academic year has a direct effect of 93.5%, This is meaning that increasing field work practices in students will improve mastery of student skills.

The demand for the workforce for the criteria for prospective workers is increasingly diverse. The world of work does not only prioritize high academic skills (hard skills), but also pays attention to skills in terms of values inherent in someone or often known as soft skills aspects. Soft skills are abstract abilities, including emotional management abilities (EQ). Soft skills are closely related to one's ability to carry themselves (Sutanto, 2012). If the creativity possessed by students is higher, then it is predicted that students' work readiness will be even higher (Ahmad et al., 2014).

Based on this opinion, it can be seen that the skill ability of a new person will be known from practice, then in this study skill mastery is one of the variables that will be examined in relation to the practice of students' industrial work. Based on the above theory, it is explained that field work practices are beneficial for students to gain experience in the world of work and increase self-confidence. Students can also train and support the skills that have been learned in school and apply them in the pratek field work site. This is also in accordance with some previous researchers who stated that apprenticeship variables have a significant influence on the variable mastery of student skills in dealing with the world of work (Andayani, 2016).

Hypothesis results in Al Hikmah Mayong Jepara Islamic Vocational School also stated that there is a significant influence of internship activities on the ability to master the skills of students of class XI Office Administration expertise programs (Andriyati et al., 2011).

From theory and previous research, it can be concluded that the practice of field work is beneficial for students to gain experience in the world of work and increase self-confidence. Students can also train and support skills that have been learned in school and apply them in the practice field work, thus the more experience gained through field work practice activities, it higher the mastery of student skills.

Based on the results of the correlation between the variables of field work practice and mastery of skills obtained results that the variable field work practices greatly influence the mastery of skills in the YPLP SMK PGRI Bangkinang.

Effect of field work practices on student work readiness

The magnitude of the influence of the fieldwork variable on the mastery of students' skills in the XII class of YPLP PGRI Bangkinang in the 2017/2018 school year has a direct effect of 51.6%. This is meaning that increased field work practices in students will improve student work readiness and vice versa when

increasing low field work practices then the work readiness of students tends to be low.

The aim of SMK is to prepare employment and develop a professional attitude, be able to choose a career, be able to compete and develop themselves; becoming a mid-level workforce to fill the needs of the business world / industrial world today and in the future; become a productive, adaptive and creative workforce. Based on the objectives of the field work practice above, it can be seen that with practical work experience, students can establish their learning outcomes, shape attitudes, appreciate and recognize the work environment, and add capabilities and skills in accordance with their fields. It is clear that work readiness must have learning experience first before entering the world of work, this is also supported by research at Taruna Jaya Gresik Vocational School which shows that the experience of internship has a significant influence on the work readiness of students in office administration expertise (Nurul, 2014). The research that was conducted at the Salatiga State Vocational School also shows that the experience of Prakerin has a significant influence on student work readiness (Rofi'ul et al., 2014). Similar research was also conducted at Yos Sudarso Rembang Vocational School, based on the results of hypothesis testing, there was an influence of industry work practices on student work readiness in class XII accounting skills competencies (Heny et al., 2016).

Refer to the previous research, it can be concluded that the practice of field work students will have work experience and an overview of the real conditions of the work world. Thus, if students have a good work experience, they will have a positive influence on work readiness for the students themselves.

The effect of mastery of skills on the work readiness of alumni students of SMK YPLP PGRI Bangkinang 2017/2018 academic year

The magnitude of the influence of variable Mastery of student skills towards work readiness of students of class XII YPLP PGRI Bangkinang 2017/2018 school year directly affects 36.5%, this is meaning that increased mastery of student skills will improve student work readiness and vice versa when increasing skill mastery is low then work readiness students tend to be low.

The demand for the workforce for the criteria for prospective workers is increasingly diverse. The world of work does not only prioritize high academic skills (hard skills), but also pays attention to skills in terms of values inherent in someone or often known as soft skills aspects. Soft skills are abstract abilities, including emotional management abilities (EQ). Soft skills are closely related to one's ability to carry themselves (Sutanto, 2012). Self-carrying ability is how a person behaves and behaves in accordance with the procedures, rules, and ethics of the work environment, when dealing with components of the work environment that include corporate ethics, superiors, coworkers, subordinates, clients, and office facilities (Sutanto, 2012).

The work readiness must have good skills before entering the world of work, this is also supported by Research in Magelang State Vocational High School 2014/2015 academic year. The results of this study statistically show that there is influence of skill mastery on work readiness, (Riska et al., 2015). The demand for the world of work on the criteria for prospective workers is increasingly diverse. The world of work does not only prioritize high academic skills (hard skills), but also pays attention to skills in terms of values inherent in someone or often known as soft skills aspects. Thus, if students have mastery of skills that are good enough, they will have a positive influence on the readiness of the work of the students themselves.

Field work practices affect on work readiness through mastery of skills

The magnitude of the influence of field work practices on student work readiness through mastery of skills in class XII YPLP PGRI Vocational School Bangkinang 2017/2018 school year indirectly affects as much as 34.1%. This is meaning that increasing field work practices of students will not improve student work readiness directly through the mastery of student skills and vice versa when the increase in fieldwork practices is low, student work readiness tends to be low seen through mastery of student skills. This is supported by several previous researchers who stated that industrial work practices have a positive effect on job readiness (Isnania et al., 2015). A similar study was also conducted at SMK Negeri 1 Surakarta involving 80 students as participants indicating that there was a significant relationship between the experience of internship in the work readiness of students (Musyasaroh, et. al., 2013). Research conducted at Malang's Bululawang NU Vocational School also states that apprenticeship variables have a significant influence on students' skill mastery variables in facing the world of work (Andayani, 2016).

Experience gained during industrial work practices will accelerate the transition of students from school to the industrial world (Aditya et al., 2009). The demand for the workforce for the criteria for prospective workers is increasingly diverse. The world of work does not only prioritize high academic skills (hard skills), but also pays attention to skills in terms of values inherent in someone or often known as soft skills aspects. Soft skills are abstract abilities, including emotional management abilities (EQ). Soft skills are closely related to one's ability to carry themselves (Sutanto, 2012). Finally, it can be seen if students have good field work experience, they will have a positive influence on students' skills and work readiness.

4. Conclusion

The practice of field work directly influences the mastery of alumni skills in the YPLP class students of PGRI Bangkinang, this means that the increase in field work practices in students will improve the mastery of student skills. The practice of field work directly affects the work readiness of students of class XII YPLP SMK PGRI Bangkinang, this means that increased field work practices in students

will improve student work readiness and vice versa when the increase in fieldwork practices is low, student work readiness tends to be low. Mastery of student skills directly affects the work readiness of students in class XII YPLP SMK PGRI Bangkinang, this means that the increase in mastery of student skills will improve student work readiness and vice versa when the increase in skills mastery is low, student work readiness tends to be low.

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How to cite this article:

Sapriadi, Caska, Makhdalena. (2019). Analysis of Field Work Practices Against Mastery of Skills and Work Readiness of Students. *Journal of Educational Sciences*, 3(2), 260-269.
