Lectura: Jurnal Pendidikan
Volume 16, Number 2, Agustus 2025, Halaman 488-501
P-ISSN: 2086-4876
E-ISSN: 2549-063X
DOI: https://doi.org/10.31849/9g2z4n32
Link: https://journal.unilak.ac.id/index.php/lectura/article/view/27406

The Relationship between Field Work Experience and Self-Efficacy on Students' Work Readiness

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Submitted: 10-06-2025 Accepted: 16-06-2025 Published: 09-08-2025

Abstract

Vocational education plays a crucial role in preparing students for the workforce by integrating practical experience with personal development. This study aims to analyze the effect of Field Work Practice and Self-Efficacy on Work Readiness of SMK (*Sekolah Menengah Kejuruan*) *Negeri* 1 Singosari students. This study used a quantitative approach with an ex post facto design, chosen because it is appropriate to study existing conditions without direct manipulation. The sample consisted of 72 grade XII students of the Industrial Automation Engineering Department, representing the entire target population through saturated sampling. Data were collected using a validated and reliable questionnaire. Regression analysis showed that Field Work Practice and Self-Efficacy simultaneously had a significant effect on work readiness ($R^2 = 0.769$; $p < 0.05$). However, partially, only self-efficacy had a positive and significant effect ($\beta = 0.980$; $p < 0.05$), while Internship Experience had a positive effect but was not statistically significant ($\beta = 0.150$; $p > 0.05$). The insignificant results for Field Work Practice may be attributed to location variations and differences in the quality of guidance. In conclusion, these findings underscore the important role of self-efficacy in vocational education, suggesting that schools should implement targeted programs such as confidence-building workshops and structured mentoring to enhance students' readiness for work.

Keywords: field work experience, self-efficacy, work readiness, vocational high school, multiple linear regression

INTRODUCTION

The rapid changes driven by globalization have significantly transformed the demands of the workforce. In facing the era of globalization and increasingly tight competition in the world of work, the education system is required to produce graduates who excel academically, are technically skilled, and have a good mental attitude (Muis et al., 2024). One of the problems in the development of Human Resources is the quality of the workforce which is a top priority that must be overcome, especially in educational institutions that are tasked with producing competitive graduates (Herdilah et al., 2023). In this context, Vocational High Schools have a strategic role as vocational educational institutions designed to prepare students to have skills in the world of work (Dinita et al., 2024). Data from the Central Statistics Agency or *Badan Pusat Statistik* (BPS) shows that the unemployment rate in Indonesia will reach around 4.91% of the population of Indonesia in 2024 and is expected to increase in 2025. Of that number, SMK graduates contribute around 8% to the national unemployment rate. This condition indirectly requires Vocational High Schools to improve the quality of their graduates in order to be able to compete in the job market. Quality graduates have better job opportunities (Wang et al., 2024). Therefore, Vocational High Schools must strengthen the provision of students' work competencies through skills training and establish close cooperation with the business world and industry. Through direct practical experience, students will become accustomed to real work situations so that they are better prepared to face challenges in the field and are expected to contribute to reducing youth unemployment rates (Mahfud & Hanif, 2024).

One of the strategic steps implemented by Vocational High Schools in producing superior graduates is through the Field Work Practice program. The program provides direct experience in the industrial world that allows students to easily develop skills, understand the workflow, and foster a work ethic. Direct involvement of students in industrial activities during Field Work Practice can form a practical understanding and prepare students to face the world of work after graduation. Thus, Field Work Practice can be an important element in bridging students from the world of education to the world of work (Santika et al., 2024). However, in work readiness, external experiences such as Field Work Practice are not the main influence, but are also influenced by internal psychological factors, one of which is self-efficacy. Self-Efficacy refers to an individual's belief in their ability to complete a task or achieve a certain goal (Maharani, 2023). Students with high levels of self-efficacy are generally able to demonstrate a strong sense of self-confidence, high fighting spirit, resilience in facing challenges, and a better level of independence in completing work assignments. Conversely, low self-efficacy can make students give up easily and not be optimal in completing their work. Therefore, self-efficacy also plays an important role in shaping work readiness, especially in the context of facing dynamics and pressure in the work environment (Baun et al., 2023).

Therefore, the researcher conducted initial observations at State Vocational High School 1 Singosari regarding several student responses to the influence of PKL activities and self-efficacy. Basically, at State Vocational High School 1 Singosari, the PKL program has been implemented routinely and in a structured manner. However, based on the results of observations and follow-up interviews with productive teachers, it was found that there were variations in work readiness between students even though they had undergone field work practices in the same industrial location. This finding shows that field work experience alone is not enough to explain differences in student work readiness. Further study is needed on one of the internal factors such as self-efficacy that can explain the difference. This study aims to examine the influence of Field Work Practice experience and self-efficacy on the work readiness of SMKN 1 Singosari students. The results of the study are expected to be input for schools in designing learning programs that are not only oriented towards technical skills, but also on strengthening or developing students' psychological aspects in order to be able to improve students' readiness to enter the world of work optimally.

METHOD

The research was compiled using a correlation analysis approach using the Ex Post Facto cause and effect method (Wahdah & Malasari, 2022). This method is suitable for use in studying the causal relationship between Field Work Practice and self-efficacy which does not involve researcher manipulation in student development in vocational schools (Rosana et al., 2025). The research flow is as shown in the diagram below.

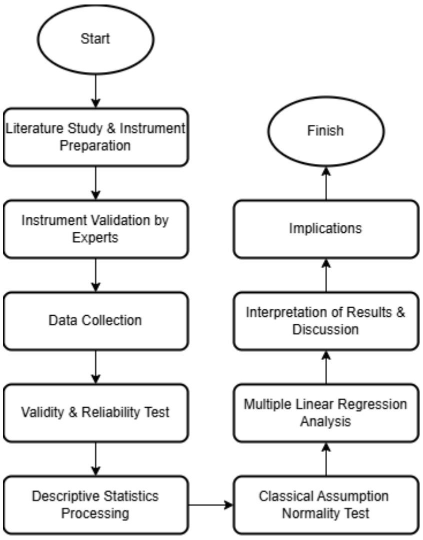

Figure 1. Research Flowchart

In general, the research flow in the figure above, researchers took samples from two XII classes of the Industrial Automation Engineering Department of SMK Negeri 1 Singosari in the 2024/2025 school year. The sampling technique used by researchers is a saturated sample using the total number of students or population as a sample, namely 72 students. Researchers conducted a correlation analysis to really prove that Field Work Practices and Self-Efficacy are indeed two things that must be considered by schools in order to prepare students for today's optimal world of work. Therefore, several tests were carried out coherently such as instrument validation, validity and reliability tests of questionnaire data, then normality test of questionnaire data, then descriptive statistical test of data, then multiple linear rigresion tests (t, f, and linear regression tests) to see how much influence both or only one of them has on students' work readiness.

At this stage, the researcher conducted a literature study of several journals, articles, books, and several relevant trusted pages about the theory of Field Work Practice, Self-Efficacy, Work Readiness, research variables, several research tests, and research methods. In this case, the researcher compiled several initial instruments in the form of questionnaires using five linker scales consisting of several things below:

Table 1. Research Instruments

Variables	Information	Indicator	Number of Statements
X1	Internship experience	Discipline, Cooperation, Initiative	21
X2	Self-Efficacy	Magnitude, Generality, Strength	9
Y	Work Readiness	Personal, Organizational, Social	12

After adjusting several research instruments and indicators, the researcher compiled an instrument grid based on the theories underlying the indicators of each variable. The grid was used to create a questionnaire statement that would be distributed to students of SMK Negeri 1 Singosari using Google Form.

Table 2. Linkert Scale

Mark	Indicator
5	Very Suitable
4	In accordance
3	Doubtful
2	It is not in accordance with
1	Totally inappropriate

Of the three variables composed of 21 statements for the Field Work Practice variable, 9 statements for the self-efficacy variable, and 12 statements for the work readiness variable, it can help students describe how much influence PKL and self-efficacy have on work readiness with the results according to the linkert scale which has been arranged in five categories.

Instrument Validation by Expert

At this stage, the researcher has made several statements according to the required variables, then conducted expert validation by lecturers in Electrical Engineering Education, Department of Electrical Engineering and Informatics, Universitas Negeri Malang namely Mr. Hanif Rifai Adha, S.Pd., MT and one of the students to assess the results of the instrument that has been made for collecting questionnaire data on samples. The specific purpose of validation for lecturers and students is to ensure the quality of the instrument from various aspects, including clarity of language, accuracy of content to variable indicators, suitability of format and sentence structure, and readability and effectiveness of conveying the intent of the question items. This validation is carried out using guidelines for several indicator categories as below:

Table 3. Expert Validation Assessment Indicators

Category	Assessment Indicators
Clarity	Questionnaire title, questions, filling instructions
Accuracy	Suitability of questions to objectives and aspects
Validity of Content	Accuracy of content
Language	Ease of understanding, effectiveness, suitability of *Pedoman Umum Ejaan Bahasa Indonesia* (PUEBI)

From the Table 3, the clarity category is used to assess the extent to which elements in the questionnaire such as the title, statement items and filling instructions can be understood well by students. Clarity is very important in this validation to avoid ambiguity, double interpretation, and misinterpretation of the intent of the statement. Unclear items can reduce data quality and create bias in subsequent data processing answers. Then, the accuracy category is used to measure the suitability between statement items and research objectives and indicator aspects of each variable. This accuracy ensures that each statement truly represents the theoretical construct being measured and does not deviate from the focus of the variable. With this, the data that has been collected will easily reflect the reality of the object of a variable being studied. Then, in the content validity category, it is used to emphasize the accuracy of the content and relevance of the substance of the statement to the concept to be studied. This validity tests the extent to which the contents of the questionnaire have reflected the entire domain of the research variable. Then, in the language category, it is used to assess the use of communicative language, easy to understand by students, and in accordance with the rules of good and correct Indonesian or *Pedoman Umum Ejaan Bahasa Indonesia* (PUEBI). Appropriate language will increase the effectiveness of instrument communication, avoid misperceptions, and ensure that all respondents easily understand the meaning of the statement content in a uniform manner.

Then in assessing the quality of each aspect, the researcher used a five-point Linkert scale as a quantitative measuring tool. Each validator was asked to give a score to each indicator according to the experts' perception of the quality of the questionnaire. The scores given were then converted into percentages as a clear basis for decision, whether the questionnaire that had been made was suitable for use without revision, needed revision, or was not suitable for use.

Table 4. Expert Validation Linkert Scale

Mark	Indicator
5	Very interesting/very clear/very easy/very appropriate
4	Interesting/clear/good/easy/appropriate
3	Pretty good
2	Not interesting/not clear/not good/not easy/not suitable
1	Very uninteresting/very unclear/very bad/very not easy/very inappropriate

Data Collection

At this stage, researchers collect validity data from experts (lecturers and students) and student questionnaire data compiled using Google Form to class XII students of SMK Negeri 1 Singosari, Department of Industrial Automotive Engineering (TOI). Researchers used a saturated sample as a sampling technique, where a population of 72 students was used as a sample in this study. The 72 students consisted of TOI 1, totaling 36 students and TOI 2, totaling 36 students. The formula used to assess the validity of lecturer and student experts in assessing the content of the questionnaire instrument is as follows. (Novanda et al., 2024).

i. Product Validity Formula (%)

$P = \frac{Tse}{Tsh} \times 100\%$……………………………………………(1)

Description:

P :Percentage
Tse :Scores
Tsh :Maximum Scores

In the calculation of the formula above, it is carried out on aspects of the instrument which include clarity, accuracy, content validity, and use of language. Each aspect is assessed using a linker scale of 1-5. Thus, if there are five indicators and the maximum score for each indicator is five points, then the maximum final score is 50 points.

ii. Combined Validity Formula

$V(\%) = \frac{V_{ad}+Vam}{2}$…………………………………………(2)

Information:

V =Combined Validity
Vad =Lecturer Validity
Vam = Student Validity

In the calculation of the formula above, it is used to combine two assessments from two academic perspectives, lecturers and practical users of students. This approach is important to obtain a holistic assessment of the quality of the research instrument, because it takes into account theoretical-methodological aspects and technical understanding from the perspective of students or prospective respondents (Zafrullah et al., 2023).

Table 5. Validity Criteria

Validity Criteria	Validity Level
75.00% - 100.00%	Suitable for testing without revision
45.00% - 75.00%	Suitable for testing after revision
0% - 45.00%	Not suitable for testing

The table above is the result of a range of values from a combined assessment. The range is used as a guideline for categorization in making decisions whether the validated instrument is suitable for direct use in data collection, or needs to be revised first. If the combined validity value is in the range of more than 75%, then there is no need to revise the instrument. However, if it is in the range of 45% - 75%, then the instrument can still be used but must be revised minorly. However, if it is below 45%, the instrument is considered invalid in content and is not recommended for use in further research before making substantial improvements.

Data were collected using questionnaires developed based on indicators relevant to each variable studied: Field Work Practice, self-efficacy, and work readiness. The instrument's validity was assessed through expert judgment, achieving an average content validity score of 87%. In this study, the validation test was carried out using the Pearson product moment correlation between the score of each item and the total score of the variable using the help of SPSS software. The criteria for the validity test decision. If:

$r_{hitung} > r_{tabel}$= Valid items …………………..(3)

The r-value is calculated for each question item, then compared with the r-table based on the number of respondents (n) and the significance level ($\alpha = 0.05$) (Puspasari & Puspita, 2022). Then the reliability test was carried out using Cronbach's alpha in SPSS to measure the homogeneity between question items in one variable with the criteria (Ulum, 2016).

Table 6. Cronbach's Alpha Interpretation Criteria

Alpha Value	Interpretation
$\alpha \geq 0.90$	Very high
$0.70 \leq \alpha \geq 0.90$	Tall
$0.60 \leq \alpha \geq 0.70$	Quite Reliable
$\alpha \geq 0.60$	Less Reliable

At this stage, the researcher conducted descriptive statistical processing to provide an overview of the data distribution, the tendency of respondents' answers, and the basic characteristics of each variable studied, namely PKL, Self-Efficacy, and Work Readiness. This analysis was conducted on data from the results of filling out student questionnaires of 72 respondents. The statistical parameters used are the minimum, maximum, average, and standard deviation values. The standard deviation used as a reference, homogeneous answers if SD (Standard Deviation) <0.50, and vice versa, answers are considered varied if SD (Standard Deviation) > 0.50) (Lestari et al., 2021).

Then the researcher conducted a data normality test using Kolmogorov-Smirnov to ensure that the data was normally distributed.In the testing process, it is carried out using the SPSS device using residual data (RES_1) obtained from the regression model of the tested variables. The Kolmogorov-Smirnov test value produces statistical values and significance values (sig.) or p-values, which are the basis for decision making.

There are several decision criteria, if the Sig value > 0.05 then the residual data is normally distributed which explains that the initial assumption is met, however if the Sig value < 0.05 then the data is not normally distributed so that the initial assumption of the study explains that PKL and self-efficacydoes not affect the work readiness of students at SMK Negeri 1 Singosari (Alamsyah et al., 2022).

At this stage, multiple linear regression analysis was conducted to determine how much influence the field work experience (X1) and self-efficacy (X2) had together and partially on students' work readiness (Y). Data processing was carried out using SPSS software to produce

1. F test: measures the influence of X1 and X2 simultaneously on Y.
2. t-test: measures the effect of X1 and X2 separately on Y.
3. R2 (Coefficient of Determination): shows the percentage contribution of X1 and X2 to Y.

The resulting regression equation follows the model:

$$Y = a + b1X1 + b2X2 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (4)$$

At this stage, the researcher discusses the results of the analysis obtained to produce a broader picture of the two independent variables influencing students' work readiness through descriptive quantitative data. After producing some data from the discussion analysis, the author made a practical conclusion as a recommendation, strategy and development suggestion for students at SMK Negeri 1 Singosari.Whether in the future development of students in preparing for the world of work, we must pay attention to PKL activities and self-efficacy or not.

FINDINGS AND DISCUSSION

Findings

Expert Validation

The researcher conducted two expert validations to lecturer Hanif Rifai Adha, S.Pd., MT and student Akfan Wahyu Wardhana to assess the questionnaire that will be conducted to students of SMK Negeri 1 Singosari. The following are the results of the lecturer expert validation.

Table 7. Expert Lecturer Validation Results

Aspect	Indicator	Score		%	Description
		Tse	Tsh		
		Validation I			
Clarity	1,2,3	13	15	86%	Suitable for Use Without Revision
Accuracy	4,5,6	13	15	86%	Suitable for Use Without Revision
Validity of Content	7	5	5	100%	Suitable for Use Without Revision
Accuracy of discussion	8,9,10	12	15	80%	Suitable for Use Without Revision
Total		43	50	86%	Suitable for Use Without Revision

From the results above, it was obtained that the clarity aspect was 86%, indicating that from the perspective of a validator, a lecturer, the clarity aspect of the questionnaire was good. This includes clarity in the title, statement items, and filling instructions. Then, in the accuracy aspect, a value of 86% was obtained, indicating that the suitability between the statement and the research objectives or variable indicators was good and suitable for use without revision. Then, in the content validity aspect, a value of 100% was obtained, explaining that the aspect that measures the relevance and representativeness of the item content to the variables measured as a whole is appropriate and does not cause ambiguity. Then, in the language accuracy aspect, a value of 80% was obtained, indicating that the language used in the instrument items was good and suitable for use, although the validator still saw some minor improvements such as sentence structure or word choice. So that from the overall value of the expert lecturer validation, a score of 86% was obtained.

Table 8. Results of Student Expert Validation

Aspect	Indicator	Score		%	Description
		Tse	Tsh		
		Validation I			
Clarity	1,2,3	12	15	80%	Suitable for Use Without Revision
Accuracy	4,5,6	14	15	93%	Suitable for Use Without Revision
Validity of Content	7	4	5	80%	Suitable for Use Without Revision
Accuracy of discussion	8,9,10	14	15	93%	Suitable for Use Without Revision
Total		44	50	88%	Suitable for Use Without Revision

From the results above, it was obtained that the clarity aspect was 80%, indicating that from the perspective of a student validator, the clarity aspect of the questionnaire was good but there were some very minor improvements. This includes clarity in the title, statement items, and filling instructions. Then, in the accuracy aspect, a value of 93% was obtained, indicating that the suitability between the statement and the research objectives or variable indicators was good and suitable for use without revision. Then, in the content validity aspect, a value of 80% was obtained, explaining that the aspect that measures the relevance and representativeness of the item content to the variables measured as a whole is appropriate and does not cause ambiguity. Then, in the language accuracy aspect, a value of 93% was obtained, indicating that the language used in the instrument items was good and suitable for use. So that from the overall value of the expert lecturer validation, a score of 88% was obtained.

After validating the instrument by two types of validators, namely expert lecturers and students, the researcher combined the validity values from both sources to obtain one average value that represents the overall quality of the instrument. The purpose of this combination is to obtain an objective and comprehensive measure of the feasibility of the instrument, because it includes perspectives from the methodological (academic) and practical (direct user) sides.

$$V(\%) = \frac{V_{ad}+Vam}{2} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (5)$$

$$V(\%) = \frac{86\% + 88\%}{2} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (6)$$

$$V(\%) = 87\% \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (7)$$

So, from the total validation data collection of lecturer and student experts, a fairly high value of 87% was obtained, which explains that the questionnaire can be distributed to students without any fundamental revision.

Validity and Reliability Testing

In the validity results this time with an alpha value = 0.05 or a significance level of 5%, the researcher obtained the test results using SPSS as in the table below.

Table 9. Validity Test Results

r	x	R	x	r	x	r	x
1	.696	11	.637	22	.684	33	.713
2	.765	12	.761	23	.649	34	.788
3	.576	13	.728	24	.697	35	.810
4	.635	14	.771	25	.829	36	.789
5	.623	15	.631	26	.860	37	.738
6	.623	16	.663	27	.763	38	.720
7	.661	17	.764	28	.767	39	.682
8	.596	18	.585	29	.762	40	.677
9	.544	19	.693	30	.732	41	.769
10	.765	20	.728	31	.834	42	.810
11	.605	21	.771	32	.779	43	.646

From the test results above, the calculated r value is > the r table value, which indicates that the data is valid, where the r table with the number of respondents 43 is .301 (Amalia et al., 2022). Then the results of the reliability test are as follows.

Table 9. Reliability Statistics Value

Cronbach's Alpha	N of Items
.974	43

In the data results above, the Cronbach's alpha value is greater than 0.6 (Sari et al., 2022). So from the results above it is clear that the data is reliable.

Descriptive Analysis

Media Researchers conducted descriptive analysis to see the overall picture of the data such as the Mean, Highest, Lowest, and Standard Deviation values of each variable X1, X2, and Y, which can be seen as follows.

Table 10. Validity Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
street vendor	72	62.00	84.00	76.3056	7.60770
Self Efficacy	72	25.00	36.00	31.5417	3.98567
work readiness	72	36.00	52.00	46.5278	5.58916
Valid N (listwise)	72				

From the results of the data above, it is produced in variable X1 (PKL) that the minimum value is 62, with a maximum value of 84, with a mean of 76.3 and a standard deviation of 7.6. Variable X2 (Self-Efficacy) that the minimum value is 25, with a maximum value of 36, with a mean of 31.5 and a standard deviation of 3.9. Variable Y (Job Readiness) that the minimum value is 36, with a maximum value of 52, with a mean of 746.5 and a standard deviation of 5.5.

Classical Assumption Testing Normality Test

Researchers conducted a normality test to see whether the data was normally distributed as in the results table below.

Table 11. Normality Test Results

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Unstandardized Residual	.184	72	.100	.880	72	.000

From the data results above, the significance value (sig) = 0.1 > 0.05 which indicates that the data is normally distributed.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the simultaneous and partial influence between independent variables (field work experience) and self-efficacy on the dependent variable of work readiness.

Table 12. The Result of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.877a	.769	.762	2.72566	.769	114,771	2	69	.000

From the data results above, the summary model obtained a value of R = 0.877 which indicates a very strong correlation value between the dependent and independent variables. Then the Determination Coefficient (R2) is worth 76.9% which indicates that the variability of work readiness can be explained by the variables of PKL experience and self-efficacy simultaneously.

F Test

Table 13. The Result of F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1705.327	2	852,664	114,771	.000b
	Residual	512,617	69	7,429		
	Total	2217.944	71			

From the results of the F test (ANOVA) shows the calculated F value = 114.771 with a significance of 0.000 so that self-efficacy has a significant effect on the work readiness of vocational high school students.

t-Test (Partial)

Table 14. The Result of t Test

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	4.155	3.272		1,270	.208		
	Self Efficacy	.980	.148	.699	6,640	.000	.302	3.307
	street vendor	.150	.077	.204	1,943	.056	.302	3.307

Self-efficacy has a positive and significant influence on students' work readiness. PKL experience has a positive influence but does not have a statistically significant value.

This explains that the higher the students’ self-confidence, the more ready they are to face the world of work. So the regression equation is

$$Y = 4.155 + 0.980X1 + 0.150X2 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (4)$$

Discussion

The results showed that the research instruments used had a very good level of validity and reliability, with an overall validation score of 87%. This shows that the questionnaire used is clear, relevant, and has language that is easily understood by respondents, so it is suitable for use without fundamental revisions.

From the results of descriptive analysis of the variables studied, the data obtained that students have a positive perception of the experience of Field Work Practice, self-efficacy, and work readiness. The Field Work Practice experience has an average score of 76.3, indicating that the majority of students feel they have had a good work practice experience, although there are variations in experience between students. Students’ self-efficacy is also high with an average score of 31.5, indicating that students generally have strong confidence in facing job challenges. In addition, students’ work readiness has an average score of 46.5, indicating that overall students feel quite prepared technically, attitudinally, and mentally in facing the world of work. The results of the data normality test show that the research data meet the assumptions of normal distribution with a significance value of 0.1 (>0.05), which means that the data are suitable for further analysis using multiple linear regression analysis.

Multiple linear regression analysis showed that simultaneously the Field Work Practice experience and self-efficacy contributed significantly to students’ work readiness with a coefficient of determination (R^2) of 76.9%. Partially, self-efficacy was found to be the most dominant factor influencing students’ work readiness with a beta value of 0.980 ($p < 0.05$). On the other hand, although Field Work Practice experience had a positive contribution, its effect was statistically insignificant ($\beta = 0.150$; $p > 0.05$). This is likely to be influenced by variations in the quality of internship sites, the quality of mentoring, and the relevance and level of challenge of the tasks assigned during the Field Work Practice.

From these results, it can be understood that the Field Work Practice experience alone is not effective enough to improve students’ work readiness without additional interventions that strengthen students’ psychological aspects such as self-efficacy. Therefore, additional programs that specifically aim to improve students’ self-efficacy are needed, such as soft skills training, confidence building workshops, and structured mentoring programs. Further research should also consider further exploration of external factors that influence the effectiveness of the Field Work Practice program, such as differences in the quality of guidance and work environment conditions, so as to provide a more comprehensive understanding in supporting students’ work readiness optimally.

CONCLUSION

Based This study concludes that students’ self-efficacy plays a critical role in enhancing their work readiness, while participation in Field Work Practice alone does not significantly impact readiness levels. These findings suggest that while hands-on experience is important, it must be complemented by efforts to build students’ belief in their own abilities to perform effectively in professional settings. Strengthening self-efficacy through structured programs like soft-skills training, mentoring, and confidence-building activities should be a priority within vocational education environments.

However, this research is limited in its scope by focusing only on internal factors such as self-efficacy and Field Work Practice, without exploring external variables that may also influence students' readiness for work. Additionally, the uniformity of Field Work Practice experiences among students may have affected the findings. Therefore, future researchers are encouraged to examine broader contextual influences, such as the quality of supervision during internships, diversity of placement environments, and support from industry partners, to gain a more comprehensive understanding of what contributes to effective vocational preparation.

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