

UNVEILING THE NEXUS OF WORK INTEREST, SELF-POTENTIAL AND INDUSTRIAL WORK PRACTICE EXPERIENCE WITH THE WORK READINESS OF ACCOUNTING STUDENTS IN VOCATIONAL SCHOOLS

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ABSTRACT

This study aims to determine the effect of work interest, self-potential and industrial work experience on students' work readiness. The population in this study were accounting students at Public Vocational High School in Central Jakarta. The sampling technique in this study used proportional random sampling with a sample of 121 respondents. The method used in this study is quantitative using questionnaires and surveys. The analysis methods in this study are descriptive statistical tests, validity tests, reliability tests, normality tests, linearity tests, multiple regression tests, hypothesis tests (t-test and f-test) and determination coefficient tests. The results of the research that has been conducted state that work interest, self-potential and industrial work experience have a positive and significant effect on work readiness both simultaneously and partially.

Keyword: Work interest, Self-potential, Industrial work practice experience, Work readiness

ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh minat kerja, potensi diri dan pengalaman praktik kerja industri terhadap kesiapan kerja siswa. Populasi dalam penelitian ini adalah siswa jurusan akuntansi di SMK Negeri wilayah Jakarta Pusat. Teknik pengambilan sampel pada penelitian ini menggunakan *proportional random sampling* dengan perolehan sampel sebanyak 121 responden. Metode yang digunakan pada penelitian ini adalah kuantitatif menggunakan kuesioner dan survei. Metode analisis pada penelitian ini adalah uji statistik deskriptif, uji validitas, uji reliabilitas, uji normalitas, uji linearitas, uji regresi berganda, uji hipotesis (uji t dan uji f) dan uji koefisien determinasi. Hasil penelitian yang telah dilakukan menyatakan bahwa minat kerja, potensi diri dan pengalaman praktik kerja industri berpengaruh positif dan signifikan terhadap kesiapan kerja baik secara simultan maupun parsial.

Kata kunci: Minat kerja, Potensi diri, Pengalaman praktik kerja industri, Kesiapan kerja

INTRODUCTION

Currently, human life has entered increasingly rapid development in all fields. These developments are also related to work. Competition in finding jobs is getting tighter day by day, job seekers are required to have the mentality, knowledge and skills that suit the needs and demands of the job market (Wardani, et al, 2018). Schools as a form of formal education

have an important role in preparing quality graduates according to their fields. Based on UU 20 Tahun 2003, vocational education as secondary education aims to prepare graduates, especially to work in certain areas. Vocational High Schools get ready understudies to be prepared to work with the skills needed in the world of work.

Competition in getting jobs is getting tighter due to the lack of balance between the availability of jobs and the number of job seekers. This causes high unemployment rates which of course become a problem for a country. Data on the Open Unemployment Rate (TPT) according to the Central Statistics Agency (BPS) in Indonesia said that the open unemployment rate based on education level of SMA Vocational /Vocational School occupies the first position. This appears that the targets of professional schools are still not exact in planning their graduates for work. Existing data illustrates that there is still a lack of work readiness for students graduating from Vocational High Schools (SMK).

Reporting from the CNBC Indonesia news page released on May 17 2023, Dwini Handayani as Senior Researcher at the FEB UI Demographic Institute revealed that the process of searching for jobs that match their skills and the mismatch between skills and industry needs is one of the causes of the high unemployment rate of vocational school graduates. (CNBC Indonesia, 2023). Reporting from the CNN Indonesia news page released on February 19 2023, the Central Statistics Agency (BPS) reported the areas that have the highest unemployment rates in Indonesia is West Java (8.31 percent), Riau Islands (8.23 percent), Banten (8.09 percent), DKI Jakarta (7.18 percent), and Maluku (6.88 percent) (CNN Indonesia, 2023). This illustrates that DKI Jakarta, as a city with very diverse roles and functions, is in the top five of the list of provinces with the highest unemployment rates in Indonesia.

Hidayati et al. (2021) stated that several other problems besides the goal of establishing Vocational Schools had not been achieved, namely the focus of establishing Vocational Schools which was more focused on quantity rather than quality of student competence, as well as a symbiosis between school and work needs which in reality has a different purpose. Even though in theory and practice the vocational school curriculum has been combined with the needs of the work, the work has employee competency standards that exceed the capabilities of vocational school graduates so it is important for students to increase work readiness. Work readiness is a condition where an individual is ready to carry out work based on the competencies and skills they possess. Student work readiness is the extent to which students are able and have the desire to enter the world of work after graduating from school by adapting to the work environment in a short time and learning experiences that suit work needs (Yusri & Sulistyowati, 2020). There are a few components that impact work readiness, specifically individual components or components that emerge from inside such as motivation, interest, talent and personal potential, external factors, namely support from people such as parents, peers, teachers and so on, as well as educational factors, namely related with learning opportunities and direct practical experience. (Kirani & Chusairi, 2022). Job readiness can start by knowing the interests and talents of students. Interests can be an illustration of students' goals in determining work that suits what they want.

Interest is an encouragement for a person to engage in certain activities that are his or her desires (Bayina et al., 2020). Students with an interest in a particular area of expertise will have the enthusiasm to study and pursue that area of expertise in order to improve their skills and abilities. Someone who has an interest in a particular field will choose to look for a job that suits their abilities and interest in their expertise. A student's interest can be seen from the interest and pleasure that can encourage students to achieve their desires, through the actions and efforts made to prepare themselves to work. Understanding students' self-potential also helps students form work readiness. Recognition of one's potential is considered important in planning one's career as a reference in determining a job that suits one's potential (Kartianti & Asgar, 2021).

A person needs to know and understand himself, both his strengths and weaknesses. The purpose of this understanding is so that someone can consider what they want with the abilities they have. This can be a consideration for someone in making decisions and planning the job they will choose. Personal potential can be developed through several trainings such as direct practice. Implementation of Industrial Work Practices includes implementation in schools as well as in the industrial or business world which originates from the field of competency (Holisoh et al., 2022). Prakerin becomes a real manifestation of the implementation of vocational education through collaboration between the school and other partners related to work. By carrying out direct practices for students in the world of work, students will gain new experience about how conditions actually occur in the world of work and their dynamics so that they have an idea of how to prepare themselves for the world of work.

There are several differences between the author's overall research and previous research so that there are updates in the research, including 1) the research was carried out in different years; 2) the subjects studied were accounting students at State Vocational Schools in the Central Jakarta Region; 3) this research measures the effect by combining three variables into one unit. This research is considered important to research because it does not match the objectives of Vocational High Schools, namely to increase students work readiness with the factual phenomenon regarding unemployment rates based on education level in Indonesia. Apart from that, to find out what influences cause students to feel less ready to work, as well as consideration to preparing the things needed for student work readiness.

This study presents a number of questions aimed at exploring information regarding the relationship between factors and work readiness. 1) this research will test whether work interest has an effect on work readiness; 2) research this will test whether personal potential influences work readiness; 3) this research will test whether work practice experience has an effect on work readiness; 4) This research will test whether work interest, personal potential and industrial work practice experience together influence work readiness. By determining research objectives, this research is intended to dig deeper and understand the relationship between these factors and work readiness.

LITERATURE REVIEW

Work Readiness

Readiness is a condition that arises from a person in the form of maturity in carrying out skills (Susanti & Mulyoto, 2020). Work readiness can be interpreted as an individual's overall condition such as physical, mental maturity and experience in carrying out a certain activity (Muspawi & Lestari, 2020). Work readiness is the ability to do a job without experiencing certain difficult conditions (Riyanti & Kasyadi, 2021). According to work readiness, Mulia et al. (2023) it is a match between mental and physical maturity as well as learning experiences in work development, as well as readiness to apply the abilities possessed in a work industry .

Work Interests

According to Agus et al. (2020) interest, it is a feeling that arises from within a person by feeling interested in something by paying attention to the activity he likes. According to Putu & Ernawatiningsih (2019) interest, it is encouragement from within a person in the form of perceptions, decisions and attitudes to do something to achieve goals. Polindi (2019) Interest is a tendency within an individual in the form of interest in something that encourages him to carry out that activity. Work readiness is obtained from learning at school and other practices in facing the world of work after graduating from school (Syandianingrum & Wahjudi, 2021).

Yuniyanti (2021) Work interest is a person's psychological condition as a driving factor as capital to achieve the goals with maximum results.

Self-Potential

Personal potential according to Salsabila et al. (2022) is the strength that a person has within himself that must be explored and developed because it has not yet been realized, not yet fully visible or used optimally. Amaliyah & Attadib (2021) states that potential is the total ability within a person that can be developed and realized in reality. Sari Wahyuni et al. (2023) states that self-potential is a skill that a person has within himself, which is invisible, but can be developed. Adpriyadi & Sudarto (2020) states that self-potential is the ability possessed by a person in the form of basic abilities that are still latent and can be developed through training as well as environmental factors and adequate facilities .

Industrial Work Practices

Mastur & Pramusinto (2020) states that internships are activities organized by schools in the form of collaboration with industry parties which are carried out by students by applying the theories they have learned with the aim of providing experience to face the world of work. Pratama et al. (2019) states that internship is a program organized by schools with the aim of strengthening student learning outcomes and providing real experience. Safitri et al. (2021) stated that industrial work practice is a form of implementing direct learning based on field of expertise theory in schools to develop professional human resource capabilities. According to Paturahman & Siagian (2019) practice, field work is carried out to prepare graduates to develop professional attitudes in the vocational field to be ready to work.

METHOD

This type of research is quantitative research with a survey research design conducted on accounting students at SMK Negeri 14 Jakarta, SMK Negeri 16 Jakarta and SMK Negeri 31 Jakarta. The sampling technique in this study used proportional random sampling with a sample acquisition of 121 respondents. Measurement of the level of integrity of the respondent questionnaire data using a Likert scale. The data analysis technique used was SPSS version 22 by conducting descriptive statistical tests, validity tests, reliability tests, normality tests, linearity tests, multiple regression tests, hypothesis tests (t-tests and f-tests) and determination coefficient tests. The type of data collected is primary data conducted using a questionnaire instrument to see the effect of work interest, self-potential and industrial work practice experience on the work readiness of vocational high school students.

RESULTS AND DISCUSSION

Statistics Descriptive

Table 1. Descriptive Statistics Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Work Interest	121	35.00	105.00	87.3554	10.31169
Self Potential	121	51.00	115.00	95.6198	11.81754
Industrial Work Practice Experience	121	32.00	80.00	69.3967	8.79060
Work Readiness	121	41.00	125.00	106.1818	12.71023
Valid N (listwise)	121				

The Table 1 show results analysis statistics descriptive data obtained of 121 respondents with variable Work Interest variable (X1) obtained mark lowest value of 35, value the highest

is 105, average value obtained 87.36 and standard deviation of 10.31. For variable Personal Potential variable (X2) obtained mark lowest value of 51, value the highest is 115, average value obtained 95.62 and standard deviation of 11.82. For variable Industrial Work Practice Experience variable (X3) has the lowest value of 32, value the highest is 80, average value obtained 69.40 and standard deviation of 8.80. For variable Work Readiness variable (Y) obtained mark lowest value of 41, value the highest is 125, average value obtained 106.18 and standard deviation of 12.71.

Normality Test

Table 2. Normality Test Results

		Unstandardized Residual
N		121
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.68842907
Most Extreme Differences	Absolute	.078
	Positive	.038
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.071 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on normality test results above, values in column Asymp. Sig. of 0.071, where mark the more big from 0.05, which means that the variables studied are normally distributed and can be continued to the next testing stage.

Linearity Test

Table 3. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Work Readiness * Work Interest	Between Groups	(Combined)	14734.056	33	446.487	8.350	.000
		Linearity	12181.352	1	12181.352	227.814	.000
		Deviation from Linearity	2552.704	32	79.772	1.492	.074
	Within Groups	4651.944	87	53.471			
Total			19386.000	120			
			Sum of Squares	df	Mean Square	F	Sig.
Work Readiness * Self Potential	Between Groups	(Combined)	14597.573	38	384.147	6.578	.000
		Linearity	11877.303	1	11877.303	203.394	.000
		Deviation from Linearity	2720.270	37	73.521	1.259	.193
	Within Groups	4788.427	82	58.395			
Total			19386.000	120			
			Sum of Squares	df	Mean Square	F	Sig.
Work Readiness * Industrial Work Practice Experience	Between Groups	(Combined)	14130.687	26	543.488	9.721	.000
		Linearity	12504.714	1	12504.714	223.668	.000
		Deviation from Linearity	1625.973	25	65.039	1.163	.294
	Within Groups	5255.313	94	55.908			
Total			19386.000	120			

Based on the table above, there are three relationships between variables in this study, that is connection between work interest with work readiness gain mark deviation of 0.074. Then, relationship between personal potential with work readiness gain mark deviation of 0.193 and relationship between industrial work practice experience with work readiness gain mark deviation of 0.294. All three produce *deviation from linearity values* > 0.05 and there is linear relationship between variable.

Multiple Regression Test

Table 4. Multiple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.749	5.480		2.144	.034
Work Interest	.424	.106	.344	3.984	.000
Self Potential	.239	.104	.222	2.306	.023
Industrial Work Practice Experience	.498	.140	.344	3.558	.001

a. Dependent Variable: Work Readiness

Based on table regression test results multiple above, can concluded with equality as following:

$$\hat{Y} = 11.749 + 0.424X_1 + 0.239X_2 + 0.498X_3$$

From the equation above, is known that mark constant (α) is 11.749, value coefficient regression b1 is worth 0.424 which mean that every addition value on the work interest variable so will increase worth 0.424 on the variable work readiness, value coefficient regression b2 is worth 0.239 which mean that every addition value on the self potential variable so will increase worth 0.239 on the variable work readiness, value coefficient regression b3 is worth 0.498 which mean that every addition value on the experience in industrial work practices variable so will increase worth 0.498 on the variable work readiness.

T Test (Partial)

Table 5. T Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.749	5.480		2.144	.034
Work Interest	.424	.106	.344	3.984	.000
Self Potential	.239	.104	.222	2.306	.023
Industrial Work Practice Experience	.498	.140	.344	3.558	.001

a. Dependent Variable: Work Readiness

Based on the table above can concluded for variable work interest (X1) obtained mark significant of 0.000 where mark the more small of 0.05 and obtained calculated t value amounting 3.984 where mark the more big from t table values, amounting to 1.658. With there by can concluded that variable work interest there is influence positive significant to variable work readiness. Variable self potential (X2) obtained mark significant of 0.023 where mark the more small of 0.05 and obtained calculated t value amounting 2.306 where mark the more big from t table values, amounting to 1.658. With there by can concluded that variable self potential there is influence positive significant to variable work readiness. Variable work practice experience (X3) obtained mark significant of 0.001 where mark the more small of 0.05 and obtained calculated t value amounting 3.558 where mark the more big from t table values,

amounting to 1.658. With there by can concluded that variable work practice experience there is influence positive significant to variable work readiness.

F Test (Simultaneous)

Table 6. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14017.790	3	4672.597	101.839	.000 ^b
	Residual	5368.210	117	45.882		
	Total	19386.000	120			

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Industrial Work Practice Experience, Work Interest, Self Potential

Based on table the F test results above are visible that mark significant result obtained of 0.000 where mark the more small than 0.05. Where as for calculated F value obtained amounting to 101.839, where mark th more big than the f table value is 2.68. With so, can concluded that variable independent (X) and variable dependent (Y) have an influence together or the hypothesis is accepted.

Coefficient of Determination Test (R²)

Table 7. Determination Coefficient Test Results

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 ^a	.723	.716	6,774

a. Predictors: (Constant), Industrial Work Practice Experience, Job Interest, Personal Potential

b. Dependent Variable: Work Readiness

Based on coefficient test results determination above, R square value is 0.723 or 72% have it meaning that variable independent that is work interest, personal potential and industrial work practice experience own influence to variable dependent that is work readiness amounting to 72%.

Discussion

Influence of Work Interest for Work Readiness

Based on results findings from this study, variable work interest support influential positive and significant to work readiness. This matter can seen from results t test research that obtains calculated t value ammounting to 3.984 where mark the more big than t table values, amounted to 1.658, meanwhile for mark significant of 0.000 where mark the more small than 0.05. Research result in line with research conducted by Wahyuni et al., (2021) those who stated that work interest to work readiness influential positive and significant. Then, research is also in line with Astuti et al., (2023) the statement that work interest influential to work readiness, which shows that work interest has a contribution to increasing the level of work readiness.

Influence of Personal Potential for Work Readiness

Based on results findings from this study, variable self potential support influential positive and significant to work readiness. This matter can seen from results t test research that

obtains calculated t value amounting to 2.306 where mark the more big than t table values, amounted to 1.658, meanwhile for mark significant of 0.023 where mark the more small than 0.05. Research result in line with research conducted by Krisnanda et al., (2023) which states that self potential to work readiness influential positive and significant. Research conducted Yuniyanti, (2021) also states that influential positive and significant relationship between self-development/potential and work readiness. With maximum self-development, self-exploration and learning will be deeper and more creative so that the application of work principles is in accordance with one's potential.

Influence Industrial Work Practice Experience for Work Readiness

Based on results findings from this study, variable work practice experience support influential positive and significant to work readiness. This matter can seen from results t test research that obtains calculated t value amounting to 3.558 where mark the more big than t table values, amounted to 1.658, meanwhile for mark significant of 0.001 where mark the more small than 0.05. Research result in line with research conducted by Liyasari & Suryani, (2022) which states that industrial work practice to work readiness influential positive and significant. In line with research conducted Susilo & Ismiyati, (2020), industrial work practice experience influential positive and significant effect on students' work readiness. When industrial work practices are carried out well, students will know the needs and description of the world of work and be able to improve the quality and abilities of students in their field. This can encourage students to be ready to work after graduating.

Influence of Work Interest, Personal Potential and Industrial Work Practice Experience towards Work Readiness

Based on results findings from this study, variable work interest, personal potential, and industrial work practice experience influence students' work readiness. Influence from three variables has a calculated F coefficient amounting to 101.839 > F table of 2.68. Furthermore, the significance value obtained is 0.000 < 0.05. In the coefficient of determination (R²), it is known the R square value is 0.723 or 72% have it meaning that work interest, personal potential, and industrial work practice experience together influence work readiness. When students have an interest in a particular job, it will increase their work interest. The abilities they have will make it easier for students to work in their fields according to their talents and interests. This ability can be improved through practical experience. By being serious about carrying out work practices, it will increase students' work readiness. Having an interest, knowing your potential, and practicing skills through direct practice can increase students' work readiness.

CONCLUSION AND RECOMMENDATION

Based on results research and data processing that has been done, as well as the discussion that has been explained so can concluded that work interest, personal potential and industrial work practice experience based on simultaneous hypothesis testing are known own influence positive and significant to work readiness. Then there are suggestions that researchers can provide as a reference or input that is useful for readers, namely as students must have more attention by seeking other information outside of learning through existing media and improving work skills by participating in activities such as seminars or training, always being optimistic, and preparing career choices after graduation by paying attention to things that are factors of work readiness. Recommendations for further research are expected to be able to add other factors that influence work readiness such as learning motivation, job information, vocational guidance or other factors. Further research can also take a wider population.

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