The Influence of Field Work Practical Experience and Motivation to Enter the Industrial World on the Work Readiness of Class XII Students at Vocational School State 1 Ratahan Southeast Minahasa Regency

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ABSTRACT

This research aims to determine the influence of practical fieldwork experience and motivation to enter the world of work on the work readiness of class XII students at SMK Negeri 1 Ratahan Kab. Southeast Minahasa. The population in this study was all class The type of research contained in this research uses quantitative research. data collection techniques using questionnaires. Data processing uses inferential analysis techniques, Multiple Linear Regression Analysis; Regression Line analysis of variance; classical assumption test, Multicollinearity Test, Heteroscedasticity Test, Normality; F test, and t test with the help of the IBM SPSS program for Windows 25.0. The results of the research show that the general description of the experience of fieldwork practice and motivation for entering the world of work on the work readiness of class XII students at SMK Negeri 1 Ratahan is included in the high category. Fieldwork practice experience and motivation to enter the world of work influence students' work readiness by 57.3%. This research concludes that there is a positive and significant influence between practical fieldwork experience and motivation to enter the world of work on students' work readiness, both partially and simultaneously.

Keywords: Fieldwork, Industrial world, motivation, practice experience, student work readiness

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INTRODUCTION

Globalization is a new phenomenon of human civilization that continues to develop in world society. The emergence of information technology and communication technology has accelerated the globalization process, resulting in various new challenges, competition, and problems emerging in this era of globalization, and it is necessary to rely on independent, competitive, reliable, and highly capable capabilities. Quality human resources face, solve, and control developments in science and technology and the demands of globalization together causing increasingly tight competition for the provision of quality human resources. Following Republic of Indonesia Government Regulation Number 17 of 2010 concerning Management and Implementation. Article 15 of Law Number 20 of 2003 concerning the National Education System states, that SMK hereinafter abbreviated to SMK, is a form of formal organization of educational units that provides vocational education at the secondary education level as a continuation of SMP, MTs, or other forms of equivalent or continuation of learning outcomes that are recognized as the same or equivalent to SMP or MTS. Vocational schools strive to prepare students or graduates who are ready to enter the world of work and can develop professional attitudes in the professional field. Schools also have a role in preparing their students. If vocational schools do not truly prepare students to be independent, vocational schools will only add to the long list of unemployed (Grafura and Wijayanti, 2014). Vocational education graduates are expected to become successful people who can function as middle-class employees and are ready to compete for jobs. The aim of Vocational High Schools (SMK) is to provide education and training focused on the practical and technical skills needed to enter the job market. The main goal is to prepare students with skills and knowledge relevant to specific industries and businesses so that they are ready to work straight away after graduation. The level of student preparation for work is determined by the students themselves. Students who are declared ready to work as prospective employees usually have experience or have gone through various theoretical and practical stages. Motivation and Field Work Experience are important components of job preparation. Several factors can influence work readiness, including intelligence ability, talent, skills, self-efficacy, fieldwork practices, and motivation to enter the world of work (Ari Wibowo, 2020).

Industrial work practices or in some schools called On the Job Training (OJT) is a training capital that aims to provide the skills needed in certain jobs following the demands of the ability to work (Hamalik, 2021). This means Field Work Practice or in some schools called On the Job Training (OJT) is training capital that aims to provide the skills needed in a particular job according to the demands of workability. Industrial work practices called Job Training (OJT) means someone who learns work by directly doing it (Dessler, 2019). This means that Field Work Practices, known as Job Training (OJT), are people who learn how to work by doing it directly. Field Work Practice (Prakerin) is a form of providing professional skills education, which combines systematic and synchronous educational programs at school and mastery programs and experience gained through direct work activities in the world of work to achieve a level of professional expertise or skill (Apiatun & Prajanti, 2019). Self-efficacy is people's belief in their ability to exercise several measures of control over their functioning

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and events in their environment (Andura, 2019). Self-efficacy is a person's assessment of himself or his level of confidence regarding how big his ability is to carry out a certain task to achieve certain results (Woolfolk, 2019). According to the concept of fieldwork practice which refers to the Minister of Education and Culture of the Republic of Indonesia Decree Number 323/U/1997 Article 2 which states that the implementation of fieldwork practice aims to: (1) produce workers who have professional skills with a level of knowledge, skills and work ethic that is in accordance with the objectives employment; (2) strengthening links and matches between schools and the business/industry world; (3) increasing the efficiency of the education process; (4) increasing appreciation of the soul and epidemiology; (5) improving moral attitudes, ethics and work enthusiasm; (6) increasing personal growth for employees; (7) provide recognition and appreciation for work experience as part of the educational process; (8) improving the quality and relevance of vocational education through the participation of science; (9) following the development of the latest skills, thoughts and paradigms both in work and in human resources (Husnita & Suparno, 2020). The benefits of fieldwork practice for students are: (1) producing workers who have professional skills, including mastering knowledge, skills, and work enthusiasm by industry demands; (2) strengthening school relations with the business and industrial world; (3) increasing the efficiency of the learning process and quality workforce training; (4) provide legal recognition and appreciation for work experience obtained as part of the educational process; (5) preparing quality human resources according to the demands of the times in the era of industrial revolution 4.0 (Siti Suantari et al., 2019); (Edy et al., 2019). The Latin verb movere, which means to move, is a source of motivation. The intensity, direction, and tenacity of individuals in pursuing their goals are all described by the motivation process. The intensity referred to is how hard a person works, but high intensity does not produce excellent work performance unless the effort is linked to a direction that helps the organization. Achievement is a measure of how long someone can maintain their business. Motivation is a process where needs motivate someone to carry out a series of behaviors that result in achieving certain goals (Munandar, 2012).

Motivation is an urge that arises from internal or external stimulation so that a person desires to make changes in certain behaviors/activities to be better than the previous situation (Uno, 2016). Motivation is the force that drives a person to carry out an action or not, which essentially exists internally and externally, whether positive or negative, to direct it, which depends on the toughness of the leader (Sedarmayanti, 2017). Motivation to enter the world of work is an encouragement that can create enthusiasm for movement, providing direction to someone to achieve goals before entering the world of work (Osly and Anindia, 2020). Motivation to enter the world of work is a person's passion or urge to enter the world of work by guiding a person's behavior to be able to work effectively and synergistically from within and without to achieve predetermined goals (Lestari, 2021). Motivation to enter the world of work can give rise to enthusiasm, aka a desire that guides a person's behavior or actions to achieve their own goals, one of which is entering the world of work because having high Motivation to Enter the World of Work will have a good effect on students' work readiness. A student needs motivation to work so that when they work there is a feeling of pleasure in carrying out several tasks (Chotimah, 2020). The following aspects and factors are used to measure students' motivation to enter the world of work: Motivation to Enter the World of Work can arise due to desires, drives and needs, hopes and ideals, respect for oneself, the environment, interesting activities (Uno in Khoiroh,

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2018). Motivational factors for entering the world of work include the desire and interest in entering the world of work, hopes and aspirations, environmental encouragement and pressure, physiological needs, and the need for self-respect (Kusnaeni in Khoiroh, 2018). Motivational factors for entering the world of work include the desire and interest in entering the world of work, abilities, and competencies possessed, pressure and family economic conditions, physiological needs, self-esteem, ideals, and hopes (Pujianto in Lestari, 2021). From the opinions above, it can be synthesized that the factors that have been declared valid for students' motivation to enter the world of work are as follows: 1) Desire, 2) Desire, 3) Encouragement, 4) Need, 5) Hope, 6) Aspirations, 7) Respect, 8) Self-respect, 9) Good environment, 10) Interesting activities, 11) Ability, 12) Economic conditions, 13) Family, 14) Self-esteem. A person's motivation for entering the world of work (Syaodih, 2009). These forces take the following form: 1) Urge (Drive), 2) Reason (Motive), 3) Needs, and 4) Aspiration (Wish). Work readiness is an overall condition in terms of knowledge, skills, and attitudes to carry out activities related to work. Work readiness refers to individuals who have the skills, knowledge, and attitudes that will enable graduates to contribute productively to the business/industry world (Farthur Akhyat, 2019). This means that individuals who are ready to work are individuals who have the skills, knowledge, and attitudes that enable graduates to contribute productively to the world of business or industry. Work readiness is the ability, skills, and work attitudes that follow the demands of society and the potential of students in certain types of work that they can directly apply (Khusnul Chotimah & Suryani, 2020).

Human resources must have competence or knowledge to be ready to enter the world of work in the face of intense competition. Readiness is a developmental stage where a person is ready to accept and engage in certain behaviors (Sugihartono, 1991). Offers a different point of view, arguing that labor is the process of developing new values in a unit of resources, changing or increasing existing values (Taliziduhu, 1999). Value of tools to satisfy immediate demands. Work is essential to human existence; as long as people are alive, they have to work to support themselves. Working is a need and desire for every person to fulfill life's needs and live forever, as long as he can work hard, sweat, and work his brain (Anoraga, 1995). A person's ability to successfully carry out work both inside and outside the employment relationship to produce goods or services (Kartono, 1991).

From the point of view above, it is clear that being ready to work is a prerequisite for carrying out tasks that produce products or services. Students who are "work ready" can start working after school without having to go through a long acclimatization phase. The characteristics of students who are ready to face the world of work include the following factors (Fitriyanto, 2006): 1) Make reasonable and impartial decisions. Students who are old enough will think about things from more than one point of view, relate them to logical things, and think about things by looking at other people's experiences. 2) Have the capacity and desire to work well with other people. Students must be able to engage with a variety of individuals to be successful in the workplace, as interaction with many people is necessary to build collaboration. 3) Able to control oneself or emotions. Self-control or emotional restraint is needed so that a task can be carried out effectively and accurately. 4) Adopt a critical mindset. It requires a critical mindset to be able to find errors, which can then be corrected. 5) Have the courage to take personal responsibility. Every employee must be responsible when working. When children have reached a certain level of physical, mental, and emotional development and have developed self-

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awareness, responsibility will arise in them. 6) Able to adapt to environmental and technological changes. Being able to adapt to the environment, especially the workplace environment is a skill that can be developed before students enter the world of work through exposure to industrial work practices. 7) Strive to advance and stay abreast of innovations in your area of expertise. Because students are encouraged to achieve even the smallest goals, their drive to progress can become the foundation for developing job readiness.

Work preparation is very important for vocational school students. This is because soon some or all students will be faced with a higher level of life, namely the world of work. It is difficult to carry out work duties, so all kinds of work require sufficient preparation. The methods used to prepare for work also differ in the wide variety of types of work. The amount of prep work required depends largely on the skill level required for the particular type of task. In this research, indicators of work readiness include the ability to regulate emotions, the courage to take on one's responsibilities, and the desire to move forward and try to keep up with professional changes.

Vocational High School (SMK) is a formal educational institution that provides vocational education at the secondary education level as a continuation of SMP/MTs or other types of learning outcomes that are equivalent or similar to SMP/MTs. To pursue vocational education, formal education is required which includes a practical training preparation component, because formal education and vocational education complement each other (Schippers, 1994). Another definition of vocational high school is secondary education that concentrates on preparing students for professions in certain subjects (Hasbullah, 1997). In conclusion, it can be said that vocational high schools offer students a formal education that equips them with the skills they need to operate in a particular industry. Vocational high schools are secondary educational institutions that provide continuing education while assisting students in developing professional attitudes and preparing them for the world of work. For this reason, students must have theoretical knowledge, practical skills, social attitudes, and behavior. All of them should be seen as requirements to enter the world of work effectively, either as a company employee or staff member.

METHODS

The type of research contained in this research uses quantitative research. Quantitative research is used to analyze the relationship between independent variables and dependent variables (Sugiyono, 2019). The population in this study was class With samples collected from as many as 74 students randomly and then given a research questionnaire. Fieldwork experience and motivation to enter the world of work impact each other and their preparation for entering the world of work partially and simultaneously, according to data obtained using figures.

The data collection technique used to obtain the required data uses research instruments in the form of questionnaires. which can be accessed by all students who are respondents. The scale used is a Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2019).

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The data analysis method in this research uses inferential analysis, Multiple Linear Regression Analysis; Regression Line analysis of variance; classical assumption test, Multicollinearity Test, Heteroscedasticity Test, Normality; F test, and t test to answer the problem formulation and research objectives.

RESULTS AND DISCUSSION

The main data in this research comes from a questionnaire filled out by respondents, namely class XII students of SMK Negeri 1 Ratahan Kab. Southeast Minahasa for the 2022/2023 academic year numbered 74 respondents. The Field Work Practice Experience questionnaire score (X_1) is 1942 and the motivation questionnaire score for entering the world of work (X_2) is 3273, while the Work Readiness Variable (Y) is 2525 which will then be analyzed using SPSS Statistics 25 for Windows to determine the effect of Field Work Practice experience. and Motivation to enter the world of work on the Work Readiness of class XII students at SMK Negeri 1 Ratahan.

The data validity test aims to find out whether the instrument used is truly appropriate for measuring what will be measured. The data validity test was carried out using the Product Moment correlation method (Pearson correlation). Data is said to be valid if the $r_{count} > r_{table}$ value and has a significance level < 0.05. The results of the validity test on this research data were declared valid. Based on the results of observations in the r table, the sample value (N) = 74 of 0.235 is obtained, it is known that testing of the variables (X_1) Field Work Practices and the variable (X_2) Motivation for Entering Work and the variable (Y) Student Work Readiness shows that all the data obtained are valid. This meets the requirements for $r_{count} > r_{table}$ with a significance value < 0.05, thus all the questions in the questionnaire can be used and can be trusted to collect the required data.

Instrument reliability describes the accuracy of the measuring tool used. An instrument can be said to be reliable if it always gives the same results when tested on the same group at different times or on different occasions. A reliable instrument will produce data that matches actual conditions. To test reliability, this is done by looking for reliability figures from the questions in the questionnaire using the Alpha formula. After obtaining the value (α), then compare this value with the critical reliability number in the α table, which shows the relationship between the number of questions and the reliability of the instrument. Based on the data from the reliability test results in Table 1, it can be stated that the instrument that measures the value of the independent variable (X_1) and independent variable (X_2) on the dependent variable (Y) is reliable. see table 1.

Table 1. Reliability test results

No.	Variable	Cronbach alpha	Reliable Critical Numbers	Test results
1	X_1	0,724	0,50	Reliable
2	X_2	0,748	0,50	Reliable
3	Y	0,648	0,50	Reliable

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Linear regression analysis was used to determine the influence of the Field Work Practice experience variable (X_1) and motivation to enter the world of work (X_2) on the work readiness variable (Y). In this research, a simple linear regression analysis was carried out using SPSS for Windows software. The analysis results are presented in Table 2.

Table 2. Multiple Linear Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,121	5,154		2,352	0,021
Field Work Practice Experience	1,068	0,133	0,632	8,063	0,000
Motivation for Entering the Industrial World	0,392	0,092	0,333	4,249	0,000

a. Dependent Variable: Working readiness

Based on Table 2, the simple linear regression equation is as follows:

$$\hat{Y}= 12.121+ 1.068X1 + 0.392X2 + e$$

Following the regression equation obtained, the regression model can be interpreted as follows:
First equation:
a. Constant value = 12.121. This shows that if the variables of Field Work Practice experience (X1) and motivation to enter the world of work (X2) and other variables not studied (e) are zero, then the value of the student work readiness variable (Y) is equal to 12.121.
b. The regression coefficient for the Field Work Practice experience variable (X1) = 1.068, meaning that the Field Work Practice experience variable has a positive effect on students' work readiness. If the value of the Field Work Practice experience variable (X1) increases by one point, while the constant and independent variables that were not examined (e) are zero, then the student work readiness variable (Y) increases by 1,068.
c. The regression coefficient for the motivation variable for entering the world of work (X2) = 0.392, meaning that the motivation variable for entering the world of work has a positive effect on students' work readiness. If the value of the motivation variable for entering the world of work (X2) increases by one point, while the constant and independent variables that were not examined (e) are zero, then the student work readiness variable (Y) increases by 0.392.

Based on the results of the data interpretation, it can be concluded that the regression coefficient of the independent variable Field Work Practice experience (X_1) and motivation to enter the world of work (X_2) has a significant influence on students' work readiness (Y).

This Regression line analysis is used to measure how big or what percentage (%) the influence of the independent variables Field Work Practice Experience (X_1) and motivation to enter the world of

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work (X_2) has on the dependent variable of student Work Readiness (Y). The greater the R^2 (R_{Square}) value, the stronger the ability of the regression model obtained to explain the actual conditions. The size of the regression line between variable X and variable Y can be seen in the following table 3.

Table 3. Results of R Square analysis

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757[a]	0,573	0,561	2,05393	1,925
a. Predictors: (Constant), Motivation to Enter the World of Work, Field Work Practice Experience					
b. Dependent Variable: Working readiness					

Based on the calculations above, it can be seen that the determinant coefficient is 0.573. The proportion of the contribution of the independent variable Field Work Experience (X_1) and Motivation to Enter the world of work (X_2) to the dependent variable of student work readiness (Y) can be calculated simultaneously as follows:

R_{square} x 100% = 0.573 x 100% = 57.3%

Based on the analysis carried out, the coefficient value of the R^2 coefficient (Determinant Coefficient) is 57.3%. These results can be concluded that the influence of the variables Work Practice Experience (X_1) and Motivation to Enter the World of Work (X_2) on student work readiness (Y) is 57.3%. The remaining 42.7% are other variables not examined in the research. Examples of other variables in this research are independence and material things.

Partial Determination Coefficient Analysis is used to measure the proportion of Effective Contributions and Relative Contributions for each independent variable, namely Field Work Practice experience (X_1) and Motivation to enter the world of work (X_2) on Work Readiness (Y). The partial coefficient of determination is also used to determine the variable that has the most dominant influence on (Y). The SPSS analysis results are presented as follows in Tables 4, 5, and 6.

Table 4. Results of Partial Determination Coefficient Analysis

Variable	Beta Regression Coefficient	Coefficient Correlation	R Square (%)
Field Work Practice Experience (X_1)	0,632	0,682	
Motivation to Enter the World of Work (X_2)	0,333	0,427	0,573

Table 5. Effective contribution

Effective Contribution	Value (%)
Effect of Field Work Practices (X_1)	43,116
Motivation to Enter the World of Work (X_2)	14,266

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Total	57,342

Table 6. Reflective contribution

Reflective contribution	Value (%)
Effect of Field Work Practices (X_1)	0,751
Motivation to Enter the World of Work (X_2)	0,248
Total	1

Based on the table above, it can be seen how much influence each independent variable has on the dependent variable by multiplying the beta value by the zero-order value and then multiplying by 100%. So the analysis results can be obtained as follows:

- The percentage influence of X1 on Y is:

  Beta x zero order x 100% = 0.632 x 0.682 x 100% = 43.1%

- The percentage influence of X2 on Y is:

  Beta x zero order x 100% = 0.333 x 0.427 x 100% = 14.2%

The total influence exerted by each independent variable is 43.1% + 14.2% = 57.342%, the same as Rsquare or simultaneous influence. The independent variable that has the dominant influence is Field Work Practice Experience, which is 43.1%

Multicollinearity is used to test whether the regression model finds a correlation between independent variables or independent variables. Multicollinearity will not occur if the VIF (Variance Inflation Factor) calculation results are not greater than 10. The results of the analysis of multicollinearity are presented as follows in Table 7.

Table 7. Results of the analysis of multicollinearity

		Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	12,121	5,154		2,352	0,021		
	Field Work Practice Experience (X_1)	1,068	0,133	0,632	8,063	0,000	0,978	1,022
	Motivation to Enter the World of Work (X_2)	0,392	0,092	0,333	4,249	0,000	0,978	1,022

Heteroscedasticity is used to test whether, in the regression model, there is an inequality in the variance of the residuals of an observation which is otherwise called heteroscedasticity. If the graph obtained shows a certain pattern of existing points, it is said that heteroscedasticity has occurred.

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However, if it does not form a certain pattern, it is said that heteroscedasticity does not occur. See Figure 1.
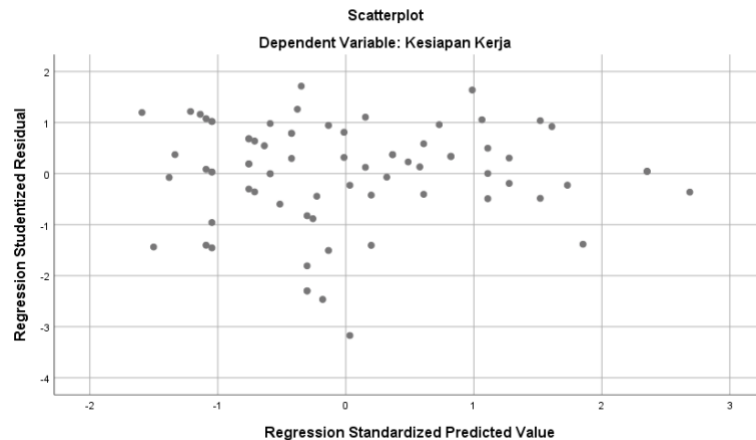

Figure 1. Heteroscedasticity Test Results

Judging from the picture, it shows that heteroscedasticity can be fulfilled. This can be seen from whether or not the scatter plot results show that the points form a certain pattern and spread around the zero value, meaning there is no heteroscedasticity problem.

The normality test is used to test whether, in a regression model, the independent variables (independent variables) and dependent variables (attractive variables) have a normal distribution or not. This test can use the normal graphical P-P plot method of standardized residual cumulative probability. Normality test results can be presented in the following figure 2.
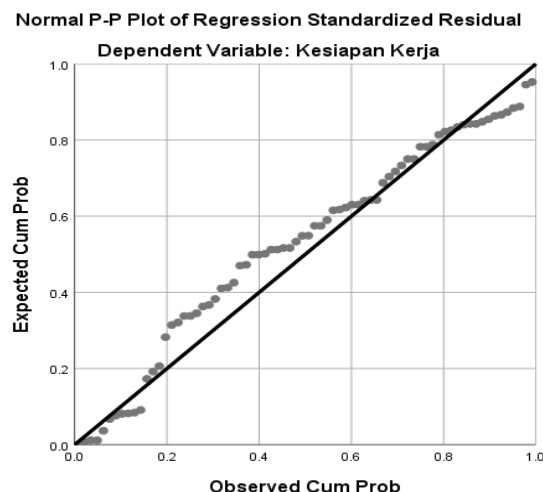

Figure 2. Normality Test Results

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Based on Figure 2, the relative distribution of points is around a straight line, while the rest is spread normally. This means that the assumption of normality is acceptable. Autocorrelation is another form of residual values from one observation value that is independent (not correlated) with another observation period. This correlation is related to the relationship between successive values of the same variable. To test a regression model that is free of autocorrelation, namely by using the Durbin Watson (DW) test from SPSS for Windows calculations. Meanwhile, the DW values obtained from the analysis are shown in Table 8.

Table 8. Durbin Watson (DW) test

			Model Summary[b]		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757[a]	0,573	0,561	2,05393	1,925

a. Predictors: (Constant), Motivation to Enter the World of Work, Field Work Practical Experience
b. Dependent Variable: Working readiness

Based on the table 8, it can be concluded that the DW value is 1.925. Next is to set the dL and dU values. The method is to use a degree of confidence of 5%, a sample (n) of 74 respondents, and 2 variables. So by looking at the DW table, the dL value is 1.5677 and the dU is 1.6785. The DW value is between dU and 4-dU, so the autocorrelation coefficient is zero. This means that there is no negative or positive autocorrelation.

The F test is used to test the hypothesis proposed by the researcher, namely that it is suspected that the variables of Field Work Practice experience and Motivation to enter the world of work have a simultaneous influence on the student work readiness variable. This F test functions to find out whether the independent variable (X) has a significant influence on the variable (Y). The decision-making criteria are as follows:

a) If $F_{count} \geq F_{table}$, it means that H_0 is rejected and H_a is accepted, so the independent variables, namely Field Work Practice experience and Motivation to enter the world of work simultaneously have a significant influence on the dependent variable, namely student work readiness (Y).

b) If $F_{count} < F_{table}$, it means that H_0 is accepted and H_a is rejected, so all independent variables, namely Field Work Practice experience and Motivation to enter the world of work simultaneously do not have a significant influence on the dependent variable, namely student work readiness (Y). see table 9.

Table 9. ANOVA Test

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ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	402,112	2	201,056	47,659	.000[b]
	Residual	299,524	71	4,219		
	Total	701,635	73			
a. Dependent Variable: Working readiness						

Based on the table above, it is known that F_{count} is 47.659 and F_{table} is 3.125 with a significance level of 0.05, so F_{count} = 47.659 > F_{table} = 3.125 with a significance level of α = 0.05 > 0.000 significance. This proves that Ho was rejected and Ha was accepted, so Field Work Practice experience and motivation to enter the world of work have a significant influence on students' work readiness

The t-test is used to partially test the hypothesis of the influence of the variables Field Work Practice experience (X_1) and Motivation to enter the world of work (X_2) on students' work readiness (Y). This test can be carried out by comparing t_{count} with t_{table} with a level of significance α = 5%. The decision-making criteria are:

a. If t_{count} > t_{table}, it means that H_0 is rejected and H_a is accepted, so the independent variables, namely Field Work Practice experience (X_1) and Motivation to enter the world of work (X_2), partially have a significant influence on the dependent variable, namely student work readiness (Y).

b. If t_{count} < t_{table}, it means that H_0 is accepted and H_a is rejected, so all independent variables, namely Field Work Practice experience (X_1) and Motivation to enter the world of work (X_2), partially do not have a significant influence on the dependent variable, namely student work readiness (Y). The results of the analysis of the t-test are as follows in Table 10.

Tabel 10. t-test analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,121	5,154		2,352	0,021
	Field Work Practice Experience	1,068	0,133	0,632	8,063	0,000
	Motivation for Entering the World of Work	0,392	0,092	0,333	4,249	0,000
a. Dependent Variable: Working readiness						

Standard Error of the Estimate is a measure of the number of errors the regression model makes in predicting the value of Y. As a guideline, if the standard error of the estimate is less than the standard deviation of Y, then the regression model is getting better at predicting the value of Y. The results of the analysis of the standard error of the estimate can be seen in Table 11.

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Tabe 11. Standard Error of the Estimate

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757[a]	0,573	0,561	2,05393

a. Predictors: (Constant), Motivation to Enter the World of Work, Field Work Practice Experience

Based on table 11, shows that the Standard Error of the Estimate is 2.05393, while the standard deviation is 3.10023. This shows that the standard error of the estimate < standard deviation of work readiness is 2.05393 < 3.10023, which means the regression model will be better at predicting students' work readiness scores.

The Influence of Field Work Practice Experience on Work Readiness of class XII students at SMK Negeri 1 Ratahan in Southeast Minahasa regency

Fieldwork practice experience has a positive and significant effect on the work readiness of class XII students at SMK Negeri 1 Ratahan. The results of the Partial Determination Coefficient Analysis were obtained with an R Squere (%) value of 0.573; The Beta Regression Coefficient is 0.632, and the Correlation Coefficient is 0.682, so the Effective Contribution of Field Work Practices to Student Work Readiness is 43.11%, which means that the value of Industrial Work Practices (X_1) has an Influence on Work Readiness (Y) of 43.116. In this research, a significance test was also carried out using the t-test to answer the hypothesis. Based on the t-test results, the t count is 8,063 and the t table is 1,993 at a significance level of 5%, so the t count is greater than the t table (8,063 > 1,993) or p (0.00 < 0.05). This shows that H_0 is rejected and H_1 is accepted, which means that the fieldwork practice experience variable (X_1) has a positive effect on the work readiness of class XII students at SMK Negeri 1 Ratahan (Y).

The Influence of Motivation to Enter the World of Work on Work Readiness of class XII students at SMK Negeri 1 Ratahan in Southeast Minahasa regency

The Influence of Motivation to Enter the World of Work has a positive and significant effect on the work readiness of Class XII Students at SMK Negeri 1 Ratahan. The results of the Partial Determination Coefficient Analysis were obtained with an R Squere (%) value of 0.573; Beta Regression Coefficient of 0.333 Correlation Coefficient of 0.427 So the Effective Contribution of Motivation to Enter the World of Work to Students' Work Readiness is 14.266%, which means the value of Motivation to Enter the World of Work (X_2) has an Influence on Work Readiness (Y) of 14.266. In this research, a significance test was also carried out using the t-test to answer the hypothesis. Based on the results of the t-test, the t count is 4,249 and the t table is 1,993 at a significance level of 5%, so the t count is greater than the t table (4,249 > 1,993) or p (0.00 < 0.05). This shows that H_0 is rejected and H_1 is accepted, which means that the Motivation Variable for Entering the World of Work (X_2) has a positive effect on the Work Readiness of class XII students at SMK Negeri 1 Ratahan (Y).

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The Influence of Field Work Practice Experience and Motivation Entering the world of work together has a positive effect on the Work Readiness of Class XII Students at SMK Negeri 1 Ratahan. Based on the results of the F test, the calculated F result is 47,659 and the F table is 3,125 at a significance level of 5%, so the calculated F is greater. This proves that H_0 was rejected and H_1 was accepted, so Field Work Practice experience and motivation to enter the world of work have a significant influence on the work readiness of class XII students at SMK Negeri 1 Ratahan.

CONCLUSION

This research concluded that Field Work Practical Experience and Motivation for Entering the World of Work on the Work Readiness of class Student Work, Motivation to enter the world of work has an influence of 14.2% on student work readiness. This proves that Field Work Practice Experience (PKL) has the most dominant influence on the Work Readiness of Class

Suggestion

According to research titled The Influence of Field Work Practice Experience and Motivation for Entering the World of Work on Students' Work Readiness at SMK Negeri 1 Ratahan in Southeast Minahasa Regency, schools must develop Field Work Practices with business and industrial world partners to improve student's'' professional preparation to enter the field. into the world of work. In addition, the research recommends that schools provide initiatives for students to continue learning. Suggestions for other researchers should help them improve their research. With 42.7% of variables not examined in this study, many other independent variables can influence work readiness.

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