

The Effect of Fieldwork Practices and Self-Confidence on Work Readiness of Vocational High School Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana praktik kerja lapangan dan kepercayaan diri siswa mempengaruhi kesiapan siswa kelas XII Teknik Komputer dan Jaringan SMK Negeri 1 Tilatang Kamang menghadapi dunia kerja. Metodologi ex post facto dan pendekatan kuantitatif digunakan dalam penyelidikan ini. 24 siswa terdiri populasi penelitian. Teknik pengumpulan data dengan menggunakan kuesioner. Regresi linier sederhana dan metode pengujian regresi berganda digunakan untuk menilai analisis data. Dengan koefisien determinasi sebesar 0,359, temuan penelitian ini menunjukkan bahwa praktek kerja lapangan memiliki dampak yang baik terhadap kesiapan kerja. Kemudian dengan koefisien determinasi sebesar 0,229, kepercayaan diri berpengaruh positif terhadap kesiapan kerja. Terakhir, pengalaman kerja lapangan dan kepercayaan diri siswa sama-sama berkontribusi terhadap kesiapan kerja dengan koefisien determinasi sebesar 0,365.

Kata kunci: Siswa SMK, Praktik Kerja Lapangan, Sikap Percaya Diri, Kesiapan Kerja

Abstract

This study attempts to ascertain how fieldwork practices and students' self-confidence affect class XII students of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang's preparedness for the workforce. Ex post facto methodology and a quantitative approach were employed in this investigation. 24 students made up the study's population. Techniques for gathering data by use of questionnaires. Simple linear regression and multiple regression testing methods were used to assess data analysis. With a determination coefficient of 0.359, the study's findings show that fieldwork practices have a favorable impact on job preparedness. Then, with a determination coefficient of 0.229, self-confidence has a favorable impact on work preparedness. Lastly, fieldwork experience and students' confidence both contribute to work readiness with a determination coefficient of 0.365.

Keywords: Vocational Students, Fieldwork Practice, Self-Confidence, Work Readiness.

INTRODUCTION

A school with a focus on the workplace is Vocational High School (SMK). Vocational High School is one of the categories of secondary school, according Law of the Republic of Indonesia No. 20 of 2003 Concerning the National Education System (SMK). The definition of vocational education is given in Article 15 and is defined as "secondary education that prepares training participants to be ready to work in specified professions" (Felestin et al., 2015). This interpretation of Article 15 demonstrates that the goal of the teaching and learning process in vocational high schools is to create student competencies in the form of knowledge and skills. from SMK is that graduates may find employment (Rahardjo, 2020). Learning activities at SMK are directed at forming students' abilities to develop students' abilities (Salim et al., 2020).

Having skilled graduates is one of the aims of vocational high schools (SMK). The mission and objectives of SMK are to prepare students to enter the workforce and develop professional attitudes, to prepare students to have careers, to prepare students to be able to develop themselves and to prepare middle-level workers to meet the needs of the business world or the industrial world at this time or in the future, as stated in Government Regulation No. 29 of 1990. (Niswaty et al., 2019). Vocational education either fails to adequately link the learning process with the needs of the workforce or fails to grasp the essence of a job. This issue has to be resolved if vocational education is to develop (Ambiyar et al., 2018). Prepare graduates to be innovative, adaptable, and productive citizens in the future (Putri et al., 2018).

Vocational high schools are focused on preparing its graduates for the demands of business and industry. Accordingly, connect and match, Dual System Education mandates that graduates of vocational high schools be able to adjust to life in the workplace (Saputro, 2019). Dual System Education through Fieldwork Practice activities is carried out in the industrial and school fields. Some of the vocational programs implemented in schools are in the form of basic theory and practice (Weni et al., 2022). The rest is applied in Business and Industry namely acting as productive skills obtained based on student learning or experience through Fieldwork Practice activities (Wibowo et al., 2022). The Indonesian government has a formidable problem in developing a professional workforce with the competencies required by the workplace, in this case, the commercial and industrial sectors, whose significance spans two spheres: school and the workplace or society (Azman et al., 2020).

According to BPS statistics, 11.53 million persons in Indonesia were openly unemployed in February 2022. The TPT in February 2022 exhibits a trend that is nearly identical to that in February 2021 when examined in light of the greatest education level attained by the workforce. The TPT for graduates of vocational high schools is still the highest compared to graduates of other education levels, which is 10.38 percent. While the lowest TPT is in elementary school education and below, which is a large 3.09 percent. This is contrary to the aim of SMK to prepare graduates for work (Badan Pusat Statistik, 2020).

According to data from the results of observations, the data shows graduates of the Computer and Network Engineering Skills Competency of SMK Negeri 1 Tilatang Kamang from the 2018 to 2020 class with the following data in table 1.

Table 1. Computer and Network Engineering Tracer Study

No	Profession	Year Graduate of		
		2018	2019	2020
1	Working	10	11	11
2	Continue Education	2	5	5
3	Not Working or without description	5	4	4

(Source: Industrial Relations SMK N 1 Tilatang Kamang)

The data in Table 1 shows that starting in 2018 there is a tendency for the number of workers to continue to rise, those who continue to work tend to be stable, and those who are not working or without information tend to decrease. Graduates of the Computer and Network Engineering Skills Competency program at SMK Negeri 1 Tilatang Kamang have not yet found a place in the world of work.

There are a number of reasons why at least SMK graduates are unable to obtain employment. The student's willingness to work after graduation is one of the variables that might impact their admittance into the workforce as a vocational graduate has different work readiness according to work experience and willingness (Herbert et al., 2020). In order to mentally prepare students for the world of work, Vocational High

Schools have organized training in the form of Fieldwork Practices in industries in collaboration with schools to increase the work readiness and mental capacity of students (Lau et al., 2020)

In addition, the attitude of self-confidence is a number of factors from within students that will have an influence on mental preparation for students to enter Business and Industry later. The significance of self-confidence in the context of job readiness is primarily derived from the relationship between this confidence and the determinants of work readiness (Tentama et al., 2019).

The low rate of vocational graduates being hired is assumed to be a result of the students' lack of preparedness for the workforce. This unpreparedness is influenced by several factors, such as a lack of work experience and confidence to support skilled students (Rasyidi, 2013).

METHOD

Types of Research

This study uses quantitative research because the survey data are expressed numerically, analyzed statistically, and the results are described (Sugiyono, 2019). Fieldwork Practice Activities (X_1), Self-Confidence (X_2), and Work Readiness (Y) are three variables in this study. One dependent variable and two independent variables are present. Regression techniques, particularly simple linear regression and multiple regression, are used in data processing with SPSS V22.0.

Framework of Thinking

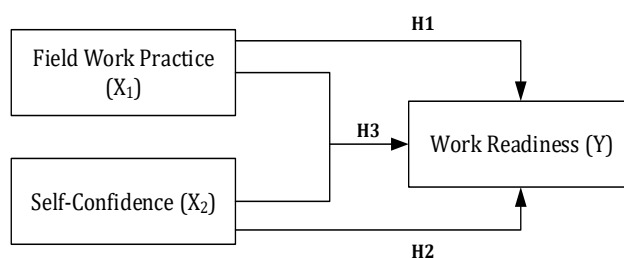


Figure 1. Framework of thinking

Research Subject

The population is a topic that fits specific criteria in relation to research difficulties (Riduwan, 2015). 24 students from class XII Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang made up the study's population. The sampling approach employs the entire population because the population for this investigation is small. If the subject is less than all studies are gathered from all populations, this is the number of assertions that explain (Arikunto, 2019)

Data Collection

A questionnaire was employed in this study to gather information. By posing questions to respondents or requesting written responses, questionnaires are used to gather data (Ismail, 2018). Fieldwork Practice Activities, Self-Confidence, and Work Readiness were all assessed using the Likert scale. Using a Likert scale, attitudes, opinions, and perceptions of a person or set of social phenomena are evaluated. Using a Likert scale, factors were measured and transformed into indicator variables. For instrument items, these indications serve as a reference. Four response options were used to gauge fieldwork practices, self-confidence, and work readiness in the survey: Strongly agree: 4, agree: 3, somewhat agree: 2 and disagree: 1 (Ananda et al., 2018).

Questionnaire Test

a. Validity Test

The questionnaire's validity is examined using a validity test. If the questions and questionnaires can provide information that the survey can assess, it is deemed legitimate. using decision-making and Pearson

correlation analysis to assess the validity of the instrument. If the r count surpasses the value of the r-table at a significant level of 5%, the object instrument is legitimate.

b. Reliability Test

A reliability test is a technique for assessing the questionnaire's performance as a variable indicator. It is regarded as reliable if a survey's response to a question remains constant or stable throughout time. A measurement of construct or variable reliability is Cronbach's alpha.

Data Analysis Method

The study question was addressed using the data analysis techniques listed below:

a. Descriptive Statistical Analysis

The goal of this study was to determine how students at SMK Negeri 1 Tilatang Kamang's competency in computer and network engineering skills affects their preparation for the workforce. The analysis of both quantitative and descriptive data was done using the survey findings. To give a general summary of the measurements made for the three variables, descriptive analysis is offered.

b. Testing Requirements Analysis

Three tests are provided in the analysis of testing requirements: the Data Normality Test, the Linearity Test, and the Multicollinearity Test.

Hypothesis Testing

The goal of hypothesis testing is to utilize regression analysis to assess hypotheses or preliminary judgments about how each independent variable affects the dependent variable. To jointly assess the influence of the independent factors on the dependent variable and to discover the regression equation, multiple linear regression analysis was used. A functional or causal link exists between one independent variable and one dependent variable in simple linear regression. The simple linear regression equation formula is as follows:

$$\hat{Y} = a + bX$$

Researchers utilize linear regression analysis to forecast how the condition of the dependent variable (increase and decrease) will change when two or more independent variables are altered as predictors (increase in value). To the sifting. The following are the regression equations for the two predictors

$$\hat{Y} = a + b_1X_1 + b_2X_2 + e$$

a. Simple Hypothesis Testing ($X_1 - Y$)

Ha = Fieldwork practice activities have a favorable and substantial impact on the work readiness of SMK Negeri 1 Tilatang Kamang's class XII Computer and Network Engineering students.

Ho = Fieldwork practice activities have no favorable and substantial impact on the work readiness of class XII students of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang.

Hypothesis testing with $dk = n - k$, and the level of significance ($\alpha = 0.05$), then: Ho is accepted if $t_{count} < t_{table}$ and Ho is rejected if $t_{count} > t_{table}$.

b. Simple Hypothesis Testing ($X_2 - Y$)

Ha = Self-confidence has a favorable and noteworthy impact on a class XII student's preparation for the work readiness of class XII students of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang.

Ho = Self-confidence has no favorable and noteworthy impact on a class XII student's preparation for the work readiness of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang.

Hypothesis testing with $dk = n - k$, and the level of significance ($\alpha = 0.05$), then: Ho is accepted if $t_{count} < t_{table}$ and Ho is rejected if $t_{count} > t_{table}$.

c. Multiple Hypothesis Testing

Ha = Fieldwork practice activities and self-confidence positive and notable effect on a class XII student's readiness for the work readiness assessment of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang.

Ho = Fieldwork practice activities and self-confidence have no positive and notable effect on a class XII student's readiness for the work readiness assessment of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang.

Hypothesis testing with $dk = n - k - 1$, and the level of significance ($\alpha = 0.05$), then: Ho is accepted if $t_{count} < t_{table}$ and Ho is rejected if $t_{count} > t_{table}$.

RESULT

The survey's reliability and validity were examined first, then the results were processed. A Pearson r significance of less than 0.05 (=5%) indicated that the variables on the Fieldwork Practice indicators, Self-Confidence, and Work Readiness were genuine. The reliability test findings for the three study variables show Cronbach's alpha values of more than 0.6, indicating that each statement indication may be identified as legitimate. These findings lead to the conclusion that the three variables can be regarded as dependable.

Requirements Analysis Test Results

a. Normality Test Results

The Kolmogorov-Smirnov test was used to determine normalcy, and the analysis's findings demonstrated that the Asymp results satisfied the test's significance requirements for normality. Fieldwork Practice Variable: Sig. (2-tailed) 0.103; Self-confidence Variable: 0.200; Work Readiness Variable: 0.200. The significance value of the three variables is larger than 0.05 (=5%), which suggests that the data are regularly distributed. Table 2 displays the results of the normalcy test.

**Table 2. Results of Normality Testing
One-Sample Kolmogorov-Smirnov Test**

		X1	X2	Y
N		24	24	24
Normal Parameters ^{a,b}	Mean	34.6667	28.8750	34.2083
	Std. Deviation	2.86913	3.53015	2.79719
Most Extreme Differences	Absolute	.162	.131	.124
	Positive	.162	.125	.124
	Negative	-.158	-.131	-.114
Test Statistic		.162	.131	.124
Asymp. Sig. (2-tailed)		.103 ^c	.200 ^{c,d}	.200 ^{c,d}

b. Linearity Test Results

The field practice activity variable (X1) has a significance value of 1.074 for work readiness (Y), according to the findings of the linearity test, and since this value is greater than 0.05, it may be stated to be linear. Because the significance value is > 0.05 , it can be concluded that the key is linear given that the self-attitude variable (X2) is 1.799 and the work readiness variable (Y). Table 3 below shows the results of the linearity test.

Table 3. Results of Linearity Testing

Variable	F _{count}	Result
X ₁ - Y	1,074	Linear
X ₂ - Y	1,799	Linear

c. Results of the Multicollinearity Test

The multicollinearity test findings showed that the VIF value of the fieldwork practice variable and self-confidence were both 2.032. The VIF values of the two variables are 10 and > 0.10, respectively. As a result, it is possible to conclude that there is no multicollinearity between the two variables. Table 4 displays the results of the multicollinearity test.

Table 4. Results of the Multicollinearity Test

Model	Unstandardized		Coefficients ^a		t	Sig.	Collinearity	
	Coefficients		Coefficients				Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	14.070	5.905			2.383	.027		
X2	.082	.196	.104		.418	.680	.492	2.032
X1	.512	.242	.526		2.120	.046	.492	2.032

a. Dependent Variable: Work Readiness (Y)

Hypothesis Testing Results

a. Hypothesis Testing Results (X₁ – Y)

According to the first hypothesis in this study, fieldwork practices have a favorable and substantial impact on the work readiness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang. A basic regression approach was used to test this idea. Table 5 shows the results of the basic regression test based on the data provided.

Table 5. Hypothesis Testing Results (X₁ – Y)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.600 ^a	.359	.330	2.28903		
a. Predictors: (Constant), Fieldwork Practices (X1)						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.685	1	64.685	12.345	.002 ^b
	Residual	115.273	22	5.240		
	Total	179.958	23			
a. Dependent Variable: Work Readiness (Y)						
b. Predictors: (Constant), Fieldwork Practices (X1)						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.945	5.786		2.410	.025
	(X1)	.585	.166	.600	3.514	.002
a. Dependent Variable: Work Readiness (Y)						

Table 5 reveals that the simple regression test findings have a positive impact on fieldwork practice activities on work readiness, with the size of the constant (a) of 13,945 and the value of the regression coefficient (b) of 0,585, resulting in the following simple regression equation: $Y = 13,945 + 0,585X_1$.

According to the values in the basic regression equation above, if the X_1 variable rises by one, the Y variable increases by 0.585. The level of significant regression may be assessed by the t-test.

This study's alternative hypothesis (H_a) is that fieldwork practice activities have a favorable and substantial impact on the work readiness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang. Unlike the null hypothesis (H_0), fieldwork practice activities had no positive or significant influence on the work readiness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang.

The regression findings will also be examined. Table 5 shows the value of $t_{count} = 3,514 > t_{table} = 2,074$. so H_0 is rejected. This suggests that at the 0.05 level, field practice activities had a positive and significant influence on work readiness. Table 4 shows that the correlation coefficient (r) is 0.600 and the coefficient of determination (r^2) is 0.359, as calculated by the equation $r^2 = 0.600 \times 0.600$. According to the coefficient of determination (r^2), 35.9% of the preparedness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang is a fieldwork practice activity.

b. Hypothesis Testing Results ($X_2 - Y$)

According to the second hypothesis in this study, students' self-confidence has a positive and substantial impact on the work readiness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang. A basic regression approach was used to test this idea. Table 6 shows the results of the basic regression test based on the data provided.

Table 6. Hypothesis Testing Results ($X_2 - Y$)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.804 ^a	.365	.304	2.33319		
a. Predictors: (Constant), Self-Confidence (X2)						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.167	1	41.167	6.525	.018 ^b
	Residual	138.792	22	6.309		
	Total	179.958	23			
a. Dependent Variable: Work Readiness (Y)						
b. Predictors: (Constant), Self-Confidence (X2)						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.265	4.314		5.392	.000
	(X2)	.379	.148	.478	2.554	.018
a. Dependent Variable: Work Readiness (Y)						

Table 6 reveals that the simple regression test results have a favorable impact on self-confidence and work readiness, with the size of the constant (a) of 23,265 and the value of the regression coefficient (b) of 0,379, resulting in the following simple regression equation: $Y = 23,265 + 0,379X_2$.

According to the values in the basic regression equation above, if the X2 variable rises by one, the Y variable increases by 0.379. The level of significant regression may be assessed by the t-test. This study's alternative hypothesis (H_a) is that self-confidence has a favorable and substantial impact on the work readiness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang. Fieldwork practice activities do not have a favorable and significant influence on the work readiness of class XII students of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang, according to the null hypothesis (H₀). The regression findings will also be examined.

Table 6 shows the value of $t_{count} = 2,554 > t_{table} = 2,074$. so H₀ is rejected. This suggests that, at the 0.05 level, field practice activities have a positive and significant influence on work readiness. Table 5 shows that the correlation coefficient (r) is 0.478 and the coefficient of determination (r²) is 0.229, as calculated by the equation $r^2 = 0.478 \times 0.478$. According to the coefficient of determination (r²), a student's self-confidence accounts for 22.9% of the preparedness of class XII Computer and Network Engineering students at SMK Negeri 1 Tilatang Kamang.

c. Multiple Hypothesis Testing Results

According to the third hypothesis in this study, fieldwork practice activities and students' self-confidence have a favorable and substantial impact on class XII students studying computer and network engineering at SMK Negeri 1 Tilatang Kamang's readiness for the work. Through the use of several linear regression approaches, this hypothesis was evaluated. The results of the basic regression test are displayed in table 7 based on the data gathered.

Table 7. Multiple Hypothesis Testing Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.229	.194	2.51172

a. Predictors: (Constant), Fieldwork Practices (X1), Self-Confidence (X2)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.639	2	32.819	6.029	.009 ^b
	Residual	114.320	21	5.444		
	Total	179.958	23			

a. Dependent Variable: Work Readiness (Y)

b. Predictors: (Constant), Fieldwork Practices (X1), Self-Confidence (X2)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.070	5.905		2.383	.027
	(X2)	.082	.196	.104	.418	.680
	(X1)	.512	.242	.526	2.120	.046

a. Dependent Variable: Work Readiness (Y)

The magnitude of the constant proper 14,070 and the regression coefficient value (b1) of 0.512 practicable and the regression coefficient value (b2) of 0,082 show that the regression test results have a positive effect between fieldwork practice activities and self-confidence in being ready for work. As a result, the multiple regression equation is obtained as follows: $Y = 14,070 + 0,512X1 + 0.082X2$.

The variables in the above simple regression equation can be read as follows: if X1 increases by 1, then the Y variable will increase by 0,512, with a note that the value of X2 remains constant; if X2 increases by 1, then the Y variable will increase by 0,082; and with a note that X1 remains constant.

The level of significance regression can be determined through the F test. The alternative hypothesis (H_a) of this study is that field practice activities and attitudes have a favorable and considerable impact on the level of work readiness of students in SMK Negeri 1 Tilatang Kamang's class XII Computer and Network Engineering. Contrary to the null hypothesis (H_0), field practice activities and attitudes do not significantly and favorably affect class XII students' readiness for the work of Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang. Furthermore, the significance test of the regression results will be carried out.

Table 7 shows the value of $F_{count} = 6,029 > F_{table} = 3,47$. so H_0 is rejected. This means that fieldwork practice activities and self-confidence have a positive and substantial impact on readiness for work at the 0.05 level. According to Table 6, the correlation coefficient (R) is equal to 0,604 and the coefficient of determination (R^2) is equal to 0,365. These values are derived using the equation $R^2 = 0,604 \times 0,604$ and are based on Table 6. According to the coefficient of determination (R^2), 36.5% of students in class XII Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang are ready for the workforce.

DISCUSSION

The Effect of Fieldwork Practice Activities on the Work Readiness of Class XII Students of Computer and Network Engineering Skills Competence at SMK Negeri 1 Tilatang Kamang.

Testing the first hypothesis demonstrates that fieldwork practice activities have a favorable and significant influence on work readiness. The value of the regression coefficient is positive, indicating that fieldwork methods have a positive and substantial impact since, at a significance level of 0.05 (5%), $t_{count} > t_{table}$, according to the basic regression equation, $Y = 13.945 + 0.585X1$.

The work readiness of class XII students at SMK Negeri 1 Tilatang Kamang is determined by fieldwork practice activities for 35.9% of them, according to the findings of the regression test analysis, while 64.1% is impacted by other variables not examined in this study.

This is supported by the findings of the first hypothesis test, which indicate that a student's level of work readiness increases with the amount of fieldwork practice activities they possess; conversely, a student's level of work readiness decreases with a lack of fieldwork practice. Students should take into account their knowledge of fieldwork practices, their work skills, how their attitudes change while they are working, and the outcomes of their fieldwork practices.

The Effect of Self-Confidence Activities on Work Readiness of Class XII Students of Computer and Network Engineering Skills Competency at SMK Negeri 1 Tilatang Kamang.

Testing the second hypothesis reveals a strong and positive relationship between work readiness and self-confidence. According to the straightforward regression equation, $Y = 23.265 + 0.379X_2$, the regression coefficient is positive, indicating that self-confidence has a positive and substantial impact since, at a significance level of 0.05 (5%), $t_{count} > t_{table}$.

According to the findings of the regression test analysis, class XII students at Computer and Network Engineering Skills SMK Negeri 1 Tilatang Kamang had a self-confidence level of 22.9% in their ability, while 67.1% was impacted by factors beyond the scope of this research.

According to the findings of the second hypothesis test, self-confidence must be taken into account to ensure that graduates of vocational high schools are more equipped for the workforce. To boost self-confidence, one needs to think about a variety of factors, including having faith in one's own talents, optimism, good self-talk, and the courage to voice viewpoints.

The Effect of Fieldwork Practice Activities and Confidence on Work Readiness of Class XII Students of Computer and Network Engineering Skills Competency at SMK Negeri 1 Tilatang Kamang.

Testing the third hypothesis reveals a favorable and substantial relationship between fieldwork practices and self-confidence in readiness for the work. The multiple regression equation yields $Y = 14.070 + 0.512X_1 + 0.082X_2$, the regression coefficient is positive, and since $F_{count} > F_{Tabel}$ at a significance level of 0.05 (5%), it is clear that fieldwork practices and self-confidence have a positive and substantial impact.

According to the analysis of multiple regression tests, the self-confidence and practical fieldwork activities of class XII students at SMK Negeri 1 Tilatang Kamang account for 36.5% of their proficiency in computer and network engineering, while the remaining 63.5% is influenced by other variables not considered in the study.

Student readiness for the workforce is influenced by both fieldwork practice activities and self-confidence because the former will give students a sense of self-confidence and the ability to complete a job, while the latter will give them skills, knowledge, and an understanding of the real world of work. It will be simpler for students to become ready for work if they have completed practical fieldwork activities and have a positive mindset.

Fieldwork practice activities and self-confidence are two factors that affect readiness for the workforce. Student work readiness will increase if these two elements can be enhanced by the students themselves.

CONCLUSION

According to the findings and analysis, fieldwork practice activities have a 35.9% impact on students in class XII computer and network engineering at SMK Negeri 1 Tilatang Kamang's preparedness for the workforce. The coefficient of determination (r^2) of 0.359 supports this finding. Then, self-confidence affects students in class XII Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang's preparation for the workforce by 22.9%. The coefficient of determination (r^2) of 0.229 supports this finding. Finally, fieldwork experiences and self-confidence have a 36.5% impact on students in class XII Computer and Network Engineering at SMK Negeri 1 Tilatang Kamang's preparedness for the workforce. The coefficient of determination (R^2) of 0.365 supports this finding.

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