

DETERMINING FACTORS OF WORK READINESS OF AGRICULTURAL VOCATIONAL SCHOOL STUDENTS

**Agus Yuniawan Isyanto*¹, Ai Tusi Fatimah¹, Sudrajat¹, Lidya Nur
Amalia²**

¹Universitas Galuh, Ciamis, Indonesia

²Universitas Siliwangi, Tasikmalaya, Indonesia

* Corresponding email: agusyuniawanisyanto@unigal.ac.id

ABSTRACT

The competition in the world of work is currently very tight, job seekers are not only competing with other job seekers but also competing with technology that has now replaced the role of humans in the industrial world. Vocational High School is a level of education that is prepared to produce graduates who are ready to work and prepare skilled workers in accordance with their fields of expertise. In line with that, Agricultural Vocational High Schools ideally produce graduates who are skilled and ready to work in the agricultural sector. The study was conducted with the aim of identifying the determinants of the work readiness of Agricultural Vocational High School students to work in the agricultural sector. The study was conducted at Agricultural Vocational High Schools in Ciamis Regency with a sample size of 132 students. The determinants of the work readiness of Agricultural Vocational High School students to work in the agricultural sector were analyzed using multiple linear regression. The results of the study showed that the variables of work motivation, career guidance, work interest, and spiritual intelligence had a significant effect on the work readiness of Agricultural Vocational High School students to work in the agricultural sector, both partially and simultaneously.

Keywords: *work readiness, agricultural vocational high school, students.*

INTRODUCTION

Agricultural Vocational High Schools prepare students to work in the agricultural sector (Alimudin et al., 2018). However, there are still students who are not ready to enter the world of work even though they have studied various abilities or competencies that are in accordance with their chosen majors (Miftahuddin & Robbani, 2023).

Work motivation affects work readiness because of the responsibility to do the job as well as possible in order to achieve optimal results (Maulanada et al., 2024). Career guidance has an important role in fostering students' maturity to think about their future orientation related to work readiness (Kurniawati & Arief, 2016). Job interest can provide a strong motivation for someone to be able to prepare themselves for work (Astuti et al., 2023). Spiritual intelligence is defined as intelligence that increases an individual's ability, capacity, competence, and skills (Wibowo & Febrianto, 2021).

This study was conducted with the aim of determining the effect of work motivation, career guidance, job interest, and spiritual intelligence on the work readiness of Agricultural Vocational High School students to work in the agricultural sector.

METHODS

The research method is a combination of qualitative and quantitative (Senjaya, 2018) with a survey approach (Maidiana, 2021). The research location was 4 Agricultural Vocational Schools in Ciamis Regency which provide agricultural expertise with a sample size of 132 students. Determining factors of work readiness of agricultural vocational school students are analyzed using multiple linear regression as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Where:

Y = Work readiness

a = Constant

X₁ = Work motivation

X₂ = Career guidance

X₃ = Work interest

X₄ = Spiritual intelligence

b_i = Regression coefficient

RESULTS AND DISCUSSION

Currently, there are still many Vocational High School graduates who have not been absorbed into the workforce due to their unpreparedness to compete in the workforce (Karlina et al., 2022). The high unemployment rate among vocational high school graduates is due to the fact that the quality required by the job market has not been achieved (Irawan & Hendri, 2022). In addition, there is a gap between the skills possessed by Vocational High School graduates and the skills required by the workforce (Listiani et al., 2023).

The determining factors of Vocational High School students' work readiness to work in the agricultural sector were analyzed using multiple linear regression equations as presented in table 1.

Table 1. Determining factors of work readiness of agricultural vocational school students

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

Constant	1.808	0.112		16.159	0.000*
Work motivation	0.069	0.020	0.126	3.552	0.001**
Career guidance	-0.074	0.027	-0.099	-2.761	0.007**
Work interest	-0.062	0.022	-0.101	-2.803	0.006**
Spiritual intelligence	1.808	0.027	.932	26.141	0.000*
Adjusted R Square	0.858				
F	199.156*				

Information:

Significant at $\alpha = 1\%$, ** significant at $\alpha = 5\%$

Source: Primary Data (2024)

Table 1 shows a determination coefficient of 0.858, indicating that the dependent variable is influenced by the independent variable by 85.8%, while the remaining 15.2% is influenced by other variables not included in the model. All independent variables have a significant effect on the work readiness of Vocational High School students to work in the agricultural sector, both simultaneously and partially.

The effect of work motivation on work readiness

Work motivation has a positive and significant effect on the work readiness of Vocational High School students to work in the agricultural sector. The results of this study are in line with the results of research by Novita & Armida (2022), Alifudin et al (2023), and Andina et al (2023).

Motivation has a very large influence on encouraging students to enter the world of work, thus creating their readiness to work (Ragil et al., 2024) because of the hope for a better future (Khoiroh & Prajanti, 2018). According to Ramadeni & Setyorini (2020), to prepare vocational school students to be able to enter the world of work, strong work motivation is needed which can encourage students to have the enthusiasm to enter the world of work.

The influence of career guidance on work readiness

Career guidance has a negative and significant effect on the work readiness of Vocational High School students to work in the agricultural sector. The results of this study are not in line with the studies of Zain et al (2020), Sura et al (2022), and Nugraha & Widarto (2017), which show that career guidance has a positive and significant effect on work readiness in graduates of Non-Agricultural Vocational High Schools.

Why does career guidance for Non-Agricultural Vocational High School students have a positive effect, while career guidance for Agricultural Vocational High School students has a negative effect? This can be explained by the fact that there is a decrease in the interest of the younger generation to work in the agricultural sector. According to (Hernowo et al., 2023), economically the younger generation considers working in the agricultural sector less promising. In addition, farming families encourage their children to work outside the agricultural sector (Oktafiani et al, 2021; Peka et al, 2022). More and more parents do not introduce agriculture to their children for

various reasons, for example, the income they receive is uncertain (Erliaristi et al., 2022), so they do not recommend their children to continue their work as farmers (Yamin et al., 2023).

The influence of work interest on work readiness

Work interest has a negative and significant effect on the work readiness of Vocational High School students to work in the agricultural sector. The results of this study are not in line with the studies of Trirachmawati & Suratman (2019), Sholihah & Astrella (2023), Sari et al (2019), Amalia & Murniawaty (2020), and Pratiwi et al (2020) which show that work interest has a positive and significant effect on work readiness in graduates of Non-Agricultural Vocational High Schools.

Why does the work interest of Non-Agricultural Vocational High School students have a positive effect, while the work interest of Agricultural Vocational High School students has a negative effect? This can be explained by the fact that there is a decline in the interest of the younger generation to work in the agricultural sector.

There are several factors that cause a decline in the interest of the younger generation in the agricultural sector, including: negative perceptions of agriculture, urbanization and modernization, limited access to resources, economic uncertainty Rozci & Oktaviani (2023), the agricultural sector has a less prestigious image with technology that is not yet advanced, and has not been able to provide adequate income. Arvianti et al (2019).

The influence of spiritual intelligence on work readiness

Spiritual intelligence has a positive and significant effect on the work readiness of Vocational High School students to work in the agricultural sector. The results of this study are in line with the results of research by Isyanto et al (2024).

Spiritual intelligence fosters new hopes for employee ethics, values, and productivity (Razi et al., 2024). Spiritual intelligence can help move a person's intellectual intelligence and emotional intelligence to be more active so that it is easier to generate positive emotions to carry out tasks optimally (Hidayah, 2019).

Someone who has spiritual intelligence understands the purpose of his life so that he always tries to improve his competence which has an impact on increasing work readiness (Isyanto et al., 2024).

CONCLUSION

The variables of work motivation, career guidance, work interest, and spiritual intelligence simultaneously have a significant effect on the work readiness of Vocational High School students to work in the agricultural sector, both simultaneously and partially.

ACKNOWLEDGEMENT

The author would like to thank the Directorate General of Higher Education, Research and Technology of the Ministry of Education, Culture, Research and Technology for funding the Fundamental Research Grant - Regular for the 2024 Fiscal Year based on Decree Number 0667/E5/AL.04/2024, and Agreement/Contract Number 018/SP2H/RT-MONO/LL4/2024.

REFERENCES

- Alifudin, P., Apriyanto, N., Fatra, F., & Fatimah, S. (2023). Pengaruh Praktik Kerja Lapangan dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa. *Journal of Vocational Education and Automotive Technology*, 5(1), 77-87.
- Alimudin, I.A., Permana, P., & Sriyono. (2018). Studi Kesiapan Kerja Peserta Didik Smk Untuk Bekerja di Industri Perbaikan Bodi Otomotif. *Journal of Mechanical Engineering Education*, 5(2), 179-185.
- Amalia, P.I., & Murniawaty, I. (2020). Pengaruh Pendidikan Kewirausahaan, Efikasi Diri dan Minat Kerja Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 9(3), 907-922.
- Andina, T., Kusuma, K.A., & Firdaus, V. (2023). Peran Efikasi Diri, Motivasi Kerja Dan Minat Kerja Terhadap Kesiapan Kerja Mahasiswa. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(6) 2023: 7844-7856.
- Arvianti, E.Y., Masyhuri., Waluyati, L.R., & Darwanto, D.H. (2019). Gambaran Krisis Petani Muda di Indonesia. *Jurnal Sosial Ekonomi dan Kebijakan Pertanian*, 8(2), 168-180.
- Astuti, M.D., Nelwan, O.S. & Lumintang, G.G. (2023). Pengaruh Minat Kerja, Efikasi Diri dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa Manajemen Angkatan 2019 di FEB Unsrat Manado. *Jurnal EMBA*, 11(4), 391-403.
- Erliaristi, M., Prayoga, K., & Mariyono, J. (2022). Persepsi Pemuda Terhadap Profesi Petani Padi di Kota Semarang. *Mimbar Agribisnis: Jurnal Pemikiran Masyarakat Ilmiah Berwawasan Agribisnis*, 8(2), 1387-1408
- Hernowo., Sutanto, A., & Suyono. (2023). Kegiatan *On-Farm* dan *Off-Farm* Sebagai Usaha di Sektor Pertanian: Persepsi Pemuda di Kabupaten Purbalingga. *Jurnal Ekonomi Pertanian dan Agribisnis (JEPA)*, 7(2), 472-492.
- Hidayah, R. (2019). Pengaruh Kecerdasan Spiritual Terhadap Kinerja Karyawan Melalui *Organizational Citizenship Behavior* pada PT PLN (Persero) Area Bojonegoro. *Jurnal Ilmu Manajemen*, 7(1), 58-65.
- Irawan, R., & Hendri. (2022). Analisis Kesiapan Kerja Siswa Sekolah Menengah Kejuruan Jurusan Teknik Instalasi Tenaga Listrik. *Jurnal Pendidikan Teknik Elektro*, 3(1), 59-63.

- Isyanto, A.Y., Fatimah, A.S., Sudrajat, & Amalia, L.N. (2024). Factors that Influence the Work Readiness of Agricultural Vocational High School Students to iork In the Agricultural Sector. *Rev. Gest. Soc. Ambient*, 18(11), 1-9.
- Karlina, N., Hedriana, H., & Supriatna, E. (2022). Studi Deskriptif Kesiapan Kerja Peserta Didik di SMK Negeri Cihampelas. *FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan.*, 5(1), 61-67.
- Khoiroh, M., & Prajanti, S.D.W. (2018). Pengaruh Motivasi Kerja, Praktik Kerja Industri, Penguasaan *Soft Skill*, dan Informasi Dunia Kerja Terhadap Kesiapan Kerja Siswa SMK. *Economic Education Analysis Journal*, 7(3), 1010-1024.
- Kurniawati, A., & Arief, S. (2016). Pengaruh Efikasi Diri, Minat Kerja, dan Bimbingan Karir Terhadap Kesiapan Kerja Siswa SMK Program Keahlian Akuntansi. *Economic Education Analysis Journal*, 5(1), 363-376.
- Listiani, A., Wahono, P., & Wiradendi, C. (2023). Pengaruh Praktik Kerja Industri dan Bimbingan Karir Terhadap Kesiapan Kerja Siswa Kelas XII SMK Negeri 18 Jakarta. *Jurnal Pendidikan : Seroja*, 2(3), 232-244.
- Mahyuni. (2020). Hubungan Kecerdasan Spiritual dengan Motivasi Kerja Guru TK. *JURNAL EDUCHILD (Pendidikan & Sosial)*, 9(1), 38-45.
- Maidiana, M. (2021). Penelitian Survey. *Alacrity: Journal Of Education*, 1(2), 20–29.
- Maulanada, A., Nurhidayah., & Hardaningtyas, R.T. (2024). Pengaruh Motivasi Kerja, Praktik Kerja Industri, dan Efikasi Diri terhadap Kesiapan Kerja Siswa SMK Negeri 4 Malang. *E-JRM : Elektronik Jurnal Riset Manajemen*, 13(01), 770-781.
- Miftahuddin, & Robani, M.F. (2023). Kesiapan Kerja Siswa SMK: Peran Kecerdasan Emosi, Future Time Perspective, dan Sikap terhadap Konseling Karier. *Jurnal Penelitian Psikologi*, 14(2), 83–90.
- Novita, D.I., & Armida. (2022). Pengaruh Pengalaman Praktek Kerja Industri dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa. *Jurnal Ecogen*, 5(1), 70-81.
- Nugraha, H.D., & Widarto. (2017). Pengaruh Bimbingan Karir dan Praktik Kerja Industri Terhadap Kesiapan Kerja Siswa Teknik Pemesinan SMK Negeri 2 Pengasih. *Jurnal Pendidikan Vokasional Teknik Mesin*, 5(1), 65-73.
- Oktafiani, I., Sitohang, M.Y., & Saleh, R. (2021). **Sulitnya Regenerasi Petani pada Kelompok Generasi Muda**. *Jurnal Studi Pemuda*, 10(1), 1-17.
- Peka, M.A.U., Nampa, I.W., Nainiti, S.P.N. (2022). Persepsi dan Minat Pemuda Desa Pledo Terhadap Pekerjaan Sebagai Petani. *Jurnal EXCELLENTIA*, XI(1), 35-43.
- Pratiwi, W., Supratman, O., & Rahayu, A. (2020). Pengaruh Minat Kerja dan Kemampuan Akademis Terhadap Kesiapan Memasuki Dunia Kerja

- Mahasiswa Pendidikan Teknik Bangunan. *Jurnal Pendidikan Teknik Bangunan*, 2(2), 75-88.
- Purnama, S., Saldianto., & Ramadani, A.Z. (2024). Pengaruh Kecerdasan Spiritual, Budaya Kerja Terhadap Etos Kerja yang Dimediasi oleh Pengalaman Kerja. *Jurnal Muamalah*, 14(2), 1-17.
- Ragil, F., Irwanto., & Dwi, C.B. (2024). Pengaruh Kompetensi Keahlian, Motivasi Kerja, dan Praktik Kerja Industri Terhadap Kesiapan Kerja Siswa SMK. *Jurnal Educatio*, 10(4), 1137-1147.
- Ramadeni, B.N., & Setyorini, D. (2020). Pengaruh Motivasi Kerja dan Pengalaman Praktik Kerja Lapangan Terhadap Kesiapan Kerja Siswa Kelas XII Akuntansi SMK Negeri 1 Yogyakarta. *Kajian Pendidikan Akuntansi Indonesia*, 9(2), 1-10.
- Razi, F., Amelia, A., Firdaus, S. (2024). Pengaruh Kecerdasan Emosional dan Kecerdasan Spiritual Terhadap Kinerja Pegawai pada Dinas Registrasi Kependudukan Aceh. *Improvement: Jurnal Manajemen dan Bisnis*, 4(1), 11-16.
- Rozci, F., & Oktaviani, D.A. (2023). Analisis Penyebab Menurunnya Minat dan Partisipasi Generasi Muda dalam Sektor Pertanian. *Jurnal Ilmiah Manajemen Agribisnis, Januari*, 11(1), 48-56.
- Sari, N.M., Indrawati, C.D.S., & Subarno, A. (2019). Pengaruh Praktik Kerja Industri dan Minat Kerja Terhadap Kesiapan Kerja Siswa SMK Negeri 1 Sukoharjo. *Jurnal IKRA-ITH Humaniora*, 3(3), 226-235.
- Senjaya, A. J. (2018). Tinjauan Kritis Terhadap Istilah Metode Campuran (Mixed Method) Dalam Riset Sosial. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 4(1), 103–118.
- Sholihah, M., & Astrella, N.B. (2023). Pengaruh Minat Kerja Terhadap Kesiapan Kerja Siswa SMK Negeri 2 Sukorejo. *AFEKSI: Jurnal Psikologi*, 2(4): 285-295.
- Sura, H., Mulyadi, & Halim, W.A. (2022). Pengaruh Bimbingan Karir Terhadap Kesiapan Kerja Siswa Jurusan Akuntansi di SMK 1 Enrekang. *Edupsycouns Journal*, 4(1), 67-71.
- Trirachmawati, D., & Suratman, B. (2019). Pengaruh Pengalaman Prakerin dan Minat Kerja terhadap Kesiapan Kerja Siswa Kelas XI SMKN 1 Jombang. *Jurnal Pendidikan Administrasi Perkantoran*, 07(04) 137-141.
- Wibowo, A., & Febrianto, R.A. (2021). Pengaruh Kecerdasan Spiritual dan Disiplin Terhadap Kinerja Guru di SD Al Firdaus Surakarta. *Edunomika*, 05(01), 1-10.
- Yamin, M., Lifianthi., & Ayuningsih, D.F. (2023). Analisis Minat Anak Petani Padi Menjadi Petani di Desa Pasemah Air Keruh Sumatera Selatan. *Jurnal Ilmiah Membangun Desa dan Pertanian (JIMDP)*, 8(2), 68-77.
- Zain, N., Marsofiyati, & Ramadhanty, J. (2020). Pengaruh Efikasi Diri dan Bimbingan Karir Terhadap Kesiapan Kerja Siswa Kelas X dan XI SMK Negeri di Jakarta. *Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi (JPEPA)*, 1(1), 1-10.