



## FACTORS THAT INFLUENCE THE WORK READINESS OF AGRICULTURAL VOCATIONAL HIGH SCHOOL STUDENTS TO WORK IN THE AGRICULTURAL SECTOR

Agus Yuniawan Isyanto <sup>1</sup>  
Ai Tusi Fatimah <sup>2</sup>  
Sudrajat <sup>3</sup>  
Lidya Nur Amalia <sup>4</sup>

### ABSTRACT

**Objective:** This study aims to identify factors that influence the work readiness of Agricultural Vocational High School students to work in the agricultural sector.

**Theoretical Framework:** This study explores the influence of variables of learning motivation, job information, career expectations, industrial world practices, family support, self-competence, and spiritual intelligence on the work readiness of students of Agricultural Vocational High Schools.

**Method:** This study is a quantitative study using a questionnaire to collect data from 132 student tourists. The data were analyzed using multiple linear regression.

**Results and Discussion:** The results of the study showed that the variables of learning motivation, job information, career expectations, industrial world practices, family support, self-competence, and spiritual intelligence had a significant influence on the readiness of Agricultural Vocational School students to work in the agricultural sector both simultaneously and partially.

**Research Implications:** The results of the study revealed the influence of 7 variables that together affect work readiness. By knowing the influence of these 7 variables, Agricultural Vocational High Schools can apply the seven variables to improve their students' work readiness.

**Originality/Value:** This study includes the spiritual intelligence variable as one of the variables that influences the work readiness of students at Agricultural Vocational High Schools, where this spiritual intelligence variable has not been studied.

**Keywords:** Work Readiness, Students, Agricultural Vocational High School.

### FATORES QUE INFLUENCIAM A PRONTIDÃO PARA O TRABALHO DOS ALUNOS DO ENSINO MÉDIO PROFISSIONALIZANTE AGRÍCOLA PARA TRABALHAR NO SETOR AGRÍCOLA

#### RESUMO

**Objetivo:** Este estudo tem como objetivo identificar os fatores que influenciam a disposição para o trabalho dos alunos do Ensino Médio Profissionalizante Agrícola para trabalhar no setor agrícola.

<sup>1</sup> Universitas Galuh, Ciamis, West Java, Indonesia. E-mail: [agusyuniawanisyanto@unigal.ac.id](mailto:agusyuniawanisyanto@unigal.ac.id)

Orcid: <https://orcid.org/0000-0002-6283-5770>

<sup>2</sup> Universitas Galuh, Ciamis, West Java, Indonesia. E-mail: [aitusifatimah@unigal.ac.id](mailto:aitusifatimah@unigal.ac.id)

Orcid: <https://orcid.org/0000-0003-4588-907X>

<sup>3</sup> Universitas Galuh, Ciamis, West Java, Indonesia. E-mail: [sudrajatlebsi@gmail.com](mailto:sudrajatlebsi@gmail.com)

Orcid: <https://orcid.org/0009-0008-7380-9499>

<sup>4</sup> Universitas Siliwangi, Tasikmalaya, Wes Java, Indonesia. E-mail: [lidyanuramalia@unsil.ac.id](mailto:lidyanuramalia@unsil.ac.id)

Orcid: <https://orcid.org/0000-0001-9895-9989>



**Estrutura teórica:** Este estudo explora a influência das variáveis de motivação para o aprendizado, informações sobre o trabalho, expectativas de carreira, práticas do mundo industrial, apoio familiar, autocompetência e inteligência espiritual na prontidão para o trabalho de alunos de escolas de ensino médio profissionalizante agrícola.

**Método:** Este é um estudo quantitativo que utiliza um questionário para coletar dados de 132 estudantes turistas. Os dados foram analisados por meio de regressão linear múltipla.

**Resultados e discussão:** Os resultados do estudo mostraram que as variáveis de motivação para o aprendizado, informações sobre o trabalho, expectativas de carreira, práticas do mundo industrial, apoio familiar, autocompetência e inteligência espiritual tiveram uma influência significativa na prontidão dos alunos da Escola Profissionalizante Agrícola para trabalhar no setor agrícola, tanto simultânea quanto parcialmente.

**Implicações da pesquisa:** Os resultados do estudo revelaram a influência de sete variáveis que, juntas, afetam a prontidão para o trabalho. Conhecendo a influência dessas sete variáveis, as Escolas de Ensino Médio Profissionalizante Agrícola podem aplicar as sete variáveis para melhorar a prontidão para o trabalho de seus alunos.

**Originalidade/valor:** Este estudo inclui a variável inteligência espiritual como uma das variáveis que influenciam a prontidão para o trabalho dos alunos das Escolas de Ensino Médio Profissionalizante Agrícola, onde essa variável de inteligência espiritual ainda não foi estudada.

**Palavras-chave:** Prontidão Para o Trabalho, Alunos, Escola de Ensino Médio Profissionalizante Agrícola.

## FACTORES QUE INFLUYEN EN LA PREPARACIÓN LABORAL DE LOS ESTUDIANTES DE SECUNDARIA DE FORMACIÓN PROFESIONAL AGRÍCOLA PARA TRABAJAR EN EL SECTOR AGRÍCOLA

### RESUMEN

**Propósito:** Este estudio pretende identificar los factores que influyen en la preparación laboral de los estudiantes de secundaria de formación profesional agrícola para trabajar en el sector agrícola.

**Marco teórico:** Este estudio explora la influencia de las variables de motivación para el aprendizaje, información laboral, expectativas profesionales, prácticas en el mundo industrial, apoyo familiar, autocompetencia e inteligencia espiritual en la preparación para el trabajo de los estudiantes de secundaria de formación profesional agrícola.

**Método:** Se trata de un estudio cuantitativo en el que se utilizó un cuestionario para recoger datos de 132 estudiantes de turismo. Los datos se analizaron mediante regresión lineal múltiple.

**Resultados y discusión:** Los resultados del estudio mostraron que las variables de motivación para aprender, información sobre el trabajo, expectativas profesionales, prácticas del mundo industrial, apoyo familiar, autocompetencia e inteligencia espiritual influyeron significativamente en la disposición de los alumnos de la Escuela de Formación Profesional Agraria para trabajar en el sector agrario, tanto simultánea como parcialmente.

**Repercusiones de la investigación:** Los resultados del estudio revelaron la influencia de siete variables que, en conjunto, afectan a la preparación para el trabajo. Al conocer la influencia de estas siete variables, las Escuelas de Formación Profesional Agraria pueden aplicarlas para mejorar la preparación para el trabajo de sus alumnos.

**Originalidad/valor:** Este estudio incluye la variable de la inteligencia espiritual como una de las variables que influyen en la preparación para el trabajo de los estudiantes de las escuelas secundarias de formación profesional agrícola, donde esta variable de la inteligencia espiritual aún no se ha estudiado.

**Palabras clave:** Preparación Para el Trabajo, Alumnos, Escuela Superior de Formación Profesional Agraria.

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## 1 INTRODUCTION

The competition in the world of work is currently very tight where 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 (Umami & Rahmaningtyas, 2022). Graduates of Vocational High Schools (SMK) must produce competent and work-ready graduates (Zainuddin, 2022). One of the vocational high schools is an agricultural vocational high school that prepares its graduates to be ready to work in the agricultural sector. One of the problems that exists is that vocational high school graduates are not ready to work in the industrial world due to lack of skills and experience (Wardani, 2018).

Work readiness is the extent to which a graduate has the attitude and attributes to enter or they are ready to succeed in the work environment (Kirani & Chusairi, 2022). Factors that influence work readiness are information on the world of work (Anggraeni & Mariah, 2022), external practical experience and learning motivation (Afandi, 2022), work competence (Zainuddin, 2022), career expectations (Syarif *et al.*, 2018), social intelligence (Pertiwi & Indrawati, 2019), family support (Cipta & Wahyuni, 2024). In this study, a spiritual intelligence variable was added which was not yet available in previous studies related to the work readiness of agricultural high school students to work in the agricultural sector.

This study aims to identify factors that influence the work readiness of agricultural high school students to work in the agricultural sector..

## 2 THEORETICAL FRAMEWORK

Work readiness is the most important thing for vocational high school graduates to obtain a workforce produced by the school with good quality or professional and able to find or create jobs. Work readiness shows the harmony between physical and mental maturity and learning experience so that individuals have abilities that include aspects of knowledge, skills, attitudes and are supported by physical or sensory functions and body organs to work according to their field of expertise. Work readiness is a person's ability to complete a certain job without experiencing difficulties and obstacles with good results (Anggraeni & Mariah, 2022).

There are four aspects that need to be prepared by students in facing the world of work, namely critical thinking skills, creativity and the ability to innovate, communication skills, the ability to work together, and students must have self-confidence (Umami & Rahmaningtyas, 2022). Several previous studies have shown that the factors that influence work readiness are



internal and external factors. Internal factors include physical and mental maturity, pressure, encouragement, creativity, interest, talent, intelligence, independence, mastery, knowledge and motivation. External factors include the role of society, family, infrastructure, schools, and information on the world of work. Factors that influence students' work readiness come from the students themselves, schools, and the community. In addition, factors that influence mental work readiness are academic achievement, parents' economic situation, social guidance, career guidance, and students' work experience (Anggraeni & Mariah, 2022). (Afandi, 2022) stated that factors that influence the level of work readiness of vocational high school students include: (1) external practice experience, (2) vocational guidance, (3) learning motivation, (4) parents' economic background, (5) previous learning outcomes, and (6) job information.

Several previous studies on factors that influence the work readiness of agricultural high school students have not included the variable of spiritual intelligence. According to (Fahmi & Games, 2018), spiritual intelligence can be interpreted as the ability to apply and develop spiritual values in life related to the ability to find goals and values in everyday life. People who have high levels of spiritual intelligence tend to be more adaptive to change and are therefore thought to have higher work readiness..

### 3 METHODOLOGY

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. Factors that influence the readiness of Agricultural Vocational High School students to work in the agricultural sector are analyzed using multiple linear regression as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 \quad (1)$$

where:

Y = Work readiness

a = Constant

X1 = Learning motivation

X2 = Job information

X3 = Career expectations

X4 = Industrial work practices

X5 = Family support

X6 = Self-competence



X7 = Spiritual intelligence

b = Regression coefficient

## 4 RESULTS AND DISCUSSIONS

Factors influencing the readiness of Agricultural Vocational High School students to work in the agricultural sector were analyzed using multiple linear regression as presented in Table 1.

**Table 2**

*Factors that influence work readiness.*

Variables	Coefficients	t-count	Sig.
Constant	-2.006	-5.802	0.000*
X1	0.905	11.425	0.000*
X2	-0.294	-4.988	0.000*
X3	1.575	10.415	0.000*
X4	-0.921	-11.098	0.000*
X5	-2.177	-13.136	0.000*
X6	0.343	7.204	0.000*
X7	1.710	18.989	0.000*
Adjusted R2	0.881		
F-count	139.266*		

Source: Primary Data, 2024.

Table 1 shows a determination coefficient of 0.881 indicating that the dependent variable is influenced by the independent variable by 88.10%, while the rest is influenced by other variables not included in the equation model. The variables of learning motivation, job information, career expectations, industrial world practices, family support, self-competence, and spiritual intelligence have a significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector, both simultaneously and partially.

The learning motivation variable has a positive and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are in line with the research of (Kirani & Chusairi, 2022), (Suryani *et al.*, 2019), (Harjono *et al.*, 2024), (Syarif *et al.*, 2018), and (Irwansya *et al.*, 2021). Someone who has high learning motivation will spend more time studying the science that he is currently studying so that it has an impact on increasing work readiness.

The job information variable has a negative and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are not in line with the research of (Kirani & Chusairi, 2022) and (Syarif *et al.*, 2018)



which showed a positive effect of the job information variable on job readiness. This is thought to be due to the low interest of agricultural high school students to work in the agricultural sector as stated by (Handayani *et al.*, 2022).

Career expectation variables have a positive and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are in line with the research of (Wardani, 2018), (Syarif *et al.*, 2018), (Sofiani & Taman, 2019). Someone who already has career expectations in the agricultural sector will try to improve their competence so that they are more ready to work in the agricultural sector.

The industrial world practice variable has a negative and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are not in line with the research of (Afandi, 2022), (Fauzan *et al.*, 2023), (Suryani *et al.*, 2019), (Harjono *et al.*, 2024), (Nurlaela *et al.*, 2019), (Akbar *et al.*, 2020) which showed a positive effect of industrial world practice on work readiness. As previously discussed about the low interest of students to work in the agricultural sector, industrial world practice activities are not able to increase students' work readiness to work in the agricultural sector.

The family support variable has a negative and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are not in line with the research of (Cipta & Wahyuni, 2024), (Umami & Rahmaningtyas, 2022), (Nurlaela *et al.*, 2019). According to (Susilowati, 2016), most parents in rural areas also do not want their children to work in the village as farmers as their current job, this is supported by (Mardiyanti *et al.*, 2023) research which shows that the younger generation does not want to work as farmers and (Widayanti *et al.*, 2021) research which shows that farmers' children generally do not want to continue their parents' work as farmers.

The self-competence variable has a positive and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of this study are in line with the research of (Cipta & Wahyuni, 2024), (Zainuddin, 2022), (Irwansya *et al.*, 2021), and (R. Saputra *et al.*, 2023). A person who has competence will be more confident in doing any activity, so that he has more work readiness than others.

The spiritual intelligence variable has a positive and significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector. The results of (Yulita *et al.*, 2023) and (Saputra *et al.*, 2023) research show that someone who has spiritual intelligence will show good performance. 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.

## 5 CONCLUSION

The variables of learning motivation, job information, career expectations, industrial world practices, family support, self-competence, and spiritual intelligence have a significant effect on the readiness of Agricultural Vocational High School students to work in the agricultural sector, both simultaneously and partially

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