

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness



Cinthya Silvy Angelina¹, Kustini Kustini², Hesty Prima Rini³

^{1,2,3} Universitas Pembangunan Nasional "Veteran" Jawa Timur, Indonesia

ABSTRACT: This research aimed to determine the effect of fieldwork practice and organizational experience on work readiness of final-year students from the Faculty of Economics and Business at the University of Pembangunan Nasional "Veteran" East Java. The research was conducted using a quantitative descriptive approach. The population of the study consisted of final-year students (class of 2019) from the Faculty of Economics and Business at the University of Pembangunan Nasional "Veteran" East Java. The sampling technique used in this study was *Proportionate Stratified Random Sampling*, and the sample size was 90 students. The data analysis technique in this research was Partial Least Square (PLS). This research result show that both fieldwork practice and organizational experience are able to support the work readiness of final-year students from the Faculty of Economics and Business at the University of Pembangunan Nasional "Veteran" East Java.

KEYWORDS: Fieldwork Practice; Organizational Experience; Student Work Readiness

I. INTRODUCTION

Indonesia is one of the countries with a relatively high unemployment rate. According to data from the *website* (Badan Pusat Statistik), in 2023, the unemployment rate in Indonesia reached 8,402,153 people in 2022, which is quite concerning. When a country experience high unemployment rates, it can have negative impacts on both the country's economy and its society. (Ishak, 2018) states that one of the causes of unemployment is the limited job opportunities that do not match the job seekers. Additionally, the unpreparedness of human resources to compete in the job market also contributes to the high unemployment rate in Indonesia.

Currently, college graduates are considered a more prepared workforce with higher chances of getting employed. Therefore, many people are competing to further their education to a higher level, which is university. However, the reality is that university-level unemployment continues to rise, reaching 884,769 people in 2022, and it will continue to increase as the years go by. This number is higher compared to diploma-level unemployment. It is no wonder that the job readiness of university students is still inferior to diploma-level students, because in their education, diploma students are better prepared to enter the workforce by emphasizing practical experience over theory. On the other hand, university-level education only transfers knowledge but lacks application of that knowledge in the working world. This leads to the unpreparedness of bachelor's degree students to face the job market.

The phenomenon is currently being experienced by several public and private universities, including the University of Pembangunan Nasional "Veteran" East Java and known as Universitas Pembangunan Nasional (UPN) Veteran East Java. UPN "Veteran" East Java has several faculties, including the Faculty of Economics and Business. This faculty is among the faculties with the highest number of bachelor's degree graduates because almost every campus in Indonesia has a Faculty of Economics. The large number of graduates in the same field creates intense competition in the job market. A significantly higher number of applicants causes this compared to available job vacancies (Wirohikmawan & Kustini, 2023). Therefore, if students do not prepare their competencies and skills, they tend to face difficulties finding employment after graduation.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

Table 1. The waiting time data for graduates of the Faculty of Economics and Business, the University of Pembangunan Nasional "Veteran" East Java.

Academic Year	Management		Accounting		Development Economics	
	≤6 months	>6 months	≤6 months	>6 months	≤6 months	>6 months
2017	57%	43%	33%	67%	47%	53%
2018	36%	64%	33%	67%	23%	77%

Source: Data processed

Based on the data above, it was observed that the waiting time for students of the Faculty of Economics and Business at the University of Pembangunan Nasional "Veteran" East Java to secure a job was still very high, falling under the category of >6 months. Specifically, 43% of management graduates from the class of 2017 and 64% from the class of 2018 experienced such prolonged waiting times. Similarly, 67% of accounting graduates from both the class of 2017 and 2018, as well as 53% of development economics graduates from the class of 2017 and 77% from the class of 2018, faced extended waiting periods. These findings indicate that the graduates of the University of Pembangunan Nasional "Veteran" East Java were not adequately prepared to face and compete in the job market, as they required a long time to prepare themselves and secure positions in desired companies. However, according to (Kemdikbud, 2020), in the handbook of Key Performance Indicators (KPI) for State Universities, university graduates are categorized as obtaining suitable jobs if the waiting period to get a job is <6 months after the date of graduation.

Seen from the company's perspective, every company certainly wants employees who are ready to work and experts in their field. Employees who are ready to work are considered one of the most important aspects because they will have many advantages regarding knowledge and competence to support the company's operations and achieve the planned goals (Damayantie & Kustini, 2022). Therefore, companies in the working world have several criteria for selecting their employees. (Garaika & Margahana, 2019) state that skills and experience are the qualifications that form the basis of the selection process. If applicants do not possess the skills and experience to support the job they are applying for, their chances of being accepted are small. Additionally, some initial criteria that companies consider when recruiting graduates are organizational experience, relevant work practice experience related to the chosen position, Cumulative Grade Point Average (GPA), and so on. However, what often becomes the primary criterion for companies in recruiting graduates is experience (Ilham, 2022).

Experience is one of the factors that can determine a student's readiness for work because experience can sharpen their skills. The experience that can be gained by students in higher education are Fieldwork Practice (Internship) and Organizational Experience. These experience can sharpen both the student's hard skills and soft skills.

An Fieldwork Practice (PKL) is an activity for students to apply the theories they have acquired during the learning process in the classroom. The Fieldwork Practice program aims to fulfill the expectations of students who have completed it, providing them with the desired competencies or hard skills (Mardiyah et al., 2019). Through the Fieldwork Practice program, students gain skills, knowledge, and firsthand experience of the real working world.

In addition to the Fieldwork Practice experience, the experience that students gain in the lecture hall is organizational experience. An organization is a place where a group of people engages in activities to achieve common goals that have been predetermined (Setyaningrum et al., 2018). When someone actively participates in an organization, their soft skills will be honed and expanded. Being involved in an organization also makes it easier for someone to collaborate, as students interact with others from diverse backgrounds. Organizational experience can provide many benefits to students, and these benefits are crucial and influential in preparing them for work.

This research aims to determine the extent of the effect of fieldwork Practice and organizational experience on work readiness among final-year students of the Faculty of Economics and Business (FEB) at the University of Pembangunan Nasional "Veteran" East Java. The expected outcome is to provide a solid preparation for both students and the university in producing excellent graduates who are ready to compete in the job market.

II. LITERATURE REVIEW AND RESEARCH DEVELOPMENT

1. Fieldwork Practice

The world of work requires not only academic theory but also relevant experience to produce competent workers. One of these experience is an Fieldwork Practice or On-the-Job Training. Through an Fieldwork Practice, students can experience the actual working environment. According to Oemar Hamalik (2001:21), as cited in (Sakti, 2020), Fieldwork Practice or on-the-job training is a program aimed at providing students with the skills and expertise required for the demands of the workforce. The Fieldwork

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

Practice is beneficial for students to adapt and prepare themselves to meet the demands of the job market in the future. According to (Sari & Syofyan, 2021), participating in an Fieldwork Practice within a company is an opportunity for students to explore their knowledge, skills, and mental aspects in a work setting. The experience gained during the Fieldwork Practice make students more prepared to carry out tasks in the working world. The Fieldwork Practice within a company is one of the factors that can affect the readiness of students for the workforce. The indicators of an Fieldwork Practice, according to Elfirasari (2014:21), as cited in (Rosara et al., 2018) were: indicators of Fieldwork Practice are as follows: (1) Work knowledge, (2) Work skills, (3) Adaptability, (4) Getting familiar with a new environment, and (5) Work attitude.

2. Organizational Experience

According to (Setyaningrum et al., 2018), an organization is a place where a group of people engage in specific activities to achieve predetermined goals. Meanwhile, according to Greenberg and Baron (2003:3), as cited in (Liyasari, 2017), define the organization as a structured social system that consists of groups and individuals who collaborate to achieve agreed-upon goals.

During their college years, students will encounter various types of organizations. Student organizations are activities participated in by students outside of class hours. By joining these organizations, students can gain a lot of valuable experience. Students who have organizational experience generally tend to have a better understanding of themselves, such as understanding their life principles, self-identity, etc. As a result, students with organizational experience can manage themselves and their time effectively, in line with the targets they set for themselves (Laila, 2020). Ratminto and Winarsih (2014: 181 – 182) mention several indicators of organizational experience. These indicators are: (1) Responsiveness, (2) Accountability, (3) Adaptability, (4) Empathy, and (5) Openness.

3. Work Readiness

Slameto (2013: 59) in his book defines readiness as "readiness to respond or react," which means that it is someone's willingness to provide a response or reaction. This willingness arises from within the individual and is also related to physical and mental maturity, as maturity can be interpreted as the preparedness to carry out skills. Therefore, it can be concluded that job readiness is the overall condition of an individual that makes them ready to provide a response or reaction in a particular way to a given situation. Anoraga (2009: 11), as cited in (Liyasari, 2017), argues that work is an activity performed by humans to fulfill their needs. These needs vary, evolve, and change over time. People work because they have something they want to achieve, with the hope that working will lead them to a better state than before.

Work Readiness, according to Sugihartono (2012: 15), as cited in (Azizah et al., 2019), is the harmonious condition between an individual's physical maturity, mental readiness, and learning experience, enabling them to carry out activities related to their occupation. Furthermore, work readiness is an individual's capacity to improve their work abilities, including their knowledge, skills, and attitude. If their skills increase, then self-efficacy will also increase so that work readiness is also getting better. Self-efficacy will continue to develop along with the amount of knowledge and experience (Arifin et al., 2021). Work readiness can be defined as the work capacity of each individual, encompassing aspects of knowledge, skills, and work attitudes that meet the established standards (Law No. 13 concerning Manpower). According to (Setyaningrum et al., 2018), there are five indicators of work readiness, which are: (1) Physical and mental condition, (2) Logical and objective reasoning, (3) Ability to work with others, (4) Sense of responsibility, (5) Critical thinking, and (6) Willingness to progress and strive.

4. The Effect of Fieldwork Practice on Work Readiness

The Fieldwork Practice is a training in the professional world aimed at providing students with the necessary skills and expertise as per their capabilities. Fieldwork Practice plays a crucial role in work readiness. During the Fieldwork Practice, students are generally guided by mentors from the company to complete work tasks according to their assigned positions. Additionally, students also get to experience the real-world conditions of the job market, enabling them to be better prepared and adapt to the work environment. According to (Maulidy et al., 2022), through the experience gained during the Fieldwork Practice, students become more prepared for employment, equipped with knowledge and skills relevant to the working world.

The experience gained during the Fieldwork Practice contribute to making students more prepared to carry out tasks in the professional world. Muktiani (2014), as cited in (Sari & Syofyan, 2021), states that an Fieldwork Practice conducted in a business or company is a factor that can effect an individual's work readiness. This is supported by the research of (Lisdiyanto et al., 2018), which indicates a positive and significant relationship between Fieldwork Practice and work readiness. Furthermore, a study conducted by (Rosara et al., 2018) also demonstrates a positive effect between Fieldwork Practice experience and work readiness.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

5. The Effect of Organizational Experience on Work Readiness

An organization is a place where a group of individuals comes together to engage in specific activities to achieve predetermined goals. When students actively participate and engage in organizational activities, they have the opportunity to train and develop their soft skills, which greatly support an individual's work readiness. Through organizational involvement, students meet and collaborate with many people, as well as work on professional work programs, all of which are highly valuable skills in the professional world.

Students who have organizational experience and actively participate in it will gain valuable experience, making them more prepared for the workforce compared to students who have no organizational experience at all. Such experience fosters self-confidence and an interest in new things (Azizah et al., 2019). Additionally, students with organizational experience are considered more work-ready because, within an organization, they become accustomed to facing various challenges. They also learn to make decisions with careful consideration and assess the risks involved in the decision-making process. Therefore, students with organizational experience tend to be more prepared to enter the job market (Lisdiyanto et al., 2018).

From the company's perspective, students who have organizational experience are generally considered more work-ready compared to students who only pursue formal education. This is because students who actively participate in organizations are accustomed to working collaboratively with others, both individually and in groups, which means they are already equipped with valuable teamwork skills. Companies view such students as having a strong foundation for work, as they have gained practical experience in handling responsibilities, communication, collaboration, and problem-solving, all of which are essential skills in a professional setting. Therefore, students with organizational experience are perceived as having a head start and being well-prepared for the workforce.

The relationship between organizational experience and work readiness can be observed from the research conducted by (Setyaningrum et al., 2018), which states that there is a positive and significant effect between organizational involvement and work readiness. Similarly, the study by (Azizah et al., 2019) also indicates a positive and significant effect between organizational experience and work readiness.

III. RESEARCH METHODS

This research was a quantitative study with the independent variables being Fieldwork Practice (X1) and Organizational Experience (X2) and the dependent variable being Work Readiness (Y). Data collection in this study was done using primary data, which involved distributing questionnaires to respondents, namely senior students (Class of 2019) from the Faculty of Economics and Business (FEB) at the University of Pembangunan Nasional "Veteran" East Java. The statements in the research questionnaire were based on several indicators for each variable. The indicators for the Fieldwork Practice variable, based on Elfirasari (2014:21) as cited in (Rosara et al., 2018), were: (1) Work knowledge, (2) Work skills, (3) Adaptability, (4) Familiarity with new environments, and (5) Work attitude. The indicators for the Organizational Experience variable, according to Ratminto dan Winarsih (2014: 181 – 182), were: (1) Openness, (2) Empathy, (3) Responsiveness, and (4) Accountability. The indicators for the Work Readiness variable, as stated by (Setyaningrum et al., 2018), were: (1) Physical and mental condition, (2) Logical reasoning, (3) Ability to work with others, (4) Sense of responsibility, and (5) Critical thinking. The population in this study consisted of 812 senior students (Class of 2019) from the Faculty of Economics and Business (FEB) at the University of Pembangunan Nasional "Veteran" East Java. The sampling technique used in this study was *Proportionate Stratified Random Sampling*. The sample size in this study was 90 students, consisting of 40 management students, 32 accounting students, and 18 development economics students. The data analysis technique used in this research was the Partial Least Square (PLS) method. The hypotheses in this study proposed that Fieldwork Practice and Organizational Experience had a positive and significant effect on the work readiness of final-year students at Faculty of Economics and Business (FEB), University of Pembangunan Nasional "Veteran" East Java.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

IV. RESEARCH RESULT AND DISCUSSION

This study used the PLS (Partial Least Square) application with the conceptual model as follows:

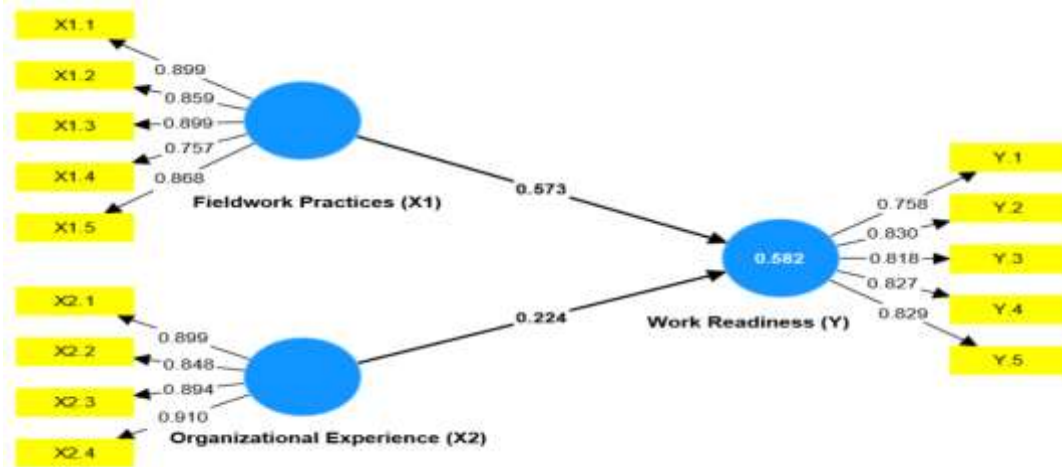


Figure 1. PLS Models

Based on the diagram above, the factor loading values were shown by the arrows between variables and indicators. The factor loading values represented the relationship between variables and indicators, and if the value was $>0,5$, the relationship was considered valid. Additionally, R-Square values were located within the central circle of the Work Readiness variable. The diagram indicated that all relationships between indicators and variables (Fieldwork Practice, Organizational Experience, and Work Readiness) were considered valid.

Table 2. Outer Loadings

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)
X1.1 <- Fieldwork Practice (X1)	0.899	0.895	0.030	29.740
X1.2 <- Fieldwork Practice (X1)	0.859	0.852	0.042	20.548
X1.3 <- Fieldwork Practice (X1)	0.899	0.900	0.018	49.002
X1.4 <- Fieldwork Practice (X1)	0.757	0.753	0.066	11.449
X1.5 <- Fieldwork Practice (X1)	0.868	0.861	0.042	20.516
X2.1 <- Organizational Experience (X2)	0.899	0.894	0.033	27.260
X2.2 <- Organizational Experience (X2)	0.848	0.844	0.058	14.569
X2.3 <- Organizational Experience (X2)	0.894	0.891	0.031	28.716
X2.4 <- Organizational Experience (X2)	0.910	0.909	0.022	41.219
Y.1 <- Work Readiness (Y)	0.758	0.762	0.054	14.126
Y.2 <- Work Readiness (Y)	0.830	0.824	0.046	18.115
Y.3 <- Work Readiness (Y)	0.818	0.808	0.059	13.904
Y.4 <- Work Readiness (Y)	0.827	0.819	0.051	16.187
Y.5 <- Work Readiness (Y)	0.829	0.824	0.050	16.707

Source: Data processed

Based on the table above, all reflective indicators of the variables Fieldwork Practice (X1), Organizational Experience (X2), and Work Readiness (Y) showed factor loading values (original sample) greater than 0,50 and were significant (T-Statistic values were greater than the critical value $\alpha=0,05$ (5%) = 1,96). Therefore, the estimation results of all indicators met Convergent validity or good validity.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

Table 3. R-Square

	R-Square
Fieldwork Practice (X1)	
Organizational Experience (X2)	
Work Readiness (Y)	0.582

Source: Data processed

Table 3 showed that the value of $R^2=0,582$. This could be interpreted as the model's ability to explain the Work Readiness phenomenon, which was effected by the exogenous variables, namely Fieldwork Practice (X1) and Organizational Experience (X2), with a percentage of 58,2%. The remaining 41,8% was explained by other variables outside the scope of this study (besides Fieldwork Practice and Organizational Experience variables).

Hypothesis Testing

Table 4. Path Coefficients (Mean, STDEV, T-Values, P-Values)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Fieldwork Practice (X1) -> Work Readiness (Y)	0.573	0.571	0.102	5.595	0.000
Organizational Experience (X2) -> Work Readiness (Y)	0.224	0.223	0.108	2.074	0.038

Source: Data Processed

Hypothesis Test 1

The hypothesis that Fieldwork Practice (X1) had a positive and significant effect on Work Readiness (Y) **was accepted**, with path coefficients of 0.573 and a T-Statistic value of 5.595 > 1.96 (the critical T-table value at $\alpha=0.05$), or P-Value of 0.000 < 0.05, indicating a **significant (positive)** result.

Hypothesis Test 2

The hypothesis that Organizational Experience (X2) had a positive and significant effect on Work Readiness (Y) **was accepted**, with path coefficients of 0.224 and a T-Statistic value of 2.074 > 1.96 (the critical T-table value at $\alpha=0.05$), or P-Value of 0.038 < 0.05, indicating a **significant (positive)** result.

The Fieldwork Practice and Work Readiness Relationship

Based on the research findings, it was found that there was a positive and significant relationship between Fieldwork Practice (X1) and Work Readiness (Y) among final-year students at the Faculty of Economics and Business (FEB), the University of Pembangunan Nasional "Veteran" East Java. This indicated that Fieldwork Practice played a role in preparing students for work. It suggested that if the final-year students of FEB the University of Pembangunan Nasional "Veteran" East Java from the class of 2019 participated wholeheartedly in Fieldwork Practice programs, their work readiness level would also increase.

From the analysis of the Fieldwork Practice variable using smart PLS, the results showed that the indicator that had the most significant impact on Work Readiness among final-year students at the Faculty of Economics and Business (FEB), the University of Pembangunan Nasional "Veteran" East Java was "work knowledge," as evidenced by its high factor loading. Therefore, it could be said that for students to have a mature work readiness, they had to increase their knowledge and experience during the Fieldwork Practice program to gain a better understanding of the real working world and be better prepared for future employment. If students did not fully use the Fieldwork Practice activities and did not take advantage of all the knowledge and experience provided during the Fieldwork Practice, they might have found it difficult to enter and adapt to the working world.

The results of this study align with the findings of Maulidy et al. (2022), where it was found that Fieldwork Practice had a positive and significant relationship with Work Readiness. It was evident that the Fieldwork Practice provided implications that the more diligent and committed a person was during the Fieldwork Practice, and the more knowledge and experience they gained, the more prepared they became to compete and face the working world in the future.

Organizational Experience and Work Readiness

Based on the results of the conducted research, it was found that there was a positive and significant effect of Organizational Experience (X2) on Work Readiness (Y) among final-year students at the University of Pembangunan Nasional "Veteran" East Java.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

This implies that Organizational Experience plays a role in helping students learn and develop their soft skills while being involved in organizations to prepare themselves for the working world in the future. This indicates that if the students from the Class of 2019 at the Faculty of Economics and Business (FEB), the University of Pembangunan Nasional "Veteran" East Java, were actively and diligently involved in organizations, their work readiness would improve significantly.

Based on the analysis of the Organizational Experience variable using smart PLS, the results showed that the indicator that had the most significant effect on Work Readiness among final-year students at the Faculty of Economics and Business (FEB), the University of Pembangunan Nasional "Veteran" East Java was "Responsibility" as seen from the highest factor loading. Therefore, it can be said that for students to have mature work readiness, they had to be able to take full responsibility for their actions. With responsibility, students were more likely to give their best in their work. Otherwise, if students could not take responsibility for their actions, they may have faced difficulties entering the workforce.

The results of this study were aligned with the findings of the research conducted by Azizah et al. (2019), which revealed that Organizational Experience had a positive and significant relationship with Work Readiness. It was evident that Organizational Experience had implications in terms of providing students with more and better experience while being involved in organizations, such as developing soft skills, collaborating with others, adapting to the surrounding environment, and so on. As a result, students became more prepared to enter the workforce.

CONCLUSIONS

In conclusion, it can be inferred that the fieldwork Practice and organizational experience can contribute on the work readiness of final-year students in the Faculty of Economics and Business at the University of Pembangunan Nasional "Veteran" East Java. It was observed that the students who actively participated in Fieldwork Practice and gained experience, as well as developed both soft skills and hard skills through organizational activities, were better prepared to face future job market challenges. Therefore, it is recommended that future students of the Faculty of Economics and Business (FEB), the University of Pembangunan Nasional "Veteran" East Java, should be encouraged to be more committed to participating in fieldwork practice and acquiring diverse experience to enhance their readiness for the workforce.

REFERENCES

- 1) Arifin, Z., Marzuki Husein, N., Jihadi, M., Prima Rini, H., Prasada, D., & Wijoyo, H. (2021). The Role Of Employees Engagement And Self-Efficacy On Employee Performance: An Empirical Study On Palm Oil Company. *Volatiles & Essent. Oils*, 8(4), 10177–10190.
- 2) Azizah, N., Santoso, S., & Sumaryati, S. (2019). Pengaruh Persepsi Magang Dunia Usaha/Dunia Industri dan Pengalaman Organisasi Terhadap Kesiapan Kerja Mahasiswa. *Jurnal "Tata Arta" UNS*, 5(1), 95–106.
- 3) *Badan Pusat Statistik*. (2023). Retrieved from www.bps.go.id.
- 4) Damayantie, A. A., & Kustini, K. (2022). Pengaruh Soft Skill dan Self Efficacy Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir FEB UPNVJT. *BRILIANT*, 7(1), 670–678.
- 5) Garaika, G., & Margahana, H. (2019). Peran Seleksi (Selection) Tenaga Kerja Yang Tepat Terhadap Tercapainya Tujuan Organisasi. *Jurnal AKTUAL*, 17(2), 133.
- 6) Ilham, M. (2022). Peran Pengalaman Kerja Dalam Meningkatkan Kinerja Karyawan: Suatu Tinjauan Teoritis Dan Empiris. *Jmm Unram - Master of Management Journal*, 11(1), 13–20.
- 7) Ishak, K. (2018). Faktor-faktor yang Mempengaruhi Pengangguran dan Infilikasinya Terhadap Indek Pembangunan di Indonesia. *Stie Syariah Bengkalis*, 7(3), 213–221.
- 8) Kemdikbud. (2020). *Indikator Kinerja Utama Perguruan Tinggi*.
- 9) Laila, W. N. (2020). *Pengaruh Pengalaman Berorganisasi, Literasi Ekonomi, dan Kebiasaan Membaca terhadap Kemampuan Berpikir Kritis (Studi pada Mahasiswa Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Semarang Angkatan 2017 dan 2018)*.
- 10) Lisdiyanto, R., Sutaryadi, & Susantiningrum. (2018). Pengaruh Praktik Kerja Lapangan Dan Pengalaman Berorganisasi Terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Administrasi Perkantoran Smk Kristen 1 Surakarta. *Prosiding Seminar Nasional Pendidikan Administrasi Perkantoran (SNPAP) 2018 27 Oktober 2018, Program Studi Pendidikan Administrasi Perkantoran FKIP UNS*, 183–188.
- 11) Liyasari, N. (2017). Pengaruh praktik kerja lapangan, motivasi memasuki dunia kerja, dan keaktifan berorganisasi terhadap kesiapan kerja siswa kelas XII jurusan administrasi perkantoran smk negeri 1 Purwodadi tahun 2018/2019. *Skripsi*, 1(1), 1–262.

Analysis of Fieldwork Practice and Organizational Experience on Work Readiness

- 12) Mardiyah, S. U. K., Kumoro, J., Dwihartanti, M., Yuliansah, Y., & Kistiananingsih, I. (2019). Kesiapan Praktik Kerja Lapangan (PKL) Mahasiswa Program Studi Sekretari D3 Tahun 2018. *Efisiensi - Kajian Ilmu Administrasi*, 15(1), 1–14.
- 13) Maulidy, S., Zulaihati, S., & Sumiati, A. (2022). Pengaruh Praktik Kerja Lapangan, Efikasi Diri, Dan Lingkungan Keluarga Terhadap Kesiapan Kerja Siswa Kelaskelas Xii Smk Program Keahlian Akuntansi Keuangan. *Indonesian Journal of Economy, Business, Entrepreneurship and Finance*, 2(1), 90–106.
- 14) Ratminto, & Winarsih, A. S. (2010). Manajemen Pelayanan. Yogyakarta: Pustaka Belajar.
- 15) Rosara, D. B., Harini, & Nugroho, J. . (2018). Pengaruh Pengalaman Praktik Kerja Industri dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Peserta Didik SMK Kristen 1 Surakarta Tahun Angkatan 2017/2018. *BISE: Jurnal Pendidikan Bisnis Dan Ekonomi*, 4(1), 1–14.
- 16) Sakti, P. W. (2020). Pengaruh Praktik Kerja Lapangan Terhadap Kesiapan Kerja Siswa Kelas XII Teknis Pemesinan B SMK Nasional Berbah. *Skripsi*.
- 17) Sari, R., & Syofyan, R. (2021). Pengaruh Pengalaman Praktik Kerja Lapangan dan Prestasi Akademik yang Dimoderasi oleh Keaktifan Mahasiswa dalam Berorganisasi Terhadap Kesiapan Mahasiswa dalam Memasuki Dunia Kerja. *Jurnal Ecogen*, 4(2), 198.
- 18) Setyaningrum, D. F., Sawiji, H., & Ninghardjanti, P. (2018). Pengaruh keaktifan berorganisasi dan prestasi belajar terhadap kesiapan kerja mahasiswa program studi pendidikan administrasi perkantoran angkatan 2013 Universitas Sebelas Maret Surakarta. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 2(2), 26–40.
- 19) Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta.
- 20) Undang-Undang No. 13 tahun 2003 tentang Ketenagakerjaan.
- 21) Wirohikmawan, R., & Kustini, K. (2023). Pengaruh Daya Tarik dan Reputasi Perusahaan terhadap Minat Melamar Pekerjaan Mahasiswa Manajemen FEB UPN “Veteran” Jawa Timur. *J-MAS*, 8(1), 457–462.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0 (<https://creativecommons.org/licenses/by-nc/4.0/>)), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.