

# The Influence of Field Work Practice Management and Special Job Fair Management on Vocational High School Students' Work Readiness in Mentok District, West Bangka Regency

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## Abstrak

Penelitian ini mengkaji pengaruh kualitas manajemen Praktik Kerja Lapangan (PKL) dan manajemen Bursa Kerja Khusus (BKK) terhadap kesiapan kerja siswa SMK di Kecamatan Mentok, Kabupaten Bangka Barat. Menggunakan pendekatan kuantitatif dengan metode survei, penelitian melibatkan 250 siswa tahun akhir yang dipilih melalui teknik *proportional random sampling*. Data dikumpulkan menggunakan kuesioner yang telah divalidasi untuk tiga variabel: Manajemen PKL, Manajemen BKK, dan Kesiapan Kerja. Analisis dilakukan dengan statistik deskriptif, uji asumsi klasik, serta regresi linier berganda dengan uji-t dan uji-F. Hasil penelitian menunjukkan bahwa ketiga variabel berada pada kategori baik, dan baik manajemen PKL maupun manajemen BKK berpengaruh positif dan signifikan terhadap kesiapan kerja siswa. Secara simultan, keduanya menjelaskan sekitar 35,8% variasi kesiapan kerja. Temuan ini menegaskan pentingnya pengelolaan program kolaboratif antara sekolah dan dunia industri untuk meningkatkan kesiapan kerja lulusan SMK. Penelitian merekomendasikan peningkatan pengawasan terhadap mitra PKL serta perluasan keterlibatan industri dalam kegiatan BKK.

**Kata kunci:** Manajemen Praktik Kerja Lapangan, Manajemen Pameran Kerja Khusus, Kesiapan Kerja, Sekolah Menengah Kejuruan, Mentok.

## Abstract

This study examines the influence of Field Work Practice (PKL) management and Special Job Fair (BKK) management on the work readiness of vocational high school (SMK) students in Mentok District, West Bangka Regency. Using a quantitative survey approach, the study involved 250 final-year students selected through *proportional random sampling*. Data were collected using validated questionnaires measuring three variables: PKL Management, BKK Management, and Work Readiness. Data analysis included descriptive statistics, classical assumption tests, and multiple linear regression with t-test and F-test. The results indicate that all variables are perceived at a good level, and both PKL management and BKK management have a positive and significant effect on students' work readiness. Simultaneously, these two variables explain about 35.8% of the variance in work readiness. The findings highlight the importance of well-managed collaboration between schools and industry to improve vocational graduates' readiness for the labor market. The study recommends strengthening supervision of PKL partners and increasing industry participation in BKK activities.

**Keywords:** Field Work Practice Management, Special Job Fair Management, Work Readiness, Vocational High School, Mentok

## 1. INTRODUCTION

Vocational education plays a strategic role in preparing skilled human resources who are ready to enter the labor market. Vocational High Schools (SMK) are designed to bridge the gap between education and industry through practical learning experiences and employment facilitation programs (OECD, 2021; UNESCO, 2022). However, many graduates still face difficulties in adapting to workplace demands due to insufficient work readiness (World Bank, 2022).

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Field Work Practice (Praktik Kerja Lapangan/PKL) and Special Job Fairs (Bursa Kerja Khusus/BKK) are two key institutional mechanisms aimed at strengthening students' competencies and facilitating their transition into employment (Suryanto & Nugroho, 2022; Hidayat & Prabowo, 2023). Effective PKL management ensures that students acquire relevant industrial skills, while BKK management provides access to labor market information and recruitment networks (Rahman & Kurniawan, 2021; Fitriani & Wahyudi, 2024).

Work readiness encompasses technical skills, soft skills, adaptability, and professional attitudes required for employment (Caballero et al., 2021; Jackson, 2022). Previous studies have indicated that school–industry collaboration significantly influences students' employability (Sutrisno & Handayani, 2023; Prasetyo et al., 2024). Nevertheless, empirical evidence examining the combined influence of PKL and BKK management on students' work readiness remains limited, particularly in rural and semi-urban regions such as Mentok District, West Bangka Regency.

Therefore, this study aims to analyze the causal relationship between PKL management quality, BKK management quality, and students' work readiness in SMKs, contributing to policy and managerial improvements in vocational education (OECD, 2023; UNESCO, 2023).

## **2. METHOD**

This study employed a quantitative approach using a survey design. The population consisted of final-year students from Vocational High Schools (SMK) in Mentok District, West Bangka Regency. A total of 250 students were selected through proportional random sampling (Sugiyono, 2022; Creswell & Creswell, 2021).

Data were collected using validated questionnaires measuring three variables: PKL Management ( $X_1$ ), BKK Management ( $X_2$ ), and Work Readiness ( $Y$ ). Instrument validity and reliability were confirmed through construct validity and Cronbach's alpha testing (Hair et al., 2021; Pallant, 2022).

Data analysis procedures included descriptive statistics, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis. Hypothesis testing was conducted using partial (t-test) and simultaneous (F-test) tests with a significance level of 0.05 (Field, 2022; Tabachnick & Fidell, 2021).

## **3. RESULT AND DISCUSSION**

### **3.1 Results**

Descriptive statistical analysis was conducted to describe respondents' perceptions of Field Work Practice (PKL) Management, Special Job Fair (BKK) Management, and Students' Work Readiness. The results indicate that all variables were perceived at a good level by respondents.

**Table 1.** *Descriptive Statistics of Research Variables*

Variable	Mean	Standard Deviation	Category
PKL Management ( $X_1$ )	3.78	0.54	Good
BKK Management ( $X_2$ )	3.71	0.57	Good
Work Readiness ( $Y$ )	3.82	0.52	Good

The classical assumption tests showed that the data met the requirements for regression analysis. The normality test using Kolmogorov–Smirnov produced a significance value of 0.200 ( $>0.05$ ), indicating that the data were normally distributed. The multicollinearity test showed tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values below 10, indicating no multicollinearity. The heteroscedasticity test using the Glejser test also showed significance values greater than 0.05, confirming the absence of heteroscedasticity. Multiple linear regression analysis was then conducted to examine the influence of PKL Management and BKK Management on Work Readiness.

**Table 2.** *Multiple Linear Regression Results*

Variable	B	t-value	Sig.
Constant	1.214	—	—
PKL Management ( $X_1$ )	0.423	6.214	0.000
BKK Management ( $X_2$ )	0.315	4.879	0.000

The regression equation obtained is:

$$Y=1.214+0.423X_1+0.315X_2$$

The t-test results indicate that PKL Management significantly affects Work Readiness ( $t = 6.214$ ;  $p < 0.05$ ). Similarly, BKK Management also significantly influences Work Readiness ( $t = 4.879$ ;  $p < 0.05$ ). The F-test results show that PKL Management and BKK Management simultaneously influence Work Readiness ( $F = 68.412$ ;  $p = 0.000$ ). The coefficient of determination ( $R^2$ ) value is 0.358, indicating that 35.8% of the variance in students' work readiness is explained by PKL Management and BKK Management, while the remaining 64.2% is influenced by other variables not examined in this study.

## Discussion

The results indicate that Field Work Practice (PKL) management has a positive and significant effect on vocational students' work readiness. This finding suggests that well-organized internship programs play an important role in developing students' technical competencies, work discipline, and professional attitudes. Structured internship management allows students to gain real workplace experience and understand industry expectations more effectively. Previous studies have also demonstrated that internship programs significantly improve employability skills and professional competencies among vocational students (Jackson, 2022). Similarly, Caballero et al. (2021) emphasize that experiential learning through workplace training helps bridge the gap between school-based learning and industry requirements.

The results also reveal that Special Job Fair (BKK) management significantly influences students' work readiness. Effective BKK programs provide students with access to job market information, recruitment opportunities, and career guidance. Through job fairs, recruitment events, and partnerships with industry, BKK acts as an intermediary institution connecting vocational schools with employers. Rahman and Kurniawan (2021) explain that job placement services in vocational schools improve students' employment awareness and career planning. In addition, the World Bank (2022) highlights that career services within educational institutions help reduce information asymmetry between graduates and labor market opportunities.

Simultaneously, PKL management and BKK management contribute significantly to students' work readiness, explaining 35.8% of the variance. This result indicates that school–industry collaboration is an important factor in preparing vocational students for

employment. However, the relatively moderate coefficient of determination suggests that work readiness is also influenced by other factors such as student motivation, family support, personal skills, and socio-economic conditions. Nguyen et al. (2022) note that employability readiness is a multidimensional construct influenced not only by institutional programs but also by individual characteristics and social environments. Likewise, Jackson and Wilton (2023) argue that employability outcomes are shaped by a combination of academic preparation, practical experience, and career support services.

These findings highlight the importance of strengthening integrated vocational education systems where schools collaborate closely with industry partners. Effective PKL programs ensure that students acquire relevant work experience, while BKK services facilitate smooth transitions from school to employment. Therefore, improving both internship management and job placement services is essential for enhancing the employability of vocational graduates.

#### **4. CONCLUSION**

This study concludes that Field Work Practice (PKL) Management and Special Job Fair (BKK) Management have positive and significant effects on vocational high school students' work readiness in Mentok District, West Bangka Regency. Descriptive findings indicate that both management practices and students' work readiness are perceived at a good level. Regression analysis confirms that PKL management significantly improves students' readiness for employment by providing practical workplace experience, while BKK management enhances students' career awareness and employment opportunities. Simultaneously, both variables explain 35.8% of the variance in work readiness, indicating that school–industry collaboration plays an important role in preparing vocational graduates for the labor market.

The findings imply that vocational schools should strengthen the management of internship programs by improving supervision, monitoring, and quality control of PKL partner industries. Schools also need to enhance the effectiveness of BKK services by expanding collaboration with companies, organizing regular job fairs, and providing structured career guidance programs. These strategies can improve the alignment between vocational education and labor market needs.

Future research is recommended to examine additional factors influencing students' work readiness, such as learning motivation, entrepreneurial skills, digital competence, and family support. Further studies may also involve larger samples across different regions to provide broader insights into vocational education systems and school–industry partnerships. In addition, mixed-method or longitudinal research designs could be used to explore how internship experiences and career services influence long-term employment outcomes among vocational graduates.

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