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The Influence of Field Work Practice (FWP) Experience and Work Skills on the Work Readiness of Students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan

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Abstract: This study examines the influence of field work practice experience and work skills on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan. A quantitative explanatory research design was used. The sample consisted of all 139 eleventh-grade students in the Marketing Expertise Program who had completed field work practice, selected through saturated sampling. Data were collected using a 1–4 Likert-scale questionnaire covering field work practice experience, work skills, and work readiness. Multiple linear regression was conducted using SPSS version 27. The results indicate that field work practice experience has a positive and statistically significant association with work readiness ($t = 5.122$, $p < .001$, $B = 0.247$). Work skills also show a positive and statistically significant association with work readiness ($t = 9.172$, $p < .001$, $B = 0.455$). Together, the two independent variables significantly predict work readiness ($F = 232.598$, $p < .001$). The coefficient of determination ($R^2 = 0.774$) indicates that the model explains 77.4% of the variation in students' work readiness, while the remaining 22.6% is associated with factors outside the model.

Introduction

Education plays an important role in developing human resources who can adapt to social and economic changes and technological developments. The orientation of education is not directed solely toward academic achievement, but also toward strengthening skills, professional attitudes, and the ability to adjust to the demands of the world of work. This condition places work readiness as one of the important goals of vocational education, particularly at Vocational High Schools (SMK), because graduates are expected to possess

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competencies that meet the needs of businesses and industries (Wulandari & Sulistyowati, 2025).

The demands of the 21st century further strengthen the need to master the 4C skills: Critical Thinking, Creativity, Collaboration, and Communication. These four skills support critical thinking, idea generation, teamwork, communication, adaptation, and problem-solving. For students in the Marketing Expertise Program, these skills are relevant because work activities often involve customer interaction, understanding consumer needs, using technology, and teamwork (Amrullah et al., 2023).

Technological developments also require learning that can integrate subject-matter mastery, learning strategies, and technology. The Technological Pedagogical Content Knowledge (TPACK) framework positions Content Knowledge, Pedagogical Knowledge, and Technological Knowledge as components that are integrated with one another in learning (Koehler & Mishra, 2009). The application of this approach supports the development of competencies relevant to changing job requirements, including students' work skills (Oktaviana & Yudha, 2022).

Vocational high schools are expected to produce graduates whose competencies align with industry needs. However, employment conditions indicate that graduates of secondary education still face challenges when entering the workforce. Based on data from BPS Balikpapan used in this study, senior high school/vocational high school graduates accounted for the largest proportion of unemployed people, at 58.20% of the total number of unemployed people (Badan Pusat Statistik Balikpapan, 2025). This data indicates that competency readiness is an aspect that needs attention in preparing vocational high school graduates. This condition is also supported by the open unemployment rate among vocational high school graduates in East Kalimantan, which stands at 9.51% (Firmanto, 2026).

Work readiness is not only related to technical abilities, but also to the educational process that develops knowledge, skills, attitudes, and behaviors relevant to the work environment. Human Capital Theory views education, training, and experience as forms of investment that can improve individual ability and productivity (Becker, 1993). In this study, work readiness is viewed as the outcome of education, field work practice experience, and mastery of technical and nontechnical skills.

Field Work Practice (FWP) is one means for vocational high school students to apply the competencies acquired at school in real work situations. Through FWP, students can become familiar with work activities, workplace culture, responsibilities, discipline, communication, and problem-solving in business and industrial environments. This concept is consistent with Experiential Learning Theory, which positions real experience as an important part of the learning process (Kolb, 1984). Previous studies have also shown a positive and significant influence of FWP experience on vocational high school students' work readiness (Frahidayah et al., 2024).

In addition to FWP experience, work skills are an aspect related to students' readiness to face the world of work. Work skills include technical abilities relevant to the field of expertise as well as nontechnical skills such as communication, teamwork, leadership, emotional regulation, and problem-solving. Mastery of hard skills and soft skills is necessary for students to perform tasks, adapt, and meet job demands. Previous research indicates that work skills and employability skills are associated with vocational high school students' work readiness (Kandoli, 2025).

Although FWP experience and work skills have been widely studied, empirical evidence in the context of specific schools and expertise programs is still needed. The characteristics of

practical training environments, types of work, and competencies developed may differ across schools and expertise programs. Therefore, this study was conducted among students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan who had completed FWP to examine the influence of FWP experience and work skills on work readiness in the context of vocational education in marketing.

SMK Negeri 3 Balikpapan is a vocational school that develops links between learning and the needs of the world of work. The Marketing Expertise Program is a relevant context for examining work readiness because students need not only technical marketing abilities, but also communication, customer service, technology use, teamwork, and problem-solving skills. Based on these conditions, this study aims to determine the influence of Field Work Practice (FWP) experience and work skills on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan, both partially and simultaneously.

Based on Experiential Learning Theory, Human Capital Theory, and previous research findings, the research hypotheses are formulated as follows.

H1: FWP experience has a positive and significant influence on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan.

H2: Work skills have a positive and significant influence on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan.

H3: FWP experience and work skills simultaneously have a significant influence on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan.

Research Method

This study employed a quantitative approach using an explanatory research design. This approach was used to examine the influence of Field Work Practice (FWP) experience as variable X1 and work skills as variable X2 on work readiness as variable Y. Multiple linear regression analysis was used to examine the influence of both independent variables on the dependent variable, both partially and simultaneously.

The study was conducted at SMK Negeri 3 Balikpapan from April 2026 to July 2026. The study population consisted of all 139 eleventh-grade students in the Marketing Expertise Program in the 2025/2026 academic year who had completed FWP. All members of the population were included as the sample using saturated sampling; therefore, the study sample comprised 139 students.

FWP experience was measured based on placement suitability, involvement in work tasks, application of skills, problem-solving ability, and industry supervision. Work skills were measured through communication, emotional intelligence, problem-solving, work ethics, leadership, technology mastery, and technical skills. Work readiness was measured through personal characteristics, organizational understanding, work competence, and social intelligence (Caballero et al., 2011).

Data were collected through observation, questionnaires, and documentation. The questionnaire served as the main instrument and consisted of 45 statements: 15 statements for FWP experience, 18 for work skills, and 12 for work readiness. Measurement used a 1–4 Likert scale. Before empirical testing, the instrument was assessed by experts (expert judgment), after which empirical validity was tested using the Pearson Product-Moment correlation. Instrument reliability was tested using Cronbach's Alpha with IBM SPSS Statistics 27. Validity and reliability tests were conducted using data from the 139 study respondents without a separate pilot test.

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Data analysis included descriptive statistics, normality testing, linearity testing, multicollinearity testing, heteroscedasticity testing, multiple linear regression, the t-test, the F-test, the coefficient of determination (R^2), and the Standardized Coefficient Beta. Hypothesis testing decisions were based on a significance level of 0.05. The regression equation used was $Y = \alpha + b1X1 + b2X2 + e$.

Result and Discussion

Description and Instrument Test Results

The distribution of respondents' answers was described using the mean score for each variable. Based on the descriptive analysis in the thesis, FWP experience and work skills were each classified as good, while work readiness was also in the good category. For the work readiness variable, the mean scores of individual items ranged from 2.91 to 3.35. Item Y1 had the highest mean score of 3.35, while Y12 had the lowest mean score of 2.91. Overall, students' work readiness was in the good category.

The validity test results showed that all statement items across the three variables met the validity criteria because their Pearson Correlation values were greater than the r-table value of 0.166. For work skills, the correlation values ranged from 0.315 to 0.748, while for work readiness they ranged from 0.421 to 0.783. For FWP experience, the correlation values ranged from 0.403 to 0.808; therefore, all items were declared valid.

The reliability test showed Cronbach's Alpha values of 0.903 for FWP experience, 0.876 for work skills, and 0.885 for work readiness. All values exceeded 0.70, indicating that the research instrument was reliable.

Table 1. Reliability Test Results

Variable	Number of Items	Cronbach's Alpha	Description
FWP Experience (X1)	15	0.903	Reliable
Work Skills (X2)	18	0.876	Reliable
Work Readiness (Y)	12	0.885	Reliable

Source: Primary data processed with IBM SPSS Statistics 27 (2026)

Prerequisite Tests and Regression Analysis

The normality test showed an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05; therefore, the data met the normality assumption. The linearity test showed a Linearity significance value of 0.000 for the relationships between the independent variables and work readiness, indicating that the relationships tested met the linearity assumption.

Table 2. Classical Assumption Test Results

Test	Result	Criterion	Conclusion
Normality	Asymp. Sig. = 0.200	> 0.05	Normal
Linearity	Linearity = 0.000	< 0.05	Linear
Multicollinearity X1	Tolerance = 0.394; VIF = 2.535	Tol. > 0.10; VIF < 10	Not present
Multicollinearity X2	Tolerance = 0.394; VIF = 2.535	Tol. > 0.10; VIF < 10	Not present
Heteroscedasticity X1	Sig. = 0.364	> 0.05	Not present
Heteroscedasticity X2	Sig. = 0.121	> 0.05	Not present

Source: Primary data processed with IBM SPSS Statistics 27 (2026)

The multicollinearity test showed a Tolerance value of 0.394 and a VIF value of 2.535 for both independent variables. These values met the criteria indicating no multicollinearity. Furthermore, the Glejser heteroscedasticity test showed significance values of 0.364 for FWP

experience and 0.121 for work skills. Both values were greater than 0.05, indicating no evidence of heteroscedasticity.

Multiple linear regression analysis produced the equation Y = 1.029 + 0.247X1 + 0.455X2. The constant of 1.029 represents the work readiness value when FWP experience and work skills are assumed to be zero. The regression coefficient for FWP experience, 0.247, indicates a positive direction, while the work skills regression coefficient of 0.455 also indicates a positive direction.

Table 3. Multiple Linear Regression Results

Variable	B	Std. Error	t	Sig.	Beta
Constant	1.029	1.767	0.583	0.561	–
FWP Experience (X1)	0.247	0.048	5.122	< 0.001	0.333
Work Skills (X2)	0.455	0.050	9.172	< 0.001	0.596

Source: Primary data processed with IBM SPSS Statistics 27 (2026)

The Influence of FWP Experience on Work Readiness

FWP experience has a positive and significant influence on the work readiness of students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan. The t-test showed a t-count value of 5.122 with a significance value of 0.000, while the regression coefficient was 0.247. The significance value below 0.05 indicates that the first hypothesis is accepted.

In the Marketing Expertise Program, FWP gives students the opportunity to apply learning competencies directly in work situations. Students can gain experience in customer service, sales activities, product arrangement, the use of transaction systems, and digital technology. These experiences help students understand service standards, responsibilities, work targets, communication, and real-world working conditions.

This finding is consistent with Experiential Learning Theory, which positions direct experience as an important part of developing knowledge and skills (Kolb, 1984). The results are also consistent with Frahidayah et al. (2024) and Novianti & Marlena (2025), who found that FWP experience has a positive and significant influence on students' work readiness. Thus, FWP experience contributes to developing students' understanding, adaptability, and readiness to enter the workforce.

The Influence of Work Skills on Work Readiness

Work skills have a positive and significant influence on students' work readiness. The t-test produced a t-count value of 9.172, a significance value of $p < 0.001$, and a regression coefficient of 0.455. These results indicate that an increase in work skills is accompanied by an increase in students' work readiness; therefore, the second hypothesis is accepted.

Students' work skills include both technical and nontechnical abilities. In the Marketing Expertise Program, these abilities are needed for customer service, business communication, digital technology use, product promotion, and teamwork in achieving work targets. Communication, emotional regulation, problem-solving, work ethics, leadership, technology mastery, and technical skills all support students' readiness.

This finding is consistent with Boyatzis's (1982) view of individual competence and the concept of employability, which emphasizes the importance of abilities that can be applied in the workplace (Harvey, 2001). The findings are also supported by Kandoli (2025) and Syawalia et al. (2025), who showed that work skills or employability skills influence vocational high school students' work readiness. A balanced mastery of hard skills and soft skills helps

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students complete tasks, communicate, collaborate, adapt, and solve problems in the workplace.

The Simultaneous Influence of FWP Experience and Work Skills

FWP experience and work skills simultaneously have a significant influence on students' work readiness. The F-test yielded an F-count value of 232.598 with a significance of $p < 0.001$. Because the p-value is below 0.05, the two independent variables jointly influence work readiness; therefore, the third hypothesis is accepted.

The R Square value of 0.774 indicates that FWP experience and work skills together explain 77.4% of the variation in students' work readiness, while the remaining 22.6% is explained by factors not examined in this study. This finding indicates that the experience gained through FWP and students' skills complement each other in developing readiness to face the world of work.

This result is consistent with Human Capital Theory, which views education, training, and experience as investments in improving individuals' knowledge, skills, and productivity (Becker, 1993). In this study, FWP can be viewed as an investment in work experience, while work skills represent an investment in competencies. Together, they support the development of students' work readiness. This finding is also consistent with Kirana & Indriayu (2026), who reported an influence of FWP experience and soft skills on vocational high school students' work readiness.

Table 4. Hypothesis Test Results

Test	Value	Sig.	Interpretation
t-test X1	5.122	< 0.001	Positive and significant influence
t-test X2	9.172	< 0.001	Positive and significant influence
F-test	232.598	< 0.001	Simultaneous significant influence
R Square	0.774	–	77.4% of variation explained by X1 and X2

Source: Primary data processed with IBM SPSS Statistics 27 (2026)

The Variable with the More Dominant Influence

The Standardized Coefficient Beta values show that FWP experience has a beta of 0.333, while work skills have a beta of 0.596. The beta value for work skills is greater than that for FWP experience; therefore, in this research model, work skills have a more dominant influence on students' work readiness.

In the Marketing Expertise Program, work skills are closely related to customer service, business communication, digital technology use, problem-solving, and the performance of marketing tasks. Mastery of technical and nontechnical competencies, including the 4C skills, helps students adapt to job demands. This finding reinforces Kandoli's (2025) research on the influence of work skills on vocational high school students' work readiness.

Conclusion

Based on the study of 139 students in the Marketing Expertise Program at SMK Negeri 3 Balikpapan, Field Work Practice (FWP) experience has a positive and significant influence on work readiness. This is indicated by a t-count value of 5.122, $p < 0.001$, and a regression coefficient of 0.247.

Work skills have a positive and significant influence on students' work readiness. This is indicated by a t-count value of 9.172, $p < 0.001$, and a regression coefficient of 0.455.

FWP experience and work skills simultaneously have a significant influence on students' work readiness, with an F-count value of 232.598 and $p < 0.001$. The R Square value of 0.774

indicates that these two variables explain 77.4% of the variation in work readiness, while the remaining 22.6% is associated with factors outside the research model.

The Standardized Coefficient Beta values show that work skills have a beta value of 0.596, higher than the FWP experience value of 0.333. This indicates that work skills are the more dominant variable in this research model; this conclusion is limited to the variables and sample studied.

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