

THE ROLE OF FIELD WORK PRACTICE AND ORGANIZATIONAL ACTIVITIES IN SHAPING THE WORK READINESS OF ACCOUNTING EDUCATION STUDENTS

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Keyword

Field Work Practice, Organizational Involvement, Work Readiness, Accounting Education

Abstract

This study aims to analyze the effect of Field Work Practice (KKL) and organizational involvement on the work readiness of students in the Accounting Education Study Program at Universitas Muhammadiyah Surakarta. The research employed a quantitative method using questionnaires distributed to 38 students from the 2021 cohort. The prerequisite tests included normality, heteroscedasticity, multicollinearity, and the coefficient of determination. Data were analyzed using the t-test, F-test, and multiple linear regression. The findings revealed that both field work practice and organizational involvement, simultaneously and partially, had a significant effect on students' work readiness. Students who actively participated in field activities and organizational programs were more likely to develop the knowledge, skills, and self-confidence required to enter the workforce. These findings strengthen the theory that work readiness is shaped not only by cognitive aspects but also by social experiences and hands-on practice. Therefore, higher education institutions need to provide greater support for student organizational activities and the implementation of field work practice that is relevant to the study program.

INTRODUCTION

Higher education is a level of advanced education that encompasses diploma, bachelor's, master's, professional, and doctoral programs. These institutions exist in various forms, including polytechnics, colleges, universities, and institutes. Higher education plays a vital role in producing graduates who not only possess broad knowledge but also uphold noble character and are prepared to compete in the job market. Several studies emphasize that university graduates have better employment opportunities compared to those with secondary education (Suleman, 2018; Eimer & Bohndick, 2023). Therefore, work readiness becomes a crucial factor that students must possess, as they are the generation who will fulfill the demands of the industry and workforce. Students are required to be prepared to undertake professional roles in accordance with their expertise (Qatrunnada, Rahmadewi & Fadhila, 2022).

According to Thorndike's connectionism theory, as explained by Rifa'i and Anni (2012), work readiness can be understood as a psychological condition when an individual is driven to act due to internal motivation, environmental adjustment, or certain attitudes. When this drive is realized through concrete actions, the individual experiences satisfaction; conversely, obstacles that hinder goal achievement may lead to disappointment. This perspective is in line with Ghoida & Wajdi (2025), who found that students' work readiness is influenced by internal factors such as motivation and self-efficacy, as well as external factors such as environmental support and practical experience.

One of the concrete efforts made by higher education institutions to enhance students' work readiness is through Field Work Practice (Kuliah Kerja Lapangan/KKL). At Universitas Muhammadiyah Surakarta (UMS), KKL is an essential part of the curriculum, as stated in the UMS Academic Guidelines. KKL provides students with the opportunity to apply their accounting knowledge and skills in real work or business settings. Previous studies have shown that experiential learning programs such as KKL are effective in improving practical skills, regulatory understanding, and readiness to face the job market (Ismail et al., 2024; Afriyeni et al., 2024). Through this program, students not only develop technical competencies but also gain insights into financial dynamics, the creative industry, and governance in both public and private sectors.

In addition to practice-based learning, student organizations serve as strategic platforms to optimize students' interests, talents, and leadership potential. Universitas Muhammadiyah Surakarta offers a wide range of organizations, spanning martial arts, religion, arts, journalism, scouting, and academic communities. Previous research highlights that student involvement in organizations positively impacts the development of soft skills, communication abilities, and professional networking (Kurniawan & Idris, 2023; Rizki, Ratnasari, & Marzuki, 2025). Moreover, some studies assert that organizational experience directly contributes to work readiness by familiarizing students with responsibility, teamwork, and problem-solving (Salmany, 2023; Putri, 2025).

Although numerous studies have discussed the role of KKL and student organizations in fostering work readiness, research integrating both aspects remains relatively limited. Most previous studies have focused on one dimension, such as field practice without considering organizational experiences, or vice versa. In fact, the combination of academic experience through KKL and social experience through organizational involvement has the potential to make a more comprehensive contribution to work readiness. This research gap serves as the basis of this study, offering a novelty in the form of an integrative approach to examine the relationship between field practice experiences and organizational involvement on the work readiness of Accounting Education students at UMS.

Based on the above discussion, this study aims to analyze the influence of field work practice and organizational involvement on the work readiness of Accounting

Education students at Universitas Muhammadiyah Surakarta. The study is expected to provide theoretical contributions to enrich the literature on employability skills, as well as practical implications for higher education institutions in designing strategies for student learning and development.

METHOD

This study employed a quantitative approach. The quantitative method was chosen because it is appropriate for the characteristics of the research problem, where the results are presented in numerical form and subsequently analyzed and described descriptively (Ghozali, 2018). Data were collected through questionnaires distributed to measure the effect of Field Work Practice and students' organizational involvement on the work readiness of Accounting Education students at Universitas Muhammadiyah Surakarta.

The research population consisted of 118 students of the Accounting Education Study Program at Universitas Muhammadiyah Surakarta, class of 2021. From this population, a sample of 38 students who had participated in Field Work Practice was selected. The research instrument was a questionnaire distributed to the students, followed by validity and reliability tests to ensure the quality of the instrument.

The data analysis techniques used included prerequisite tests, hypothesis testing, and multiple linear regression analysis. The prerequisite tests were conducted to ensure that the data met the assumptions required for the selected statistical techniques, which included normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was carried out using simultaneous testing (F-test) and partial testing (t-test), while multiple linear regression analysis was employed to determine the influence of the independent variables on the dependent variable.

RESULTS

The primary instrument used in this study was a questionnaire, which was developed based on indicators of each variable: Field Work Practice, Organizational Involvement, and Work Readiness. Prior to its use in the main data collection, the instrument was tested for validity and reliability to ensure accuracy and consistency of measurement.

The validity test results for the Field Work Practice variable (X1), which consisted of 18 items, showed that 11 items were valid with *r-count* values greater than *r-table* (0.443), namely items X1.2, X1.8, X1.9, and X1.11 through X1.18. Meanwhile, 7 items were invalid due to *r-count* values lower than the *r-table* and were therefore excluded from the main study. For the Organizational Involvement variable (X2), all 15 items were valid since the *r-count* values were higher than the *r-table*. Similarly, all 15 items of the Work Readiness variable (Y) met the validity criteria. These findings indicate that the research instrument appropriately measured the intended constructs.

The reliability test was then conducted to assess the internal consistency of the instrument. The results indicated that all variables had Cronbach's Alpha values greater than 0.60. Specifically, the reliability values were 0.861 for X1, 0.970 for X2, and 0.974 for Y. Thus, the research instrument was considered reliable and consistent in measuring the studied variables.

Subsequently, prerequisite tests for data analysis were conducted. The residual normality test using the Kolmogorov-Smirnov method produced an Asymp. Sig. value of 0.071, which was higher than the 0.05 significance level. This result demonstrates that the data were normally distributed, further supported by the Normal P-P Plot, where the distribution pattern closely followed the diagonal line from the lower left to the upper right. The multicollinearity test showed that both independent variables had VIF values of 1.126 (< 10) and Tolerance values of 0.888 (> 0.10), indicating that the model was free from multicollinearity. Meanwhile, the heteroscedasticity test revealed significance values of 0.121 for X1 and 0.975 for X2, both greater than 0.05, confirming that the model met the homoscedasticity assumption.

Finally, the coefficient of determination test showed an Adjusted R Square value of 0.593. This finding suggests that 59.3% of the variance in Work Readiness could be explained by Field Work Practice and Organizational Involvement, while the remaining 40.7% was explained by other factors outside the research model.

Table 1. Results of Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.191	4.892		2.492	.018
	KKL	.473	.124	.425	3.820	.001
	Keaktifan Organisasi	.399	.084	.532	4.776	.000

a. Dependent Variable: Kesiapan Kerja

The results of multiple linear regression analysis revealed several important findings. First, the constant value of 12.191 indicates that if there is no influence from the two independent variables, namely Field Work Practice and Organizational Activeness, the dependent variable, namely Work Readiness, will still remain at 12.191. Second, the regression coefficient for the variable Field Work Practice (X1) is 0.473 with a positive direction. This means that every 1-point increase in X1, assuming other variables remain constant, will increase Work Readiness by 0.473 points. Third, the regression coefficient for the variable Organizational Activeness (X2) is 0.399 and is also positive. Thus, every 1-point increase in X2, assuming other variables remain constant, will increase Work Readiness by 0.399 points.

Overall, these results prove that both Field Work Practice and Organizational Activeness have a positive and significant effect on students' Work Readiness. This is indicated by the significance values of both variables being below 0.05. Therefore, hypotheses Ha2 and Ha3 are accepted.

Table 2. F-Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	862.479	2	431.239	27.925	.000 ^b
	Residual	540.495	35	15.443		
	Total	1402.974	37			
a. Dependent Variable: Kesiapan Kerja						
b. Predictors: (Constant), Keaktifan Organisasi, KKL						

In this study, hypothesis testing was also conducted using the simultaneous test (F-test) and partial test (t-test). The results of the F-test show a significance value of 0.000, which is smaller than 0.05, as well as an F-count value = 27.925 which is greater than the F-table = 3.267. These findings indicate that the variables Field Work Practice and Organizational Activeness jointly have a significant effect on the Work Readiness variable. Thus, it can be concluded that both independent variables make a real contribution to improving students' readiness to enter the workforce. Therefore, the first hypothesis (Ha1) is declared accepted.

Table 3. T-Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.191	4.892		2.492	.018
	KKL	.473	.124	.425	3.820	.001
	Keaktifan Organisasi	.399	.084	.532	4.776	.000
a. Dependent Variable: Kesiapan Kerja						

The results of the partial test (t-test) show that the Field Work Practice variable has a significance value of 0.001, which is smaller than the significance level of 0.05. In addition, the calculated t-value of 3.820 is also greater than the t-table value of 2.028. Thus, it can be concluded that Field Work Practice has a partially significant effect on students' Work Readiness. Therefore, the first hypothesis (H1), which states that Field Work Practice has a significant effect on Work Readiness, is accepted.

Furthermore, for the Organizational Activeness variable, the significance value obtained is 0.000, which is also smaller than 0.05. The calculated t-value of 4.776 is greater than the t-table value of 2.028, so it can be concluded that Organizational Activeness has a partially significant effect on students' Work Readiness. Thus, the second hypothesis (H2), which states that Organizational Activeness has a significant effect on Work Readiness, is also accepted.

Overall, both independent variables, namely Field Work Practice and Organizational Activeness, were proven to have significance values below 0.05. This means that both separately have a positive and significant influence on students' Work Readiness. In other words, the more experience students gain through direct field practice and the more active they are in organizational activities, the higher their level of readiness to enter the workforce tends to be.

DISCUSSION

Field Work Practice Influences Work Readiness

The results of the t-test in this study show that Field Work Practice has a positive and significant effect on the work readiness of Accounting Education students at Universitas Muhammadiyah Surakarta, so the second hypothesis (Ha2) is accepted. This finding confirms that direct practical experience in the field is a key element in shaping students' readiness to enter the

workforce. Through Field Work Practice, students not only gain theoretical understanding but also directly experience social dynamics, work culture, and the complexities of problem-solving that arise in professional environments. This activity bridges the academic world with the world of work, as students act as active participants facing work routines, deadlines, responsibilities, as well as ethical and professional demands that cannot be fully taught through classroom learning.

From a theoretical perspective, Field Work Practice can be understood through Edward L. Thorndike's connectionism approach, particularly the law of readiness and the law of exercise. Students involved in field practice are in a mental state ready to learn, where each real activity serves as a stimulus that generates a professional response. This process repeatedly strengthens the stimulus-response relationship, so that skills and work ethic are naturally formed. For example, tasks such as preparing financial reports or interacting with clients encourage students to continuously train accuracy, communication, and responsibility until these skills are deeply internalized. Thus, Field Work Practice becomes a contextual learning medium that not only imparts knowledge but also instills work habits relevant to industry needs.

This research finding is consistent with the studies of Ansari et al. (2024) and Liyasari & Suryani (2022), which show that students who participate in field practice have higher work readiness levels compared to those who do not. In fact, Field Work Practice is often considered a "miniature of the working world" because it provides authentic experiences resembling post-campus realities. In the midst of today's digital era full of challenges, Field Work Practice encourages students to become adaptive, communicative, and collaborative in facing changes. Therefore, this program not only equips students with academic competence but also nurtures flexibility, integrity, and resilience that are highly needed in the modern workforce.

Ultimately, Field Work Practice is not merely an additional program or an academic formality but an integral part of higher education strategies oriented toward building character, competence, and holistic work readiness. Through this real experience, students learn to recognize themselves, adapt to various challenges, and build healthy work relationships. This process provides them with essential provisions not only to be work-ready but also to be ready to grow and develop amidst the dynamics of the future workplace.

Organizational Activeness Influences Work Readiness

The results of the t-test also show that Organizational Activeness has a positive and significant effect on work readiness, so the third hypothesis (Ha3) is accepted. This finding emphasizes the importance of student engagement in organizational activities as part of their preparation for the world of work. Students who actively participate in organizations gain more than just technical knowledge; they also develop communication skills, leadership abilities, time management, and problem-solving capacities that are highly relevant to professional environments.

Organizational involvement provides real-life opportunities for students to exercise responsibility, decision-making, and teamwork. They learn how to plan and implement work programs, manage resources, resolve conflicts, and collaborate with peers from diverse backgrounds. These experiences act as an informal but highly effective training ground for the acquisition of soft skills that are often not explicitly taught in the classroom but are highly sought after in the job market.

Theoretically, this finding can be connected with Thorndike's law of readiness, which posits that individuals learn better when they are prepared mentally and situationally. By engaging in organizational activities, students are put in real-life contexts where they must respond effectively to challenges, thereby reinforcing their preparedness for future work environments. This is in line with the findings of Wati (2023), who states that organizational experiences enhance leadership qualities, responsibility, and self-confidence among students, which in turn strengthens their work readiness.

Thus, being active in organizations not only enriches students' campus experiences but also equips them with crucial employability skills. It provides them with a social laboratory where they can practice professionalism, responsibility, and collaboration, which become valuable assets once they enter the workforce.

Field Work Practice and Organizational Activeness Simultaneously Influence Work Readiness

The results of the F-test in this study show that Field Work Practice and Organizational Activeness simultaneously have a significant effect on the work readiness of Accounting Education students at Universitas Muhammadiyah Surakarta. This finding affirms the first hypothesis (H_{a1} is accepted) while also revealing the empirical reality that students who gain direct field experience and are active in organizations possess stronger work readiness capital than those who rely solely on theoretical classroom learning.

Practically, Field Work Practice provides students with opportunities to be directly involved in the dynamics of the workplace, from understanding organizational structures, adhering to professional ethics, facing time pressures, to communicating with external parties. This experience is authentic because students no longer merely understand work concepts theoretically but actually experience the professional atmosphere (Ramli, 2024).

At the same time, involvement in student organizations such as HMP, BEM, UKM, or other campus communities serves as a valuable arena for social learning. Through organizational activities, students gain experience in preparing work programs, managing finances, handling conflicts, leading meetings, and even facing failures. This process functions as a space for character development, mentality strengthening, and honing essential soft skills in the workplace (Wati, 2023). Thus, Field Work Practice provides professional exposure, while organizations provide social exposure. When both run synergistically, students are not only technically ready but also emotionally and socially prepared to face the workforce. They understand not only “how to work” but also “how to interact, adapt, and persevere.”

This finding can be linked to Edward L. Thorndike’s connectionism theory, particularly the law of readiness, which explains that individuals are able to learn and respond effectively when they are in a state of readiness, both mentally and environmentally (Khoiroh & Prajanti, 2018; Rifa’i & Anni, 2012). Students who are active in organizations and simultaneously participate in field practice are in a better position to receive life lessons and work experiences, as they learn through action, interaction, and reflection. When such readiness meets real experiences, confidence, satisfaction, and competencies naturally grow (Idauli et al., 2021).

This study is consistent with the findings of Zunita et al. (2018), which state that soft skills and field practice experiences simultaneously improve work readiness. Soft skills such as effective communication, leadership, and time management are developed through organizational involvement, while field practice provides space for students to apply technical skills according to their field of study.

Thus, the results of this study not only provide theoretical support for Thorndike’s law of readiness but also deliver an important message for higher education: the quality of higher education should not only be measured by Grade Point Average (GPA) but also by how far universities can provide spaces for students to experience, try, fail, and grow. These provisions become the most valuable capital for students in facing the challenges of the future workplace.

CONCLUSION

Based on the results of the study, it can be concluded that Field Work Practice and students’ activeness in organizations have a positive and significant effect on students’ Work Readiness, both simultaneously and partially. This shows that Work Readiness is not only formed through theoretical learning in the classroom, but also through real experiences gained by students when directly involved in the field as well as when active in organizations.

Through Field Work Practice, students gain a concrete picture of the professional world and become accustomed to facing various practical challenges. Meanwhile, activeness in organizations trains leadership, communication, time management, responsibility, and teamwork skills. Thus, the more intensively students are involved in Field Work Practice and organizations, the greater the opportunity for them to develop knowledge, skills, and professional attitudes. Therefore, universities need to support activities outside the classroom, while students are expected to take advantage of every opportunity in order to become work-ready, adaptive, and competitive graduates in the global era.

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