Jurnal Kesmas Prima Indonesia (JKPI)
Vol. 9 No. 2 July 2025 E-ISSN : 2721-110X

The Relationship Between Field Clinical Practice Experience (Pkl) And Work Readiness Of Final Level Anesthesiology Nursing Students In Yogyakarta

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ABSTRACT

Field Clinical Practice (PKL) is an important stage in Anesthesiology Nursing education to equip students with technical skills and work readiness. Students are required to have competence in anesthesia management. However, students' work readiness after undergoing PKL is still a question, so this research needs to be carried out. This study aims to determine the relationship between PKL experience and work readiness of Anesthesiology Nursing students in Yogyakarta. This research uses quantitative methods with a correlational design and approach cross-sectional. The research population was final year Anesthesiology Nursing students at UNISA and the Yogyakarta Ministry of Health Polytechnic. The sampling technique uses stratified random sampling, with a total of 60 respondents. Data analysis was carried out using a correlation test Spearman Rank. Based on the results of statistical analysis, the results showed that 50 students (83.3%) had PKL experience in the good category, with 52 students (86.7%) in the ready category for work readiness. Correlation test results Spearman Rank The value obtained was 0.825** and the Sig (2-tailed) value between the PKL Experience and Work Readiness variables was 0.000 ($p<0,05$). There is a very strong relationship between PKL experience and job readiness of final year Anesthesiology Nursing students in Yogyakarta.

Keywords: PKL experience, work readiness, anesthesiology nursing

INTRODUCTION

Anesthesiology Nursing Education in Indonesia is an educational program at the Diploma IV level that aims to produce professional health workers in the field of anesthesia. In 2016, there was a change in nomenclature from Anesthesia Nurse to Indonesian Anesthesia Technician, which is guided by PERMENKES 18 of 2016, where all Anesthesia Nurse nomenclature in previous regulations must be read and interpreted as Anesthesia Technician. Anesthesia technicians are one type of health worker who has the authority to

provide anesthesia care in Indonesia. Anesthesiologists can delegate their work authority to an anesthesiologist. This certainly requires a high level of trust between anesthesia specialists and anesthesiologists. Work readiness for anesthesiologists includes the ability to adapt to a dynamic and stressful work environment. In accordance with PERMENKES No. 18 of 2016 Article 16, Anesthesiologists are often faced with critical or emergency conditions, so that anesthesiologists can perform anesthesia services beyond their authority in the context of first aid. In addition, along with the development of increasingly complex medical procedures and technology, anesthesia technicians are required to update their knowledge and skills, this is in line with PERMENKES No. 18 of 2016 Article 17 which states that anesthesia technicians in carrying out their professional practice are required to undergo continuing education and training. Work readiness is a condition where a person shows equality between physical and mental maturity and also the experience gained so that the individual has the ability to carry out a certain activity in relation to work or activities.

To realize this, the role of educational institutions is very important in preparing students to face the world of work, one of which is by providing programs such as Field Clinical Practice (PKL). The study conducted by Suyanto *et al.,* 2019 also found that internship experience had a significant effect on the work readiness of students at the Faculty of Economics, Padang State University (FE UNP). This means that the higher the student's work interest, the higher their work readiness. These results reinforce the importance of field practice as part of the higher education curriculum to improve student work readiness. In this case, a similar study in the field of Anesthesiology Nursing still needs to be done. Work readiness factors are influenced by external and internal factors. External factors include the role of society, family, facilities and infrastructure, information on the world of work, and work experience. While internal factors include physical and mental maturity, pressure, creativity, interest, individual talent, intelligence, independence in tasks, mastery of knowledge, and motivation.

Field clinical practice experience will provide the professional skills needed to enter the world of work, as well as increase students' self-confidence. This PKL certainly plays a role in the form of organizing professional expertise education which of course systematically and synchronously combines existing educational programs in schools and

expertise business programs obtained through direct work activities while in the world of work. A preliminary study conducted using a short interview method on 10 final year students of the Anesthesiology Nursing Study Program in Yogyakarta found that 6 out of 10 students stated that they felt they were not fully ready to enter the world of work. Some factors of this unpreparedness include lack of practical experience, uncertainty of tasks and responsibilities, and concerns about the ability to work independently in anesthesia procedures. However, 4 out of 10 students felt more confident, thanks to the clinical practice experience they had undergone during their education. Therefore, the general objective of this study is to determine the relationship between field clinical practice experience and work readiness of final year Anesthesiology Nursing students in Yogyakarta.

RESEARCH METHODS

The research method used is quantitative research with a correlational research design type used to determine the relationship between two or more variables, using a cross-sectional research design (cross-sectional) which is used for population-based surveys where this study design studies the dynamics of the correlation between risk factors and effects, by means of an approach, observation, or data collection at one time[8]. This study connects the experience of Field Clinical Practice (PKL) with the work readiness of final year Anesthesiology Nursing students in Yogyakarta.

In this study, the population was final year Anesthesiology Nursing students at the University of 'Aisyiyah Yogyakarta as many as 148 students and the Yogyakarta Ministry of Health Polytechnic of Health as many as 32 students. Sampling in this study used probabilistic sampling which provides an equal opportunity for the population to become sample members. This study used the proportional stratified random sampling technique which is a sample division technique by dividing the population into homogeneous groups or strata based on certain characteristics proportionally[9], then selecting random samples from each stratum with the same proportion of each stratum in the population. The strata in this study were formed based on educational institutions (UNISA and Poltekkes Yogyakarta), and the number of samples taken from each strata was calculated proportionally based on the number of students on each campus with inclusion and

exclusion criteria. The sample size was determined using the Slovin formula with a margin of error of 10% with the population reduced by 30 respondents for the validity and reliability test of the questionnaire. With the number of samples obtained of 60 students taken proportionally from UNISA as many as 47 students and Poltekkes as many as 13 students.

The tool used by the researcher was a questionnaire that had been tested for validity and reliability. The validity test in this study used a decision-making formula in the form of Pearson Product Moment with a Likert scale. The questionnaire to be tested for validity, namely about PKL experience and work readiness, was carried out on 20-30 respondents, namely final year students of Anesthesiology Nursing in small classes A1 and B1, Universitas 'Aisyiyah Yogyakarta. Validity testing through SPSS (Statistical Program for Social Science) version 26 is a program package on a computer application for analyzing statistical data. With the results of the validity test of the PKL Experience, the coefficient of significance is 0.000 < 0.05 with r table> 463 and the Cronbach Alpha reliability test is 0.954, it is stated as valid and reliable. While the work readiness results of the validity test of the coefficient of significance are 0.000 items < 0.05 with r table> 463 and the Cronbach Alpha reliability test is 0.960, it is stated as valid and reliable.

RESULTS

Respondent Characteristics

(Educational institution, gender, internship unit experience, total internship duration)

Characteristics	Frequency (F)	Percentage (%)
Educational Institutions		
UNISA	47	78,3
Poltekkes Jogja	13	21,7
Gender		
Female	41	68,3
Male	19	31,7
Experience of PKL Unit		
Ward	59	98.3
IBS	60	100
IGD	48	80
ICU	49	81,7
Total Length of Internship		
< 6 months	0	0
6-12 months	60	100
>12 months	0	0
Total	60	100

Based on the frequency distribution table, the characteristics of the respondents amounted to 60 students. The characteristics of respondents based on educational institutions mostly came from UNISA educational institutions as many as 47 respondents (78.3%). The characteristics of respondents based on gender were mostly female as many as 41 respondents (68.3%). The characteristics of respondents based on the experience of the PKL unit mostly had PKL experience in the IBS unit, as many as 60 respondents (100%). The characteristics of respondents based on the total length of PKL mostly did PKL for 6-12 months showing 60 respondents (100%).

Univariate Analysis

Frequency Distribution of Internship Experience Variables (PKL)

Characteristics	Frequency (F)	Percentage (%)
Good	50	83,3
Enough	8	13,3
Less	2	3,3
Total	60	100

From the Table of Categorization of the PKL Experience Variable above, it is known that of the 60 research respondents, 50 students (83.3%) had good PKL experience, 8 students (13.3%) had sufficient PKL experience, and 2 (3.3%) of them had less PKL experience.

Frequency Distribution of Work Readiness Variables

Characteristics	Frequency (F)	Percentage (%)
Ready	52	86,7
Quite Ready	6	10,0
Not Ready	2	3,3
Total	60	100

From the work readiness variable categorization table above, it is known that of the 60 research respondents, 52 students (86.7%) of them have ready work readiness, 6 students (10.0%) have fairly ready work readiness, and 2 students (3.3%) of them have not ready work readiness.

Bivariate Analysis

Bivariate analysis is conducted to determine whether there is a relationship between the two variables, namely the independent variable (PKL experience) with the dependent variable (work readiness). In this case, using the Spearman rank correlation test technique.

The Spearman Rank test is conducted to determine whether there is a relationship or correlation between the independent variable and the dependent variable and to determine whether the variables are negatively or positively correlated. If the Sig value <0.05, it means that the independent variable is related to the dependent variable.

Spearman Rank Test

		Work Readiness									
		Not Ready		Just Ready		Ready		Total		*Correlation Coeficient*	P *value*
		f	%	f	%	f	%	N	%		
PKL experience	Less	1	50	1	50	0	0	2	100	.825**	0.000
	Enough	0	0	2	25	6	75	8	100		
	Good	1	2	3	6	46	92	50	100		
Total		2	3,3	6	10	52	86,7	60	100		

It is known that Sig. (2-tailed) = 0.000 <0.05 can be interpreted as a significant relationship between the PKL experience variable and work readiness. Based on the results of the analysis, a figure of 0.825 was obtained which is one-way/a type of one-way relationship that has a positive value, at a correlation coefficient figure of 0.825** it means that there is a very strong relationship between the PKL experience variable and work readiness. From the table above, the correlation coefficient value of 0.825** can also be seen, meaning that the direction of the relationship between the two variables is positively correlated or in other words, the higher the PKL experience an individual has, the higher the individual's work readiness.

DISCUSSION

Characteristics of Respondents

The characteristics of respondents based on the table above aim to determine the diversity of each respondent based on educational institutions, gender, total length of internship, and experience in various units. This is expected to provide a fairly clear picture of the conditions of the respondents and their relationship to the problems and objectives of the study. According to Susilo *et al.,* (2023) stated that Field Work Practice (PKL) is one of the crucial elements in the higher education curriculum which aims to provide direct experience to students before they complete their studies.

The characteristics of female respondents are more dominant with a total of 41 students than male respondents who are only 19 students. In the study by Junita & Mulyana (2021)

stated that gender is a biological difference between men and women since a person is born. Not only distinguished biologically, men and women also have differences in terms of skills, attitudes, physical, and functions which will of course form roles according to their respective genders. However, in this case, gender is not a factor or influence on individual work readiness. This was also stated by Putri & Aulia, (2024) who showed that gender has no influence on the level of work readiness of each individual. There is no difference between the work readiness of men and women. These individuals certainly have the same opportunity to work without distinguishing between male and female gender. Both educational institutions at UNISA and Poltekkes provide facilities and clinical experiences in various units, such as IBS, ICU, ER, and wards, which allow students to develop the technical and non-technical skills needed in the world of work. The IBS is a PKL experience unit carried out by all respondents during PKL. From the table, it is known that there are several students who do not undergo direct practice in the IGD, ICU, and Ward units. This causes their experience in these units to tend to fall into the category of "less" or "sufficient" because the skills obtained only come from theory without any direct application in the field. Meanwhile, one of the benefits of PKL is that students can apply theoretical knowledge to real practice, improving their skills in various aspects of work.

Clinical skills are more optimal if obtained through direct experience, because students can adapt to a dynamic work environment and hone communication skills, decision-making, and medical techniques more effectively. Thus, this difference in experience can affect students' work readiness, where those who get direct practice in various units tend to have better readiness compared to those who only have theoretical understanding. Through PKL, students not only gain practical understanding in anesthesiology procedures, but will also practice communication skills, patient management, and adaptation to emergency situations. In terms of its duration, on average students go through a PKL period of 6-12 months. The longer the PKL period that students do, the more prepared they are to face the challenges of the world of work. This is in line with research by Sari & Syofyan, (2021) which states that there is a positive and significant influence between field work experience and students' readiness to enter the world of work. This means that the broader the field work experience that students get, the more prepared they will be to enter the world of

work.

Field Clinical Practice Experience (PKL)

The implementation of clinical practice learning is a very important part of education, a supportive clinical learning environment is needed so that students can learn well and develop into reflective and skilled practitioners. Based on the results of the study in the Table, it is known that 50 students have sufficient PKL experience and the rest have sufficient and insufficient PKL experience. This is obtained through a series of practices in various units, especially in the Central Surgical Installation (IBS) which is the main unit in forming the competence of anesthesiologists. Experience in IBS allows students to hone skills in airway management, regional and general anesthesia assistance, and monitoring patient conditions during surgical procedures. In addition, experience in other units such as wards, ER, and ICU also enriches students' work readiness by providing a broader understanding of perioperative patient care. In the ER, students are trained in handling emergency cases and classifying them according to the patient's condition and condition. Meanwhile, in the ICU, students gain experience in monitoring critical patients who require hemodynamic management and mechanical ventilation support.

Data on students who did not get direct practical experience in the ER, ICU, and Ward units. As a result, their experience in the unit tends to be categorized as "less" or "sufficient," because it is only based on theory without the opportunity to hone skills directly. Thus, this difference in experience affects work readiness, where students who have received direct exposure in various units tend to be more prepared to face challenges in the world of work than those who only gain theoretical understanding. Thus, the equalization of PKL units is a program that requires the application and integration of all previous learning experiences obtained in the academic environment into a performance training program. In another similar study from Alifa, (2020) which explains that students' PKL experience is in the category. So that the existence of PKL will provide material provisions by following developments in the world of work. PKL experience provides benefits for students to gain direct experience in the world of work, broaden their horizons about real situations in a professional environment, and increase students' self-confidence. The opinion of Sukesi, (2019) which is in accordance with this study is that PKL is a

teaching method aimed at teaching students with the process that experts apply in handling complex tasks.

Work Readiness

Work readiness is a condition in which a person shows a harmony between physical, mental, and experience maturity so that the individual has the ability to carry out a certain activity in relation to work or activities[3]. Based on the results of the study in the table above, it is known that out of 60 respondents, 52 final year Anesthesiology Nursing students in Yogyakarta were categorized as having ready work readiness and the rest were quite ready and not ready. This shows that the majority of students have reached an optimal level of readiness after going through the PKL period and gaining direct experience in various hospital units.

Experience for 6-12 months in units such as IBS, ER, ICU, and wards provides an opportunity for students to hone technical skills, such as airway management, administration of anesthesia, perioperative patient monitoring, to emergency management. In addition, experience in various units also increases students' confidence in dealing with diverse clinical cases, builds inter-professional communication skills, and strengthens their understanding of the anesthesiology team's workflow. With this experience, students get a comprehensive picture of the world of work and are able to adapt to the professional demands of being an anesthesiologist in a health care facility. This study is in line with the research of Sari & Syofyan (2021), which states that the results of the frequency distribution analysis of the variable of student readiness to enter the world of work are in the very good category, which means that students' work readiness to enter the world of work is considered very good but still needs to be further developed. With training or work practices that are in accordance with the atmosphere and also adequate places with the fields of science that are mastered, of course, it will make these students ready to carry out tasks in the world of work in the future.

This was later emphasized by Muktiani's research, 2014, which stated that internships carried out directly in the workplace or industrial world are one of the factors that will later influence a person's work readiness. Work practices or field clinics are an integral part of the training program which is considered very important to do because it is considered to

have several benefits for students who carry it out, namely gaining knowledge, skills, and students will get direct experience from the field of work. High work readiness is certainly influenced by various important aspects, according to Suyanto *et al.,* 2019 several things that influence work readiness come from within the individual (internal) and from outside the individual (external).

Factors contained within the individual include intelligence, talent, interest, desire, attitude, experience, and skills and factors contained outside the individual are society, family, school and the surrounding environment. This work readiness needs to be possessed by final year students, because of course it is expected that before graduating from college students already have competencies that are in accordance with their own field of expertise. Students are also required to be able to develop their knowledge and skills as a guide to face competition in the complex and increasingly tight world of work. In addition, after getting a job, the individual must be able to maintain the job they already have. It can be concluded from the results of the research that has been obtained, the work readiness of final year students in Anesthesiology Nursing is influenced by internal and external factors. Internal factors include mental maturity, motivation, and practical experience that contribute to shaping students' skills and self-confidence in facing the world of work. Meanwhile, external factors such as the practice environment, guidance from experts, and adequate facilities and infrastructure also play an important role in increasing work readiness.

Relationship between Internship Experience and Work Readiness

Success in Internship or Field Clinic students are expected to be able to work with the skills and provisions obtained while in the field, if the implementation of Internship is considered to be able to run optimally and have good achievements, then of course it can create student skills in working. The existence of Internship students is expected to be able to apply the knowledge gained while in educational institutions as a means for work readiness. Becoming an expert will be easier when students are able to recognize the factors that influence it. Not only Internship is the main factor, but there are several indicators that influence work readiness, namely, feelings of interest, attention, desires or hopes, environment, and experience.

In this study, the results of the bivariate test using Spearman rank obtained results with a significance value or Sig. (2-tailed) of 0.000 because the Sig. (2-tailed) value of 0.000 <0.05 can be interpreted as a significant relationship between the Internship experience variable and work readiness. The correlation coefficient is 0.825**, which means that there is a very strong relationship between the internship experience variable and work readiness. It can be concluded that the direction of the relationship between the two variables is positively correlated, or in other words, the higher the internship experience an individual has, the higher the individual's work readiness. The results of this study indicate that the higher the internship experience anesthesiology nursing students have, the higher their work readiness.

This is in line with the concept that clinical practice has a direct impact on students' technical and non-technical skills needed by prospective health workers. In the context of an anesthesiologist's competence, experience in various units such as IBS, ICU, ER, and wards allows students to hone skills such as intubation techniques, airway management, hemodynamic monitoring, and teamwork in emergency situations that have been formulated in PERMENKES No. 18 of 2016. In addition, the duration of internship which ranges from 6-12 months also provides sufficient time for students to adapt to the work environment, increase self-confidence, and develop mature professionalism in their work practices[3]. Thus, it can be concluded that the internship experience directly contributes to students' work readiness by improving technical and non-technical competencies that are the main basis for carrying out the role of an anesthesiologist in a health care facility. This study is also in line with Pujianto & Arief (2016), which states that the internship experience has a positive and significant effect on work readiness. This is important to ensure work readiness in facing work demands that often involve making decisions quickly and accurately.

Creating a quality internship experience certainly requires support from a conducive practice environment[14]. This will be an important factor in preparing Anesthesiology Nursing students to work professionally. For this reason, the success of the internship program does not only depend on student competence, but also on the need for full support from educational institutions, clinical supervisors and health facilities where students' clinical field practice takes place. In addition, it is important for students to take advantage

of every opportunity in internship to improve technical skills, decision-making, and mental readiness in dealing with work pressure in the clinical world[12]. Thus, students' internship experience can not only be an academic requirement, but also as an investment in skills for students before entering the world of work professionally.

CONCLUSION

Based on the discussion of "The Relationship between Field Clinical Practice Experience and Work Readiness of Final Year Anesthesiology Nursing Students in Yogyakarta", it can be concluded:

1. There is a Relationship between Field Clinical Practice Experience and Work Readiness of Final Year Anesthesiology Nursing Students in Yogyakarta, with a Sig. (2-tailed) value of 0.000 <0.05 which can be interpreted as a significant relationship between the PKL experience variable and the work readiness of final year students in Yogyakarta.
2. The characteristics of the respondents are mostly from Universitas 'Aisyiyah Yogyakarta, as many as 47 students (78.3%) while 13 students (21.7%) are from Poltekkes Yogyakarta. Most of them are female, as many as 41 students (68.3%). All students have PKL experience at IBS, with a PKL duration of between 6-12 months.
3. Field Clinical Practice Experience in final year Anesthesiology Nursing students in Yogyakarta, it is known that out of 60 research students, 50 students (83.3%) have PKL Experience in the good category.
4. Work readiness of final year students of Anesthesiology Nursing in Yogyakarta from 60 research students, 52 students (86.7%) of them are categorized as having ready work readiness.
5. Closeness of Relationship between Field Clinical Practice Experience and Work Readiness of Final Year Students of Anesthesiology Nursing in Yogyakarta, at a correlation coefficient of 0.825** means that there is a very strong relationship between the PKL experience variable and work readiness.

SUGGESTIONS

Based on the discussion of "The Relationship between Field Clinical Practice Experience

and Work Readiness of Final Year Anesthesiology Nursing Students in Yogyakarta", the researcher provides the following suggestions:

1. It is expected to improve the quality of clinical practice through systematic guidance and evaluation. Equalizing the curriculum of practice in areas such as Wards, ICU, ER, and IBS is important to ensure that students have an even experience. Collaboration with hospitals needs to be improved so that students are better prepared to face the world of work.
2. Students are expected to be more active during clinical practice to hone technical and non-technical skills. Effective communication and teamwork are also important in the world of health. The results of this study can be a reflection and motivation to continue to develop themselves and increase juniors' awareness of the importance of PKL as a provision for work readiness.
3. It is recommended to expand the scope of the sample and use more in-depth methods to obtain more comprehensive data. Future research can explore other factors that influence work readiness so that the results are broader and more useful.

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