



The Relationship Between Field Work Experience (PKL) and Learning Interest in Fashion Practice Subjects Among Grade XII Students of SMKN 1 Lembah Gumanti

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Abstract

This study aims to analyze the relationship between Field Work Experience (Praktik Kerja Lapangan / PKL) and student learning interest in Fashion Practice subjects among grade XII students at SMKN 1 LEMBAH GUMANTI. Specifically, it measures the strength of the correlation and the percentage contribution of industrial internship experiences to students' motivation and engagement in practical learning upon returning to school. This quantitative study utilized a correlational research design involving grade XII Fashion Design students who completed their internship programs in the Business and Industry World (DUDI). Data were collected using a structured questionnaire with a Likert scale, which was validated and tested for reliability. Data analysis included descriptive statistics, prerequisite tests (normality and linearity), Pearson's Product Moment Correlation, and the Coefficient of Determination (R²). The findings revealed that both field work experience and student learning interest were in the very high category. Correlation analysis yielded an r-value of 0.704 with $p = 0.000$ ($p < 0.05$), indicating a positive, statistically significant, and strong relationship. The coefficient of determination ($R^2 = 0.496$) showed that PKL experience contributed 49.6% to student learning interest in Fashion Practice, while 50.4% was influenced by other unexamined factors.

Introduction

Vocational High School (SMK) education plays a crucial role in preparing skilled graduates who meet industry demands. In the Fashion Design program, practical skills such as pattern making, garment construction, and finishing techniques become the core competencies. To bridge the gap between school-based learning and industrial needs, the Field Work Practice (Praktik Kerja Lapangan/ PKL) program is implemented as a form of work based and experiential learning.

Through PKL, students gain direct exposure to real workplace environments, production standards, and professional culture. Such experiences are expected not only to enhance technical skills but also to shape students' attitudes and motivation toward learning. However, variations in students' enthusiasm and engagement after completing PKL indicate that industrial experience may not always produce similar learning outcomes. This condition raises

questions about the extent to which PKL experience influences students' learning interest upon returning to school.

According to Kolb's Experiential Learning Theory (1984), meaningful learning occurs through the transformation of concrete experience. Billett (2011) further emphasizes that authentic workplace experiences help students connect theoretical knowledge with practical application. Although previous studies have shown that PKL improves work readiness, technical competence, and learning motivation (Ernawati et al., 2022; Daryono et al., 2022; Hanifah & Siswanto, 2024), research specifically examining the relationship between PKL experience and learning interest in Fashion Practice subjects remains limited.

This research addresses this gap by examining the relationship between Field Work Practice (PKL) experience and students' learning interest in Fashion Practice subjects, an aspect that has received limited attention in previous vocational education studies. Unlike earlier research that primarily focused on work readiness and technical competence, this study emphasizes the affective outcomes of industrial learning experiences. Therefore, this study aims to investigate the relationship between Field Work Practice (PKL) experience and learning interest in Fashion Practice subjects among Grade XII students at SMKN 1 Lembah Gumanti. The findings are expected to enrich the literature on vocational education by providing empirical evidence regarding the relationship between PKL experience and students' learning interest in vocational Fashion Design education.

Method

This study employed a quantitative approach with a correlational research design. The purpose was to examine the relationship between Field Work Practice (PKL) experience (independent variable) and students' learning interest in Fashion Practice subjects (dependent variable).

The population of this study consisted of all Grade XII Fashion Design students at SMKN 1 Lembah Gumanti who had completed the PKL program in 2025/2026. Due to the relatively small population size, a total sampling technique was used, resulting in a sample of 67 students.

Data were collected using two structured questionnaires with a 5-point Likert scale. The instruments were developed based on relevant theories and evaluated through expert judgment. Subsequently, their validity and reliability were assessed using the research data before hypothesis testing. The learning interest instrument was developed based on indicators of attention, enjoyment, interest, and active participation in learning. The instruments were developed based on relevant theories and evaluated through expert judgment. Subsequently, their validity and reliability were assessed using the research data before hypothesis testing.

Data analysis began with descriptive statistics to determine the category level of each variable. Prerequisite tests (normality and linearity) were conducted prior to hypothesis testing. The relationship between variables was analyzed using Pearson's Product Moment Correlation, while the contribution of PKL experience was measured using the coefficient of determination (R^2). All statistical analyses were performed using IBM SPSS Statistics version 26.

Results And Discussion

Descriptive analysis showed that both Field Work Practice (PKL) experience and students' learning interest in Fashion Practice subjects were categorized as very high. This finding indicates that students generally reported positive PKL experiences and exhibited a high level of learning interest in Fashion Practice subjects.

Prior to hypothesis testing, the data met the assumptions of normality and linearity. The results of the Pearson Product Moment Correlation analysis are presented in Table 1.

Table 1. Pearson Correlation between PKL Experience and Learning Interest

Variable	Correlation (r)	Significance (p)	Coefficient of Determination (R ²)	Relationship Category
Field Work Experience (X) Learning Interest (Y)	0.704	< 0.001	0.496 (49.6%)	Strong Positive

Statistical calculations yielded a correlation coefficient (r) of 0.704 with a significance level of $p = 0.000$. Since $p < 0.05$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This proves a positive and statistically significant relationship between PKL experience and learning interest in Fashion Practice subjects. The correlation coefficient of 0.704 falls within the 0.60 - 0.799 range, categorized as a strong relationship. Furthermore, the coefficient of determination (R^2) was 0.496, indicating that PKL experience contributed 49.6% to student learning interest in Fashion Practice subjects. The remaining 50.4% was influenced by other external or internal factors, such as school laboratory facilities, teaching styles, baseline student interest, or family environment.

These findings support Kolb's Experiential Learning Theory (1984), which posits that concrete experiences serve as a foundation for meaningful learning and increased motivation. Consistent with Billett (2011), authentic workplace participation helps students connect school-based knowledge with real industrial practice, thereby enhancing their affective engagement. Unlike previous studies that primarily emphasized work readiness, vocational competence, or learning motivation, the present study demonstrates that PKL experience is also significantly associated with students' learning interest in classroom-based Fashion Practice subjects. This finding broadens the understanding of the affective outcomes of industrial learning within vocational education.

From a practical standpoint, these findings underscore the importance of improving the quality of PKL implementation. Vocational schools should strengthen collaboration with industry partners, ensure that students are assigned relevant learning tasks, and facilitate reflective learning activities following PKL. This study has limitations, including its focus on a single school and correlational design, which restricts causal inferences. Future research is recommended to use larger samples, mixed methods, or experimental designs across various vocational programs.

Conclusion

This study concludes that there is a strong, positive, and statistically significant relationship between Field Work Practice (PKL) experience and students' learning interest in Fashion Practice subjects among Grade XII students at SMKN 1 Lembah Gumanti ($r = 0.704$, $p < 0.001$). PKL experience explained 49.6% of the variance in students' learning interest. These findings indicate that meaningful industrial learning experiences not only enhance students' technical competencies but also strengthen their affective engagement in vocational learning. The results support Kolb's Experiential Learning Theory and emphasize the important role of authentic workplace experiences in fostering students' learning interest. Practically, vocational schools should strengthen partnerships with industry, ensure relevant task assignments, and provide structured supervision and reflective learning activities during and after PKL programs. Theoretically, this study enriches the vocational education literature by providing

empirical evidence that industrial learning experiences are associated with students' learning interest in the Fashion Design context. This study was limited to one vocational school and employed a correlational design; therefore, causal relationships cannot be inferred. Future research is recommended to involve larger and more diverse samples, adopt mixed-method or experimental approaches, and examine additional factors that may influence students' learning interest, such as teaching quality, learning facilities, family support, and students' self-efficacy.

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