

THE INFLUENCE OF SENIOR HIGH SCHOOL STUDENTS' COMMUNICATION ON WORK VALUES AND CAREER INTEREST IN THE AGRICULTURE SECTOR

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Abstract

The current agricultural development projection requires active participation from the younger generation. However, the declining interest of youth in the agricultural sector poses a challenge to sustainable agricultural development. purpose this research untuk mengetahui pengaruh the influence of senior high school student communication on work values and career interest in the agriculture sector. This research examines communication patterns among high school students with parents, teachers, and peers regarding agricultural work values and interest in the sector. To examine the effect of the variables tested on the tendency of students to choose universities, the statistical test Partial Least Square-Structural Equation Modeling was used (PLS-SEM) The study analyzed seven variables: individual characteristics (X1), interpersonal communication with parents (X2), teachers (X3), and peers (X4), family characteristics (X5), agricultural work values (Y1), and interest in the sector (Y2). Results show positive relationships between communication with parents, teachers, peers, and agricultural work values. Students perceive agriculture as promising but not fully aligned with their preferences. Teacher communication significantly influences work values and interest more than parents and peers. Effective teacher-student communication is vital in shaping agricultural work values and interest. Bridging perception gaps can boost youth interest in agricultural studies and careers, fostering a skilled and committed future generation for Indonesia's agricultural development.

Keywords: communication; work value; career interest; agriculture

INTRODUCTION

The current projection of agricultural development undoubtedly requires the involvement of the younger generation. The role of youth in agricultural development is crucial, but their interest in the agricultural sector has been declining over the years. Research conducted by the Food Sovereignty People's Coalition (KRKP) in 2016, as cited in Effendy & Krisnawati, (2020), concluded that 63 percent of rice farmer's children are not interested in continuing their parents' occupation, while in the horticultural sector, 54 percent of children do not want to become farmers. Another reason for the low interest of youth in agriculture is the less prestigious image associated with farming (Susilowati, 2016). Additionally, research by Effendy & Krisnawati, (2020) found that the lack of youth participation in agricultural activities is due to their limited technical knowledge and experience in the agricultural field. This concerning situation needs to be addressed

with efforts that can accelerate the growth of a new generation of farmers to ensure the sustainability of agricultural development in Indonesia.

The phenomenon of aging farmers and the decreasing interest of productive-age workers in the agricultural sector exacerbates the existing agricultural problems, primarily the lower level of education among farmers compared to the workforce in other sectors (Susilowati, 2016). Moreover, education is considered a fundamental need in supporting daily activities, especially amidst the advancement of science and technology and the demands of globalization for qualified and professional individuals. Human Resource Development (HRD) through education is an essential prerequisite for achieving high-quality development. Based on the Government's Work Plan Meeting (bappenas.go.id), one of the national development priorities for the year 2022 is education and skill reform.

According to Ritonga, (2021) in Dewantoro and Rajasekaran et al., (2022), to support sustainable agricultural development, three factors are required: Natural Resources (SDA), Human Resources (SDM), and appropriate technology. Educated human resources are ideal for the future sustainability of agricultural development. One of the platforms for producing educated human resources is higher education, particularly in the agricultural field, to foster competent agricultural development. Unfortunately, the interest of high school students in pursuing agricultural-based higher education is not particularly encouraging, especially considering the negative perception of agriculture among the current youth. However, the agricultural sector is a vital pillar supporting national development, and it is essential to envision the consequences if we fail to produce excellent agricultural generation that will continue the development in Indonesia. Therefore, it is crucial for us to understand how high school students perceive agricultural work values and their interest in working in the agricultural sector to prepare a competitive young generation in agriculture.

RESEARCH METHOD

The research was conducted not only at IPB University but also in schools or areas visited by the researcher during the promotional and socialization activities of IPB University from January to March 2023. Data collection for this study was carried out online using Google Forms, targeting students in the 11th and 12th grades of high school who participated in the socialization and promotion program of IPB University.

This research aims to examine the influence of high school students' communication on agricultural work values and interest in working in the agricultural sector. There are seven variables used in this study, namely: individual characteristics (X1), students' interpersonal communication with parents (X2), teachers (X3), peers (X4), family characteristics (X5), dimensions of agricultural work values (Y1), and interest in the agricultural sector (Y2). A descriptive correlational quantitative research design is employed to describe each variable and the influence of high school students' interpersonal communication on agricultural work values and interest in working in the agricultural sector. The data collected for this research include primary and secondary data. Primary data are obtained through the completion of prepared questionnaires, while secondary data are from relevant institutions supporting this research.

The data obtained are processed and analyzed quantitatively by examining the research variables, examining the relationships between variables, and identifying patterns in these relationships. To assess the influence of the tested variables on students' tendencies in choosing higher education, the Partial Least Square-Structural Equation Modeling (PLS-SEM) statistical test is utilized. For data processing, the Minitab or SPSS (Statistical Package for the Social Sciences) program is used to facilitate the analysis (Suleiman & Abdulkadir, 2022).

RESULT AND DISCUSSION

The research was conducted by adapting to promotional activities at IPB University, which included: school visits to IPB, Edu Expo (IPB Goes to School), and exhibitions. The respondents were students in grade XI or XII from various public and private high schools (SMA/MA/SMK) located in the city or district. The promotional activities at IPB University included in this research were (1) School Visits to IPB with a total of 241 students, and (2) IPB Goes to School (IGTS/Edu Expo/Canvassing/BUD) involving 254 students, and (3) National Education Exhibitions involving 254 students.

The variables investigated in this research are individual characteristics, parental characteristics, the influence of communication among high school students on agricultural work values, and interest in working in the agricultural sector. The results showed that the Cronbach Alpha value was greater than 0.6, indicating that this study is valid and reliable. The research was conducted with 563 respondents representing 47 high schools, with 43 schools located in urban areas and 4 schools in rural areas.

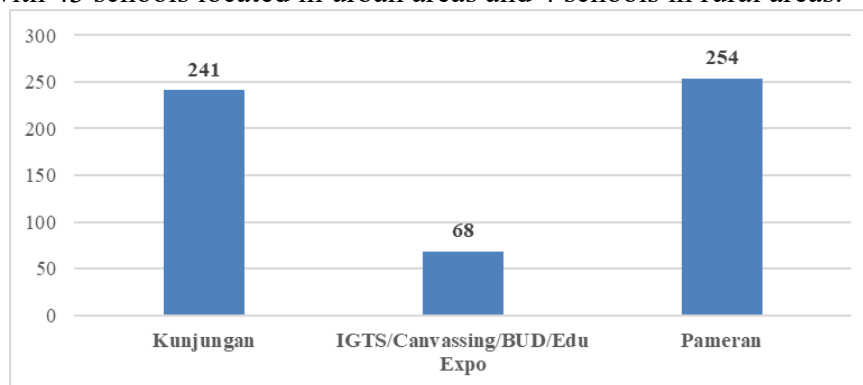


Figure 1 IPB University Promotion Activities

The Influence of Students' Communication with Parents, Teachers, and Peers on Agricultural Work Values and Career Interest in the Agricultural Sector.

Interpersonal Communication by DeVito

Lindawati et al., (2022) states that effective interpersonal communication has several indicators that should be considered, including openness, empathy, positiveness, supportiveness, and equality.

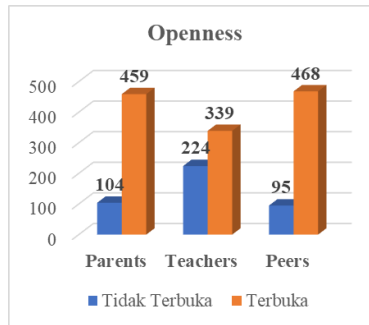


Figure 2 Openness

Based on the obtained results, for the indicator of openness, students tend to be more open, calm, free, and relieved in discussing their choices of higher education and career with peers, at a rate of 83.12 percent. This is highly likely because the communication students have with their peers tends to be voluntary, without pressure or burden, unlike when they talk about career opportunities, especially in the agricultural sector, and when it comes to choosing higher education with their parents and teachers. Naturally, parents and teachers have their own views and judgments, which may lead to students being less open towards them.

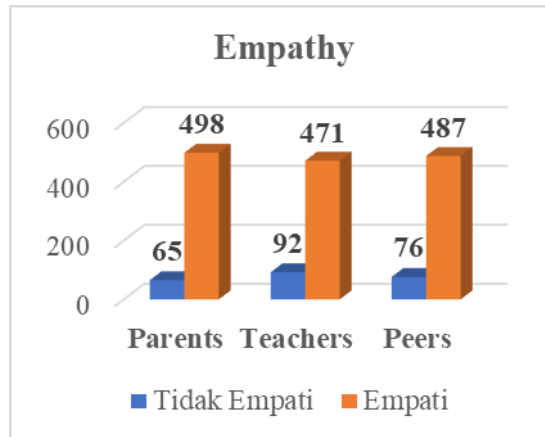


Figure 3 Empathy

Furthermore, for the indicator of empathy, as many as 88.45 percent of students state that their parents have a high level of empathy in providing proactive support regarding the choices of higher education or career. This is possible because the communication that occurs is based on the strong emotional bond within the family. The relationship between parents and children is naturally stronger compared to the relationships between students and teachers or peers.

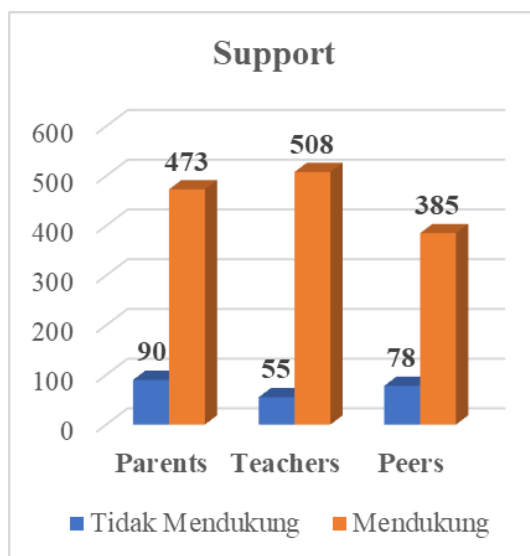


Figure 7 Support

The other indicator is support, where students state that teachers are more supportive and actively provide information to them regarding the choices of higher education and career, with a percentage of 90.23. This is due to the intensive and directed communication pattern between students and teachers when discussing career opportunities in general, including those in the agricultural sector, and when it comes to selecting higher education institutions. Additionally, from the perspective of communicators, in this case, the teachers, they naturally possess updated knowledge and information about higher education compared to parents and peers.

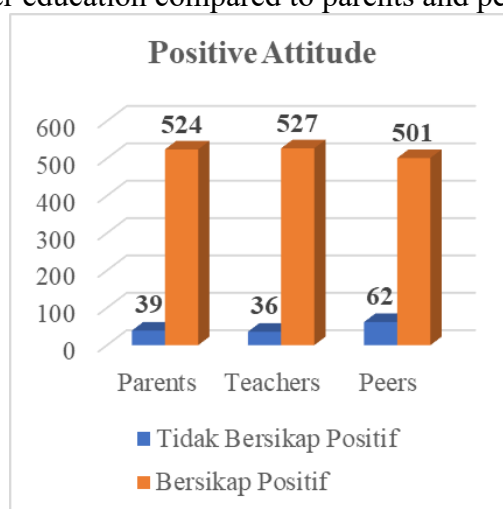


Figure 4. Positive Attitude

The next indicator is a positive attitude, based on the obtained results showing that teachers exhibit the highest level of positive attitude in communication with students regarding career choices and selecting universities, with a percentage of 93.60. Meanwhile, for the indicator of equality, the data indicates that 87.92 percent of students tend to feel treated fairly, equally, and not compared to others when it comes to choosing universities and career opportunities with the guidance of their parents. This is possible because, in communicating with their children, parents always strive to provide the best for them in all aspects.

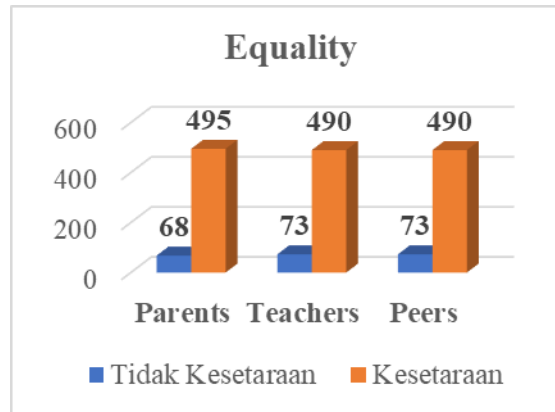


Figure 5. Equality

While, for the indicator of equality, the data shows that 87.92 percent of students tend to feel treated fairly, equally, and not compared to others when it comes to choosing universities and career opportunities with the guidance of their parents. This is possible because, undoubtedly, in communicating with their children, parents always strive to provide the best for them in all aspects

Data Analysis Process by PLS-SEM Modeling

In determining the influence of student communication with parents, teachers, and peers, it was analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM). PLS, commonly referred to as PLS-SEM, represents the second generation of SEM. The use of this model offers a higher level of flexibility for regression research (influence) that connects theory and data, as well as the ability to perform path analysis with latent variables (Rifai, 2015).

According to Ghozali as cited in Lindawati et al., (2022), PLS data processing requires two stages to assess the model fit of a research study. These stages include the analysis or evaluation of the measurement model and the analysis of the structural model. The measurement model is also known as the outer model, and there are three criteria used to evaluate this measurement model. These criteria involve assessing validity through convergent validity, average variance extracted (AVE), and discriminant validity, as well as evaluating reliability through composite reliability (Alarcón et al., 2015).

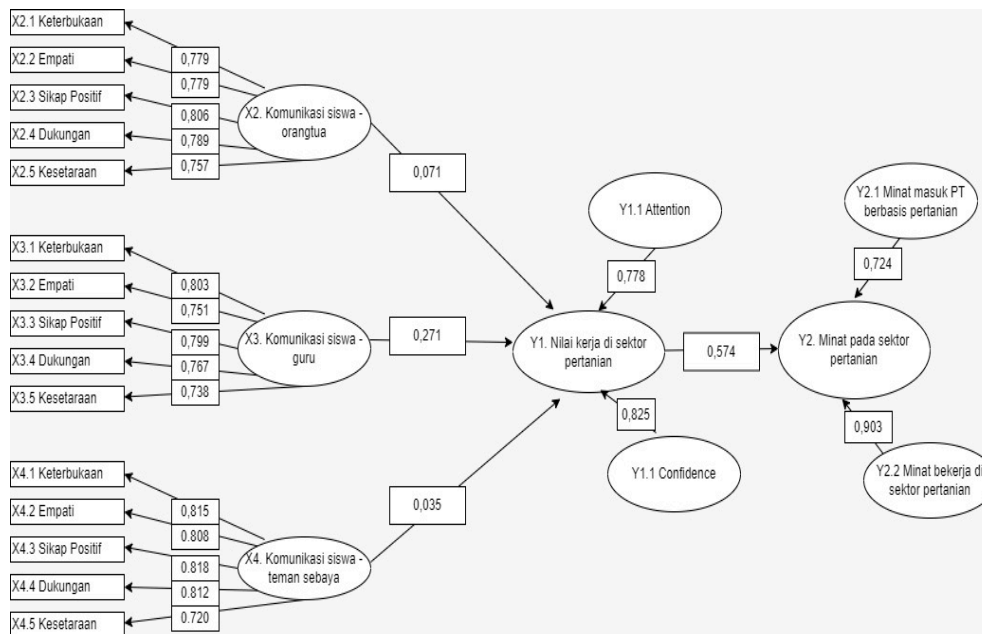


Figure 6 Measurement Model of Research Variables

Figure 6 shows that the latent variable of student-parent communication has a positive relationship with Work Values in the Agricultural Sector (0.071), the latent variable of student-teacher communication has a positive relationship with Work Values in the Agricultural Sector (0.271), and the latent variable of student-peer communication has a positive relationship with Work Values in the Agricultural Sector (0.035). Referring to these values, it can be inferred that communication between students and parents, students and teachers, and students and peers has a positive relationship. This means that if students' communication with their parents is more frequent and effective, it will enhance their Work Values in the Agricultural Sector (Verschueren et al., 2012). The same applies to students' communication with teachers and peers.

Additionally, the value for student-teacher communication is the highest among all, indicating that communication with teachers is more effective in influencing work values in the agricultural sector. The item loading values for the latent variable of student-parent communication indicate that all five analyzed indicators (openness, empathy, positive attitude, support, and equality) are valid and reliable, with the highest contributions shown by the positive attitude (0.806), support (0.789), openness (0.779), empathy (0.779), and equality (0.757) values. Similarly, the item loading values for the latent variable of student-teacher communication show that all indicators are valid and reliable, with the highest contributions indicated by openness (0.803), positive attitude (0.799), support (0.767), empathy (0.751), and equality (0.738) values. As for the latent variable of student-peer communication, the greatest contribution is from the positive attitude (0.818), followed by openness (0.815), support (0.812), empathy (0.808), and equality (0.720) values.

The latent variable of work values in the agricultural sector shows the largest contributions from confidence (0.825) and attention (0.778). When examining the relationship between work values in the agricultural sector and interest in the agricultural

sector, it is observed to have a correlation value of 0.574. Regarding the latent variable of interest in the agricultural sector; it has the highest contributions from confidence (0.903) and attention (0.724).

The model (Figure 4) indicates that the generated model fits well for the research area. This means that the indicators used for each latent variable are valid as measurement tools and can be used for modelling. For example, the indicators of attention and confidence are capable of describing the conditions of work values in the agricultural sector and interest in the agricultural sector during data collection. The complete modelling process resulting from the SEM-PLS test can be observed in Figure 10, which includes all latent variables, such as adolescent-parent communication (X1), adolescent-teacher communication (X2), adolescent-peer communication (X3), work values in the agricultural sector (Y1), and interest in the agricultural sector (Y2), along with their corresponding indicators according to the conceptual framework (Figure 3).

After running through the PLS Algorithm, loading factor values are obtained. The loading factor is a parameter that describes the direct relationship between exogenous variables and their manifest variables or how well the manifest variables (indicators) can represent their latent variables. The student-parent, student-teacher, and student-peer communications have loading scores above 0.5 (>0.5), which according to Chin (1998) in W & Ghozali, (2017), a correlation can be considered to meet the convergent validity if it has a loading value greater than 0.5 to 0.6 (Lindawati et al., 2022).

1. Measurement Model (*outer model*)

Table 1 Loading Factor Values for Each Latent Variable

Variable	Indicator	Loading factor	Description
Student-Parent Communication (X2)	X2.1	0,757	Valid
	X2.2	0,819	Valid
	X2.3	0,806	Valid
	X2.4	0,779	Valid
	X2.5	0,789	Valid
Student-Teacher Communication (X3)	X3.1	0,738	Valid
	X3.2	0,751	Valid
	X3.3	0,779	Valid
	X3.4	0,803	Valid
	X3.5	0,767	Valid
Student-peer Communication (X4)	X4.1	0,720	Valid
	X4.2	0,808	Valid
	X4.3	0,818	Valid
	X4.4	0,815	Valid
	X4.5	0,812	Valid
Work Performance in Agricultural Sector	Y1.1	0,778	Valid
	Y1.2	0,825	Valid
Interest in Agricultural Sector (Y2)	Y2.1	0,724	Valid
	Y2.2	0,903	Valid

- a. Discriminant validity testing is conducted using the Average Variance Extracted (AVE) values. An indicator is considered valid if it has an AVE value greater than

0.5. Table 11 shows that all constructs are valid since the AVE values for each variable are greater than 0.5.

Table 2 The Fornell-Larcker Criterion Values between Each Latent Variable

Latent Variable	AVE
Student-Parent Communication (X2)	0,596
Student-Teacher Communication (X3)	0,624
Student-Peer Communication (X4)	0,633
Work Performance in Agricultural Sector(Y1)	0,670
Interest in Agricultural Sector (Y2)	0,643

- b. Reliability testing (composite reliability) is conducted to assess the reliability of the research instruments using two criteria, namely composite reliability (Table 12). Based on the reliability testing table, the obtained composite reliability results are above 0.7, which is considered reliable and falls into the category of highly reliable for the variables: student-parent communication, student-teacher communication, and student-peer communication. Meanwhile, the interest in the agricultural sector falls into the reliable category, and the value of work in the agricultural sector is considered to be moderately reliable.

Table 3 Results of Latent Research Reliability Testing

Latent Variable	Composite reliability
Student-Parent Communication (X2)	0,892
Student- Teacher Communication (X3)	0,881
Student-Peer Communication (X4)	0,896
Work Performance in Agricultural Sector (Y1)	0,783
Interest in Agricultural Sector (Y2)	0,800

Based on the three tests, the conclusion is that the measurement model in Figure 4 can be considered valid and reliable, allowing us to proceed with the evaluation of the structural model. The next stage is the analysis or evaluation of the structural model, also known as the inner model measurement, which is conducted to observe the influence/relationship between constructs, significance values, and R-squared of the research model (Syafii et al., 2015). Evaluating the structural model in the PLS SEM model is commonly referred to as Goodness of Fit (GoF) or model goodness test. GoF is used to validate the combined performance of the measurement model (outer model) and the structural model (inner model), accomplished by conducting three assessment criteria, namely R-squared (R^2), Predictive Relevance (Q^2), and the Tanenhouse test.

Table 3 R² Values in Structural Model

Latent Variable	R-square
Work Performance in Agricultural Sector (Y1)	0,123
Interest in Agricultural Sector (Y2)	0,330

The evaluation of the structural model includes examining the relationships between each construct by looking at the R-squared values. The R-squared value for "Work Performance in the Agricultural Sector" (Y1) is 0.123 or 12.3%. This means that "Student-Parent Communication" (X2), "Student-Teacher Communication" (X3), and "Student-Peer Communication" (X4) can substantially explain 12.30% of the variance in

work performance in the agricultural sector, while the remaining variance is explained by other factors not included in this study. The R-squared value for "Interest in the Agricultural Sector" (Y2) is 0.330 or 33.3%. This means that "Work Performance in the Agricultural Sector" (Y1) can substantially explain 33.30% of the variance in interest in the agricultural sector, while the remaining variance is explained by other factors not included in this study. Next, the total R-squared values are used to calculate the Predictive Relevance (Q^2) using the formula:

According to Tanenhaus criteria, a small GoF value is 0.10, a medium GoF is 0.25, and a large GoF is 0.38. Since the GoF values obtained are 0.287 and 0.461, they fall within the criteria set by Tanenhaus, indicating that the model is considered fit. Based on the three criteria presented earlier, it shows that the overall model (Figure 4) is very good.

The Influence of Student-Parent, Teacher, and Peer Communication on Work Performance in the Agricultural Sector and Interest in the Agricultural Sector

In this discussion, we will test the main hypotheses, which aim to determine the influence of student communication with parents, teachers, and peers on work performance in the agricultural sector and interest in working in the agricultural sector. The analysis results were obtained using bootstrapping test through PLS-SEM (Partial Least Squares Structural Equation Modeling), which provides direct estimates for each research variable.

Table 4 The Results of Direct Effects among Latent Variables in the Study

The relationships among latent variables	Original sample	Sample mean	Standard deviation	T statistics	P-Values
Student-Parent Communication (X2)	0,071	0,072	0,060	1,174	0,241
Student-Teacher Communication (X3)	0,271	0,274	0,061	4,439	0,000*
Student-Peer Communication (X4)	0,035	0,038	0,064	0,547	0,585
Work Performance in Agricultural Sector (Y1)	0,574	0,5799	0,032	17,748	0,000*

First, the variable X2 with Y1 shows a t-statistic value of 1.174, which is smaller than 1.97 (Ghozali 2015), and a p-value of 0.241, which is larger than 0.05. This means that student communication with parents does not have a significant effect on work performance in the agricultural sector. Second, the variable X3 with Y1 shows a t-statistic value of 4.439, which is greater than 1.97, and a p-value of 0.000, which is smaller than 0.05. This indicates that student communication with teachers has a significant effect on work performance in the agricultural sector. Third, the variable X4 with Y1 shows a t-statistic value of 0.547, which is smaller than 1.97, and a p-value of 0.585, which is larger than 0.05. This means that student communication with peers does not have a significant effect on work performance in the agricultural sector (Table 14). Additionally, variable Y1 with Y2 has a t-statistic value of 17.748 and a p-value of 0.000, which is smaller than 0.05, indicating that work performance in the agricultural sector significantly influences interest in the agricultural sector. Therefore, it can be concluded that only student communication with teachers has a significant effect on work performance in the agricultural sector and indirectly influences interest in the agricultural sector.

The absence of an influence of student communication with parents regarding work performance in the agricultural sector does not mean that there is no communication taking place. It simply means that the communication conducted does not have a significant effect on work performance in the agricultural sector and interest in the agricultural sector. This could be due to a shift in parenting patterns applied by parents nowadays, where they tend to entrust their children's academic matters to teachers at school (Jensen, 2009). Parental involvement is indeed crucial in a child's academic development, but it cannot be denied that parents, especially those who have to work to support their family financially, might spend a considerable amount of time outside the home. Moreover, many parents (mothers) also participate in the workforce to contribute to the family's economic needs. If this situation persists for an extended period, then meaningful communication about their child's career might not be adequately established. As a result, the role of parents (both fathers and mothers) in monitoring their child's education at school or inquiring about their career choices might diminish, particularly concerning information about work performance in the agricultural sector and interest in working in the agricultural sector.

According to Lestari, (2015), communication constraints can also arise from the adolescent's side because they might not be able to control their emotions wisely when talking to their parents. This can result in weak self-control, leading to ineffective communication. Communication is a crucial factor in any communication process. According to Choirunnisa and Ediati (2018), the higher the emotional control between parents and students, the higher the level of interpersonal communication formed between them (Lindawati et al., 2022).

In addition to parental factors, self-factors also play a significant role in shaping students' views on work values in the agricultural sector and interest in working in the agricultural field. Students themselves evaluate how good or bad they perceive work values and interest in the agricultural sector. Students are also capable of assessing their own self-efficacy, which refers to their confidence in their abilities and beliefs. Pott & Santrock, (2007) stated that self-efficacy is a person's belief in their ability to master a situation and produce something beneficial. This means that if a student believes in their abilities, they will be motivated to strive optimally for what they desire, and vice versa.

Similarly, just like student communication with parents, student communication with peers does not have a significant influence on their perceptions of work values in the agricultural sector and interest in working in the agricultural field. This could be because, based on my observation, students in twelfth grade do not always discuss their post-high school education plans with their peers. The topics most frequently discussed among peers, based on my observations, revolve around school activities, hobbies, romance, and games. Based on (Table 7), it is known that student communication with teachers has a significant influence. The influence of teacher communication on the career maturity of adolescent students is the biggest contributor that affects students' career decisions (Mubarik et al., 2014). This is also in line with how students assess work values and interest in working in the agricultural sector, which is influenced by the communication patterns between students and teachers at school, specifically the Guidance and Counseling (BK) teachers.

According to Prayitno et al., (2023), the presence of teachers, especially BK teachers, is considered effective and influences students' thought patterns regarding further study plans or career choices. Schools usually provide career guidance services that focus on preparing students for the workforce. The career guidance services provided

by the school can help students plan their careers and make independent decisions by understanding their abilities, potentials, achievements, interests, talents, and personalities. From the school's perspective as a service provider, this service aims to help students achieve their expected success through self-potential identification so that students become confident and ready to determine their career choices.

Another reason why student communication with BK teachers has a significant influence is the current condition where the majority of BK teachers tend to be more active in seeking up-to-date information about careers and higher education for their students through various communication channels. This is what makes communication between students and teachers regarding work values and interest in the agricultural sector effective and significant because teachers are perceived to have more competent career insights and perspectives compared to peers and parents, who may tend to impose their will and others on their children.

Additionally, the communication interaction that occurs during consultation with BK teachers is intensive, allowing students to have their problems resolved and enhance their career maturity and self-confidence. Through the optimization of career guidance services that prioritize improved communication between teachers and students, the hope is that openness can be achieved and lead to mutual trust to express all issues, hopes, concerns, confusion, and jointly seek solutions to the problems faced by students. This is the time when BK teachers provide understanding and different perspectives to students regarding higher education information and various assessments, especially related to work values and interest in working in the agricultural sector. This process involves students as decision-makers, and the communication that takes place is not just a two-way process but also a simultaneous building of discussion between students and teachers. Students are not only individuals who receive advice but also become empowered individuals with the freedom to express opinions responsibly.

ARCS Based Learning Model

Based on the data that has been obtained, here are some results of data exploration using the ARCS-based learning model approach (Attention, Relevance, Confidence, Satisfaction).

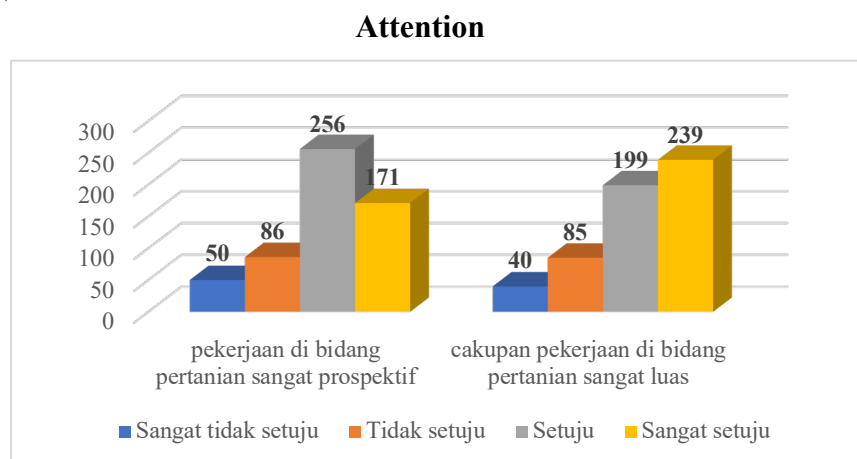


Figure 7 Attention - Based Learning Model Based on Job Scope and Prospectiveness

Based on the data obtained, one of the students' attention in choosing a field of work is the job scope and prospectiveness. Students perceive that jobs in the agricultural sector are very promising and have a very broad job scope, with a total number of respondents who agree and strongly agree for each parameter reaching 437 respondents and 438 respondents, respectively, while those who disagree and strongly disagree are only 136 respondents and 125 respondents, respectively.

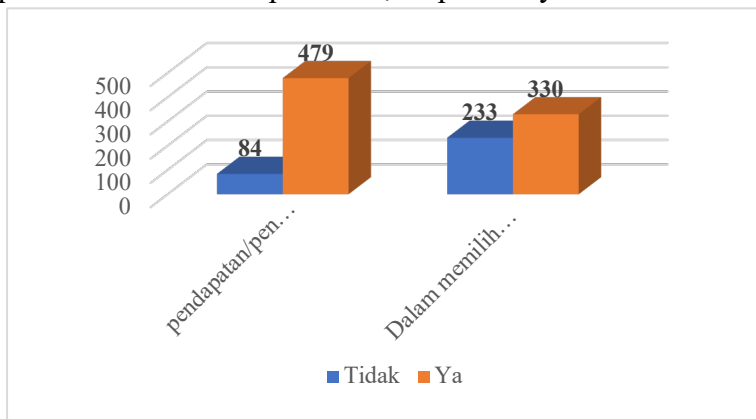


Figure 8 Attention - Based Learning Model Based in Income and Social Perspectives

Based on the data obtained, it can be seen that the majority of students are interested in working in the agricultural sector, amounting to 302 students or 53.64 percent, while students who are interested in becoming students at IPB University are 494 students or 87.74 percent. This means that all respondents gave positive responses regarding the agricultural field. Students already have the desire or interest to work and pursue higher education in the agricultural sector, especially at IPB University.

Based on the chart above, it can be explained that from all respondents, the aspects that still receive attention in choosing agricultural work values are income and social perspectives. The majority of students highly consider the income opportunities in the economic sector as a significant factor in evaluating work values in the agricultural field, with 479 students or 85.07 percent. Meanwhile, social perspectives when working in the agricultural sector are a concern for 330 students or 58.81 percent of the respondents.

Relevance

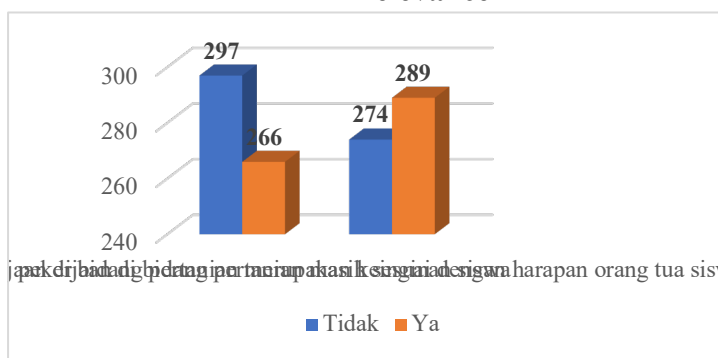


Figure 9 Relevance Based Learning Model

Next is relevance or the suitability of students' interests or desires regarding something they are interested in. In this study, it is related to agricultural work values and interest in working in the agricultural sector. Based on the data obtained, it is known that 266 students state that working in the agricultural field is still relevant to their desires,

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while 297 students state that it is not suitable for their preferences. Meanwhile, 289 students declare that working in the agricultural sector is still relevant to their parents' expectations.

Confidance

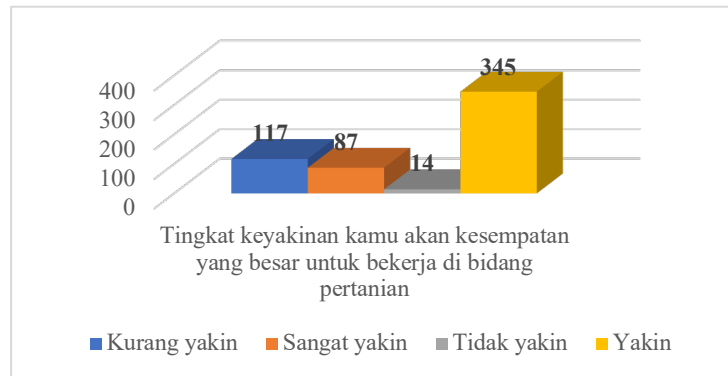


Figure 10 Confidance Based Learning Model

Confidance is defined as students' self-assurance to build positive expectations. In the context of this research plan, it relates to high school students' belief and confidence that the agricultural sector is promising in all aspects of their future lives. Based on the data above, it is found that 345 students are confident that they will have significant opportunities and prospects if they work in the agricultural sector. Additionally, 87 students even express being very confident. On the other hand, only 131 students state that they are less confident or not confident.

Satisfaction

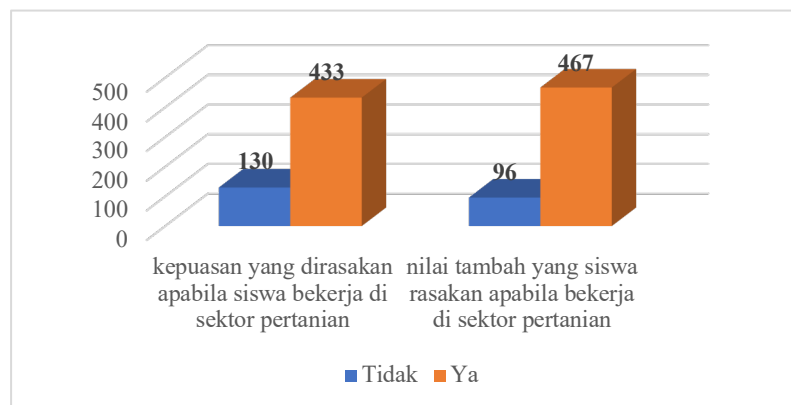


Figure 11 Satisfaction Based Learning Model

Satisfaction is defined as the contentment or fulfillment that is intended in this research, which means that students feel that the agricultural field is capable of providing satisfaction for them after they graduate from school. The satisfaction referred to includes their perception that working in the agricultural sector can provide a livelihood for many people, enable independent entrepreneurship in the agricultural sector, and offer employment opportunities for many others, etc. Based on the data obtained, it is found that students feel there will be a sense of satisfaction if they work in the agricultural sector with a percentage of 76.91 percent. Furthermore, the students believe that they will have opportunities for added value if they work in the agricultural sector, with a percentage of 82.95 percent.

CONCLUSION

The communication conducted by students with parents, teachers, and peers is positively related to work values in the agricultural sector. This positive relationship means that when students' communication with parents, teachers, and peers increases and becomes more effective, it will enhance work values in the agricultural sector and indirectly increase their interest in the field. Communication between students and teachers shows a stronger positive correlation compared to the others. Therefore, effective communication between students and teachers can further enhance work values in the agricultural sector and interest in pursuing a career in agriculture.

High school students consider working in the agricultural sector as a very promising and prospective career. They also believe that the agricultural field offers vast job prospects. As a result, they are interested in working in the agricultural sector and aspire to become students at IPB University, the nation's top agricultural university. While the work in the agricultural field aligns with the expectations of their parents, the majority of students feel that it does not fully align with their personal desires. Therefore, parents should play a more convincing role in encouraging their children to enter the agricultural sector because most students believe that working in agriculture provides ample opportunities for success. Moreover, the majority of students feel that working in the agricultural sector can support a large population and create job opportunities for many people.

The influence of students' communication with teachers significantly affects work values in the agricultural sector at a 5% significance level and indirectly influences their interest in working in the agricultural sector. On the other hand, students' communication with parents and peers does not have a significant direct effect on work values in the agricultural sector but does have a significant indirect effect on their interest in the field at a 5% significance level. The non-significant direct impact of students' communication with parents and teachers does not imply a lack of close communication. Instead, students feel that discussing work values and career interests in the agricultural sector with teachers provides different benefits. Thus, increased and effective communication between students and teachers can lead to higher work values and interest in working in the agricultural sector.

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Injury - Interdisciplinary Journal and Humanity



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