

THE INFLUENCE OF INDUSTRIAL WORK PRACTICES, LEARNING ACHIEVEMENT, AND WORK MOTIVATION ON THE WORK READINESS OF CLASS XII STUDENTS AT STATE VOCATIONAL HIGH SCHOOL 59 JAKARTA: CONCEPTUAL FRAMEWORK

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Abstract:

Indonesia is a developing country that needs to improve the quality of its Human Resources because the number of open unemployed according to education is the highest based on data from the Central Bureau of Statistics. It is ranked second at the Vocational High School education level by contributing 1,661,492 in August 2022. and 1,780,095 in August 2023. Through Dual System Education which has a design to realize the goals of the national education system as a link and march between school educational institutions and the world of work or the industrial world. This paper aims to determine the relationship between industrial work practices, learning achievement, and work motivation on students' work readiness. This article discusses the problems of the four variables in previous research which can help in building a conceptual framework. Even though there are differences in research objects in previous literature, the relationship between industrial work practices, learning achievement and work motivation on work readiness still has limitations on topics that are relevant to the Work Readiness of Vocational High School Students. To date, little empirical data has been collected regarding the above relationships with work readiness. Therefore, the researchers in this study started this topic by explaining the research problems and gaps which ultimately helped to conceptualize the four variables and their relationships.

Keywords: Industrial Work Practices, Learning Achievement, Work Motivation, Work Readiness

1. Introduction

Indonesia is a developing country that needs to improve the quality of Human Resources (HR) to achieve increased economic growth. One way to overcome this is through the field of education, especially vocational education. According to Law Number 20 of 2003, "Vocational High School is a level of vocational education that prepares every graduate to be ready to work." Dual System Education (PSG) has a design to realize the goals of the national education system as a form of link and march policy implemented in school educational institutions and the world of work or the industrial world. Based on research (Latief et al., 2022), the learning process of Vocational High School students provides experience regarding industrial work practices and learning achievements for work readiness.

Therefore, the aim of this research is to examine the problems and concepts regarding these four variables which can help in building a conceptual framework. In addition, this paper aims to discuss the process of building a conceptual framework in exploring the relationship between industrial work practices, learning achievement, and work motivation on the work readiness of students at Students at State Vocational High School 59 Jakarta. This paper is structured as follows:

- (1) Research problems that occur in industrial work practices, learning achievement, and learning motivation on student work readiness are discussed in this article.
- (2) Previous literature regarding the concept of the four variables will be presented in this article.
- (3) Previous literature regarding the relationship between industrial work practices, learning achievement, and learning motivation on students' work readiness will also be presented.
- (4) Conceptual Framework for Construction of Industrial Work Practices, Learning Achievement, and Work Motivation on Work Readiness.

2. Problems related to Industrial Work Practices, Learning Achievement, and Work Motivation

Based on the 2022/2023 Central Statistics Agency data on Open Unemployment in the table above, it can be seen that vocational school graduates are in second place by contributing 1,661,492 in August 2022 and 1,780,095 in August 2023.

Tabel I.I
Open Unemployment Based on Highest Education Completed in Year
2022/2023

No.	Highest Education Completed	August 2022	August 2023
1.	Does not/has never attended school	15.206	29.148
2.	Not/have not finished elementary school	663.125	344.881
3.	Elementary school	1.274.153	979.668
4.	First Secondary School	1.500.807	1.246.932
5.	General Middle School/High School	2.478.173	2.514.481
6.	Vocational School	1.661.492	1.780.095
7.	Academy/Diploma	159.490	171.897
8.	University	673.485	787.973
Total		8.425.931	7.855.075

Source: Central Statistics Agency data 2022/2023

This is what causes the unemployment rate at the vocational school level to increase from year to year so that research (Patimah & Sumaryoto, 2024) provides a solution to reduce the unemployment rate by increasing the skills and knowledge possessed by each student to become an entrepreneur and not rely on work from other people, work motivation has a role in shaping work readiness. Through research (Latief et al., 2022), the learning process of vocational school students provides experience regarding industrial work practices and learning outcomes for work readiness. Meanwhile, research from (Nikmah, 2020) states that learning achievement can be calculated based on three domains, namely cognitive, affective and psychomotor. This learning achievement is useful for improving a student's performance in achieving educational goals and producing graduates who are qualified and ready to work. Research from (Santoso, 2021) states that work motivation contributes to work readiness to encourage students to improve their abilities in terms of information and reliability according to their field of expertise so that students can be ready to work.

Students At State Vocational High School 59 Jakarta is a vocational high school which has two areas of expertise, namely Retail Business and Visual Communication Design. State Vocational School 59 Jakarta has a vision to make the Vocational School superior in forming quality, technologically advanced and noble human resources. The hope is that graduates of Students At State Vocational High School 59 Jakarta can compete in the business world or world of work according to their respective fields of expertise.

Based on this research, the problems that occur are because Indonesian people are experiencing layoffs. Based on data from the Central Statistics Agency, the unemployment rate from year to year begins to increase at the Vocational High School level, this causes a large number of unemployed, so that every vocational school graduate student needs to prepare the skills and knowledge to enter the world of work. Work. So this research uses the research object of State Vocational Schools located in South Jakarta, namely State Vocational School 59 Jakarta, where previous research only chose the Central Jakarta area at Students At State Vocational High School 14 Jakarta and the school was chosen because it had been accredited A.

3. Industrial Work Practices

Industrial Work Practices according to research from (Patimah & Sumaryoto, 2024) explains that the program held by the Vocational School level in learning activities by directly experiencing work in the business world is mandatory and all students must take part within a certain period of time. Industrial Work Practice is an educational program at the Vocational High School level in order to provide direct work experience to students in the business or industrial world.

Research conducted by (Ta'ali & Paramita, 2023) states that field work practices are the knowledge and skills that every individual must have in participating in industrial work practices in their respective fields of expertise. Industrial Work Practices are able to help students form attitudes and get to know the work environment. Research conducted by (Talitha Nathaniela Khairunnisa & Novi Trisnawati, 2024) states that students will become better because of the experience they have in the world of work so that it can influence work readiness after graduating from vocational school. Research conducted by (Khoiroh & Prajanti, 2019) states that students have direct work experience in accordance with their chosen field so that

after students complete their education they are expected to be able to prepare themselves to find work that will equip them for industrial work practice.

4. Learning achievement

According to research (Verawati, n.d.2021) learning achievement is one of the factors that influences work readiness so that someone needs to develop knowledge and skills according to their respective areas of expertise. Learning achievement is the result obtained by students after achieving learning objectives by assessing the level of knowledge and skills based on tests, projects and exercises.

Research conducted (Yusman et al., 2019) states that learning achievement has a positive influence on work readiness because students can feel confident and not nervous when speaking in public.

Research conducted (Sihotang & Santosa, 2019) states that learning achievement has a significant influence on work readiness which results in a person's achievement in the learning process.

5. Work motivation

According to research from (Patimah & Sumaryoto, 2024) explains that motivation is a form of encouragement or enthusiasm so that students are willing to work in entering the world of work which contributes to the company, both knowledge and skills obtained from school. Work Motivation is a drive that exists internally or externally within a person which can be influenced by the work environment and relationships with fellow friends. Research conducted (Sari & Mariyanti, 2024) shows that work motivation is an encouragement for each individual to know and understand the world of work so that it is easier to work in the future.

6. The Relationship between Industrial Work Practices, Learning Achievement, and Work Motivation on Job Readiness

Work readiness has an important role for vocational school students, because it is the hope of becoming work-ready graduates who have competent skills in their respective fields so that they can be accepted in the world of work and industry. Research conducted (Wibowo et al., 2020) states that industrial work practices, learning achievements, and motivation to enter the world of work are increasing for

students' work readiness levels. Research conducted by (Nurjana, 2022) states that industrial work practices, learning achievement, and work motivation have a simultaneous influence on students' work readiness so that knowledge and skills are needed.

7. Conceptual Framework: Industrial Work Practices, Learning Achievement, and Work Motivation on Job Readiness

Based on empirical evidence found in previous studies, it can be said that industrial work practices, learning achievement and work motivation have a significant and positive influence on work readiness. Therefore, this study proposes the following conceptual framework to explore the relationship between industrial work practices, learning achievement, and work motivation on the work readiness of students at SMK Negeri 59 Jakarta where industrial work practices, learning achievement, and work motivation are independent variables. and work readiness is the dependent variable. According to (Kuncoro, 2013) explains that independent variables or independent variables are variables that have an influence on changes in the dependent variable that have a positive or negative relationship. Meanwhile, the dependent variable is the variable that is the main benchmark for research.

The work readiness framework adapted from research conducted by (Slameto, 2003) explains that there are indicators that can influence the ability to work, including: (a) Physical, mental and emotional conditions, (b) The need for intention to work. can be achieved, and (c) Have a sense of the skills and meaning of others who have been taught. Meanwhile, in research (Leung, 2015) indicators of work readiness are (a) having clear and directed judgment, (b) having the ability to coordinate with other individuals, (c) being able to exercise control independently, (d) having a critical attitude, (e) have a sense of courage in carrying out individual obligations, (f) be able to adapt to the environment and advances in science and technology, (g) have the drive to be able to make changes, and (h) have knowledge and skills.

The industrial work practice framework for research indicators (Nurharjadmo, 2008) states that (a) planning stage, (b) implementation stage, and (c) evaluation stage. The learning achievement framework in research indicators (Budiyono, 2023) takes the value of students' knowledge and skills. The work

motivation framework in research indicators (David C. McClelland, 1971) states that (a) there is an urge to enter the world of work, (b) physiological needs, and (c) support from the surrounding environment.

The conceptual framework presented in this paper illustrates that the relationships between the variables studied are interrelated. This conceptual model provides theoretical guidance in conducting a study of Industrial Work Practices, Learning Achievement, and Work Motivation on the Work Readiness of Students At State Vocational High School 59 Jakarta. Therefore, the conceptual framework is presented in Figure 1, where industrial work practices, learning achievement, and work motivation are focused on contributing to increasing work readiness.

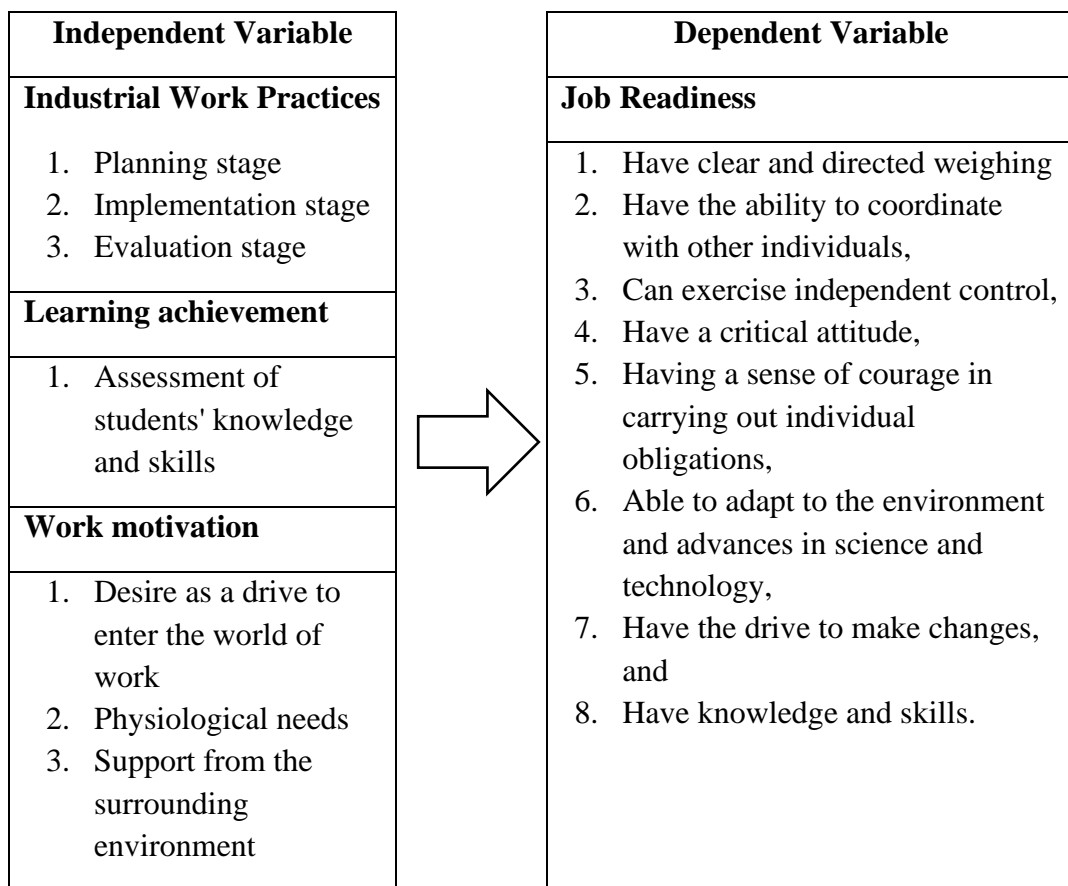


Figure 1. Conceptual Framework of Industrial Work Practices, Learning Achievement, and Work Motivation on Job Readiness.

The Grand Theory in this research uses Thorndike's Connectionism Theory to explain that every individual is ready to do something or behave in work readiness so that their physical and psychological condition is positive. This means that students

are in good health (not sick) and their psychological condition is mentally healthy and they do not experience mental disorders. Furthermore, if students already have very good knowledge, this is reflected in the variables of this research, namely learning achievement so that they are always productive.

The next variable is work motivation which uses McClelland's needs theory, which means that every student has a strong drive to create maximum success. So that each student can work better to achieve achievements in order to get awards. Therefore, the independent variables (industrial work practices, learning achievement, and work motivation) and the dependent variable (work readiness) in this study are considered by researchers to be able to be in line with the flow of students' mental health processes.

8. Conclusion

Based on several previous literature, it shows that there is a potentially significant relationship between the three variables, including industrial work practices, learning achievement, and work motivation on work readiness. However, there is still little research conducted empirically to measure the relationship between industrial work practices, learning achievement, and work motivation on work readiness. Therefore, the conceptual framework focused on in this research can provide useful insights for researchers in related fields to pursue a deeper understanding of the concepts of industrial work practices, learning achievement, and work motivation on job readiness. The conceptual framework of this research becomes the basis for future researchers to explore the relationship between the three variables in different populations and samples. Overall, the conceptual framework was built with the aim of contributing to the level of performance of schools and vocational school teachers.

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