

## THE INFLUENCE OF INDUSTRIAL WORK PRACTICES, FAMILY ENVIRONMENT AND MOTIVATION ON WORK READINESS

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### Article Info

Article history:

Received:

Accepted:

Published:

Keywords:

Industrial Work  
Practices, Family  
Environment,  
Motivation, Work  
Readiness

### Abstract

*This study aims to: 1) determine the effect of Industrial Work Practices on Job Readiness; (2) knowing the effect of the family environment on work readiness; (3) knowing the effect of motivation on work readiness; (4) determine the effect of Industrial Work Practices, Family Environment, and Motivation on Work Readiness. The population in this study were 179 students at SMKN 16 Jakarta, grade 12 for the academic year 2021-2022. This research uses a quantitative approach with a survey method. The number of samples in this study were 119 respondents. Data collection using a questionnaire. The data were processed using the SPSS 25 program. The results showed that Industrial Work Practices, Family Environment and Motivation had a significant effect on the interest in entrepreneurship partially and simultaneously.*

### Abstrak

Penelitian ini bertujuan untuk: 1) mengetahui pengaruh Praktik Kerja Industri terhadap Kesiapan Kerja; (2) mengetahui pengaruh Lingkungan Keluarga terhadap Kesiapan Kerja; (3) mengetahui pengaruh Motivasi terhadap Kesiapan Kerja; (4) mengetahui pengaruh Praktik Kerja Industri, Lingkungan Keluarga, dan Motivasi terhadap Kesiapan Kerja. Populasi dalam penelitian ini adalah siswa SMKN 16 Jakarta kelas 12 tahun ajar 2021-2022 berjumlah 179 siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Jumlah sampel pada penelitian ini adalah 119 responden. Pengumpulan data menggunakan kuisioner. Data diolah dengan menggunakan bantuan program SPSS 25. Hasil penelitian menunjukkan bahwa Praktik Kerja Industri, Lingkungan Keluarga dan Motivasi berpengaruh signifikan terhadap minat berwirausaha secara parsial dan simultan.

### How To Cite:

Ardhy Rifaldy Idris, Marsofiyati, & Faslah, Roni. (2022). The Effect of Entrepreneurship Knowledge and Self-Concept on Interest in Entrepreneurship. Journal of Economic Education, Office and Accounting,

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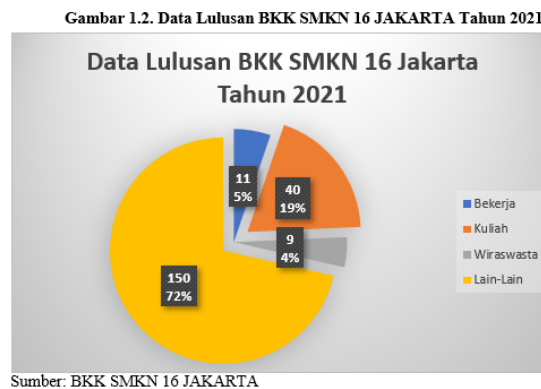
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## INTRODUCTION

Indonesia is a country that has the fourth largest population in the world. Based on data from the Pew Research Center cited by (Jayani 2019) Indonesia has the fourth largest population in the world with a population of 274 million people.

Education is an important pillar in the management and development of Indonesian human resources, the success of a country is determined by the quality of the education system it implements.

The level of education in Indonesia is divided into four stages, namely, Elementary School (SD), Junior High School (SMP), Upper Middle School (SMA), Vocational High School (SMK) and Higher Education. Vocational High Schools are secondary educational institutions that focus on creating a skilled workforce in their respective fields.



Based on the objectives of SMK, namely preparing students to be able to enter the world of business and industry. However, there are still many SMKs that have not been optimal in preparing students as a qualified workforce.

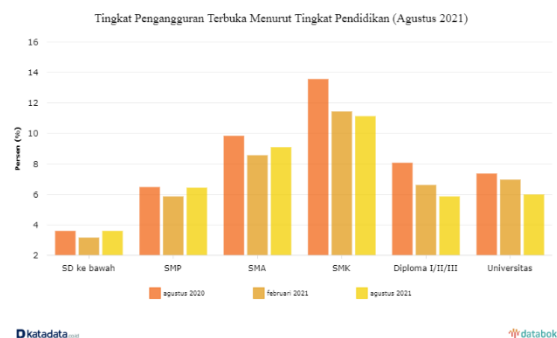


Figure 1.1 Unemployment Rate Data

Based on the picture above, it can be seen that the largest open unemployment rate by education level as of August 2021 as reported by the Central Statistics Agency (BPS) data comes from SMKs of 11.13%. (BPS, 2021).

Researchers conducted research at SMKN 16 Jakarta which is located at Jl. Taman Amir Hamzah, Menteng, Pegangsaan, Central Jakarta is a vocational school engaged in the Field of Business & Management. Based on data from the Special Job Exchange (BKK) SMKN 16 Jakarta, researchers found problems at the level of student work readiness.

Based on these data it is known that the number of graduates of SMKN 16 Jakarta who are working is still low, namely 5% compared to graduates who continue their studies or do entrepreneurship.

There are factors that influence work readiness including: physical and mental readiness, creativity, interest in talent, learning achievement, motivation, family environment, school facilities, insight into the world of work, experience in industrial work practices. (Lestari & Mahbubah, 2018). From these factors, the researcher conducted pre-research on 12th grade students at SMKN 16 Jakarta in 2021-2022 to explain how much influence these factors have on work readiness.

**Tabel 1.3 Faktor yang mempengaruhi Kesiapan Kerja**

No	Faktor	Ya	Tidak	Jumlah
1.	Kematangan Fisik dan Mental	86%	14%	100%
2.	Kreativitas	84%	16%	100%
3.	Minat & Bakat	76%	24%	100%
4.	Prestasi Belajar	74%	26%	100%
5.	Motivasi	88%	12%	100%
6.	Lingkungan Keluarga	94%	6%	100%
7.	Fasilitas Sekolah	84%	16%	100%
8.	Wawasan Dunia Kerja	56%	44%	100%
9.	Praktik Kerja Industri	96%	4%	100%

Sumber: Data diolah peneliti

Based on the results of the pre-research conducted by the researchers, it is known that the factors with the highest scores influencing work readiness at SMKN 16 Jakarta are industrial work practices, family environment and motivation.

Industrial work practices are part of the Dual System Education (PSG) which is a work program between educational institutions, namely SMKs, and companies for a certain period of time. The time determined by the school to carry out internships is expected to be able to help students gain experience during internships. However, during the implementation of the internship at SMKN 16 in 2020, the implementation time was cut due to the co-19 pandemic. Previously students carried out prakerin for three months cut into one and a half months. This is very unfortunate for students because students cannot take the internship experience to the fullest which will have an impact on student work readiness.

Another factor that has the highest value from pre-research is the family environment. The family environment is the closest environment in student life. The family has an important role in supporting every student's career decisions after graduating from school. However, it is still found in one of the family environments of 12th grade SMKN 16 Jakarta students for the 2020-2021 school year which still does not fully support students' career decisions when they graduate from school. This is due to parents' distrust of students about whether students are able to get jobs during a pandemic where employee recruitment is decreasing. This condition can change students' intentions not to work which will also affect student work readiness.

The next factor that has the highest value from pre-research is motivation. Motivation is the encouragement or enthusiasm that exists within and outside of students to achieve goals. Motivation must be owned by every student as long as he carries out the

learning process at school. With high motivation to learn, students enthusiastically and easily acquire the knowledge and skills taught at school. However, in line with the implementation of PJJ students experienced a decrease in motivation in learning. This can have an impact on the process of receiving knowledge and skills taught by schools not running optimally, so that it will affect the level of student work readiness.

Based on the results of the pre-research that the researchers have done, the researcher is interested in conducting a study with the title: "**The Influence of Industrial Work Practices, Family Environment and Motivation on the Work Readiness of Class 12 Students of SMKN 16 Jakarta for the 2020-2021 Academic Year**".

The formulation of the problem in this study is (1) Does Industrial Work Practice affect the work readiness of grade 12 students at SMKN 16 Jakarta?, (2) Does the family environment affect the work readiness of grade 12 students at SMKN 16 Jakarta?, (3) Does motivation affect the work readiness of class 12 students at SMKN 16 Jakarta?, (4) Do Industrial Work Practices, Family Environment and Motivation affect the work readiness of grade 12 students at SMKN 16 Jakarta?.

The purpose of this study was to find out and analyze how far the partial influence of each independent variable has on the dependent variable and the joint effect of the variables being examined. The independent variables in this study are Industrial Work Practices (X1), Family Environment (X2), Motivation (X3), while the dependent variable in this research is Work Readiness (Y).

## **LITERATURE REVIEW**

### **Working readiness**

According to (Faslah, 2019) students who have work readiness are students who work with the abilities they have, so that with the abilities they have students can work according to the job description set. According to (Niswanty et al., 2019) argues that work readiness is a condition in which a person is ready physically and mentally, besides that he has the will and ability to get the desired results and is supported by the experience gained. Furthermore, Caballero & Walker (Tristianingsih & Soenarto, 2018) argue that work readiness is the extent to which graduates have attitudes and characters that make them successful in the work environment.

Based on this theory, the researcher concludes that work readiness is the researcher concludes that work readiness is a condition in which a person has abilities that are in accordance with the requirements of a job, supported physically and mentally ready, and a work attitude that can help him to achieve success in the world. work. The indicators of work readiness in this study are abilities, physical and mental conditions and attitudes.

### **Industrial Work Practices**

According to (Fauzi et al., 2017) Industrial work practices are a means to provide real student work experience. Agustian (Ahkyat et al., 2019) argues that industrial work practice is a training model that aims to equip students with the skills needed to work. Meanwhile, according to Wena (Chotimah & Suryani, 2020) industrial work practices have an important role in equipping students to be able to adapt to the world of work.

Based on the theory of the experts above, the researchers concluded that industrial

work practice is a training model that aims to equip students with work experience, work skills and make it easier for students to adapt to the real work environment. The indicators of industrial work practices used in the research are experience, skills, and easy to adapt to the work environment.

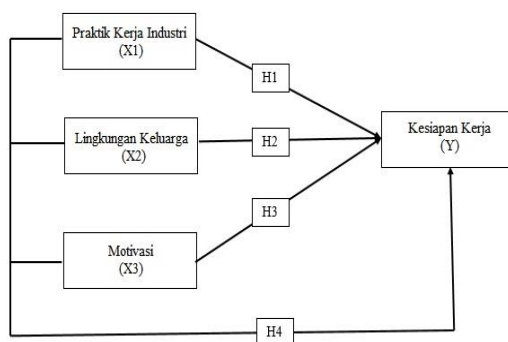
According to Hasbullah (Firdaus, 2013) the family environment is the first educational environment, because it is in this family environment that parents provide the first education to their children. According to (Paharyani & Kusmuriyanto, 2019) The family environment is a social environment that provides support to someone in determining their career decisions. Furthermore (Wahyuni & Setiyani, 2017) argues that the family environment has a role in motivating their children to get better jobs than their parents or at least the same as their parents because parents are role models for children in the family environment. The indicators in this study are education taught by parents, family support, and exemplary examples.

**Motivation**

(Wati and Isroah 2019) motivation is an encouragement that comes from within or outside a person to carry out an activity. According to (Yulianti & Khafid, 2015) defining motivation is a change in energy within students which is characterized by the emergence of feelings and reactions to achieve goals and desires. Furthermore, Fatah (Khoiroh & Sucihatiningsih Dian Wisika Prajanti, 2018) argues that most of the motivational processes are directed at satisfying needs.

Based on the theory from the experts above, the researchers concluded that motivation is a change in energy that exists within students which is characterized by an urge to carry out an activity and behavior directed at achieving a goal and satisfying life's needs. Indicators in this study are encouragement, achieving a goal, and satisfying needs.

**RESEARCH MODEL**



H1: Industrial Work Practices have a positive and significant effect on Job Readiness.

H2: Family environment has a positive and significant effect on work readiness.

H3: Motivation has a positive and significant effect on work readiness

H4: 4. There is a positive and significant effect of industrial work practices, family environment, motivation on work readiness simultaneously.

## METHOD

This research uses a quantitative approach. This research method is a survey method using a questionnaire (questionnaire) which contains questions or written statements to respondents as a data collection instrument. The data used by researchers are primary data for all variables to be studied.

The population used in this study were grade 12 students majoring in Accounting, Business and Marketing and Office Management Automation at SMKN 16 Jakarta for the 2021-2022 academic year with a total of 179 people. Based on this population, this study uses the tables of Isaac and Michael to determine the sample size, with an error rate of 5%. So that the number of samples in this study was 119. The technique used for sampling was a proportional stratified random sampling technique, namely a technique for taking samples from members of the population randomly based on proportion, provided that all members of the population have the same opportunity to be selected as samples.

The data analysis techniques used are as follows: (1) Analysis requirements test (normality and linearity test), (2) Classical assumption test (multicollinearity and heteroscedasticity test), (3) Multiple regression equations, (4) Hypothesis test (F test & T test), (5) Analysis of the coefficient of determination. Researchers use the SPSS program. 25 to analyze the data.

**Correlations**

			Erakeri n	Lingkungan Keluarga	Motiva si	Unstandar ized Residual
Spearman's rho	Erakeri	Correlation	1.000	.135	.239**	.034
		Coefficient				
		Sig. (2-tailed)	.	.145	.009	.711
		N	119	119	119	119
Lingkungan Keluarga	a	Correlation	.135	1.000	.125	-.001
		Coefficient				
		Sig. (2-tailed)	.145	.	.174	.992
		N	119	119	119	119
Motivasi	si	Correlation	.239**	.125	1.000	.059
		Coefficient				
		Sig. (2-tailed)	.009	.174	.	.527
		N	119	119	119	119
Unstandardized Residual	Residual	Correlation	.034	-.001	.059	1.000
		Coefficient				
		Sig. (2-tailed)	.711	.992	.527	.
		N	119	119	119	119

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Sumber : Data diolah peneliti

## RESULTS AND DISCUSSIONS

### Normality test

**Tabel 4.15**  
Uji Normalitas Kolmogorov-Smirnov  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		119
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.41641369
Most Extreme Differences	Absolute	.040
	Positive	.024
	Negative	-.040
Test Statistic		.040
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Sumber: Data diolah peneliti

Based on the test results, it can be seen that the significance level of the data is  $0.20 > 0.05$ , so it can be concluded that the data is normally distributed.

### Multicollinearity Test

**Tabel 4.19**  
Uji Multikolinearitas  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	5.191	2.665		1.948	.054		
	Prakerin	.219	.040	.396	5.474	.000	.947	1.056
	Lingkungan Keluarga	.119	.051	.168	2.352	.020	.970	1.030
	Motivasi	.300	.056	.385	5.335	.000	.952	1.051

a. Dependent Variable: Kesiapan Kerja  
Sumber : Data diolah peneliti

From the table above it can be seen that the Variable of Industrial Work Practices has a tolerance value of  $0.947 > 0.1$  and a VIF value of  $1.056 < 10$ . The Family Environment Variable has a tolerance value of  $0.970 > 0.1$  and a VIF value of  $1.030 < 10$ . For the variable motivation, it has a tolerance value of  $0.952 > 0.1$  and a VIF value of  $1.051 < 10$ . So it can be concluded that this regression model has no symptoms of multicollinearity.

### Heteroscedasticity Test

From the results of the Spearman's Rank heteroscedasticity test contained in the table above shows that the value of Sig. The Industrial Work Practices variable is

0.711 > 0.05. Sig. Value The Family Environment Variable is 0.992 > 0.05. The Sig value of the Motivation Variable is 0.527 > 0.05 so that it can be concluded that the data that has been used fulfills the classical assumptions of heteroscedasticity and the regression model in this study cannot have heteroscedasticity problems.

### Multiple Regression Test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.191	2.665		1.948	.054
	Prakerin	.219	.040	.396	5.474	.000
	Lingkungan Keluarga	.119	.051	.168	2.352	.020
	Motivasi	.300	.056	.385	5.335	.000

a. Dependent Variable: Kesiapan Kerja

Sumber : Data diolah peneliti

From the results of multiple linear regression analysis in table 4.19, a multiple linear regression model can be made as follows:

$$Y=5.191+0.219X_1+ 0.119X_2+0.300X_3$$

Based on the table above, the constant value is 5.191. This means that if there are no Variables of Industrial Work Practices, Family Environment and Motivation that influence them, the results of this study predict a Job Readiness score of 5.191. Industrial Work Practices have a regression coefficient of 0.219, meaning that if Industrial Work Practices (X1) increases by one unit, then Work Readiness (Y) will increase by 0.219 assuming other variables are constant. The coefficient of Industrial Work Practices is positive, meaning that the higher the Industrial Work Practices obtained by students, the higher the level of Student Work Readiness.

The coefficient value of the Family Environment Variable is 0.119, meaning that if the Family Environment (X2) increases by one unit, then Work Readiness (Y) will increase by 0.119 assuming all variables are constant. The family environment coefficient is positive, meaning that the higher the family environment, the higher the level of student work readiness.

The coefficient value of the Motivation Variable is 0.300, meaning that if Motivation (X3) increases by one unit, then Work Readiness (Y) will increase by 0.300 assuming all variables are constant. The motivation coefficient is positive, meaning that the higher the student's motivation, the higher the level of student work readiness.

### F test



### Uji F

		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	517.815	3	172.605	28.809	.000 <sup>b</sup>
	Residual	689.009	115	5.991		
	Total	1206.824	118			

a. Dependent Variable: Kesiapan Kerja

b. Predictors: (Constant), Motivasi, Lingkungan Keluarga, Prakerin

Sumber : Data diolah Peneliti

Based on table 4.22, Fcount is 28.809 while Ftable can be seen from the statistical table at a significance level of 5% or 0.05. df 1 (number of variables - 1) or (4-1) = 3 and df 2 = n - k - 1 (n is the number of respondents and k is the number of independent variables) or 119-3-1 = 115. Then the value of F table what is obtained is 2.68, which means Fcount > Ftable, namely 28.809 > 2.68. So it can be concluded that Industrial Work Practices, Family Environment, and Motivation simultaneously have a positive effect on Work Readiness, which means the hypothesis is accepted.

### T test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.191	2.665		1.948	.054
	<u>Prakerin</u>	.219	.040	.396	5.474	.000
	<u>Lingkungan Keluarga</u>	.119	.051	.168	2.352	.020
	<u>Motivasi</u>	.300	.056	.385	5.335	.000

a. Dependent Variable: Kesiapan Kerja

Sumber : Data diolah peneliti

Based on the table above, the tcount of the Variable of Industrial Work Practices is 5.474. As for ttable, it can be seen at a significance level of 0.05, df = n-k-1 (the amount of data and k is the number of independent variables) or 119-3-1 = 115, then the ttable is 1.65821. It can be seen that tcount > ttable is 5.474 > 1.65821. So it can be concluded that Industrial Work Practices have a positive and significant influence on Work Readiness.

Based on the tcount of the Family Environment Variable of 2.352. As for ttable, it can be seen at a significance level of 0.05, df = n-k-1 (the amount of data and k is the number of independent variables) or 119-3-1 = 115, then the ttable is 1.65821. It can be seen that tcount > ttable is 2.352 > 1.65821. So it can be concluded that the family environment has a positive and significant influence on work readiness.

Based on the tcount of Motivation of 5.335. As for ttable, it can be seen at a significance level of 0.05, df = n-k-1 (the amount of data and k is the number of independent variables) or 119-3-1 = 115, then the ttable is 1.65821. It can be seen that tcount > ttable is 5.335 > 1.65821. So it can be concluded that motivation has a positive and significant effect on work readiness.

### Analysis of the Coefficient of Determination

Analysis of the coefficient of determination is used to measure the ability of a  
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 (2021). *Jurnal Pendidikan Ekonomi, Administrasi*

model to explain variations in the dependent variable. The following is the result of calculating the coefficient of determination using SPSS.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655 <sup>a</sup>	.429	.414	2.448

a. Predictors: (Constant), Motivasi, Lingkungan Keluarga, Prakerin  
 Sumber : Data diolah peneliti

The results of the coefficient of determination in the Model Summary table show an R Square value of 0.42.9 or 42.9%. This means that the Readiness Variable can be explained by the Variables of Industrial Work Practices, Family Environment, Motivation by 42.9% while 57.1% is explained by other variables not included in this study.

## Discussion

Based on the results of multiple regression calculations,  $Y = 5.191 + 0.219X_1 + 0.119X_2 + 0.300X_3$ . It can be seen that the constant obtained is 6.191. That is, if there are no Industrial Work Practice Variables ( $X_1$ ), Family Environment ( $X_2$ ), Motivation ( $X_3$ ) that influence it, then the results of this study predict a Job Readiness ( $Y$ ) value of 5.191.

The regression coefficient value of Industrial Work Practices ( $X_1$ ) is 0.219. That is, if industrial work practices ( $X_1$ ) increase by one unit, then work readiness ( $Y$ ) will increase by 0.219 assuming other variables are constant. The coefficient of industrial work practices is positive, meaning that the higher the industrial work practices, the higher the student's work readiness.

The regression coefficient value of Family Environment ( $X_2$ ) is 0.119. That is, if the family environment ( $X_2$ ) increases by one unit, then work readiness ( $Y$ ) will increase by 0.119 assuming other variables are constant. The family environment coefficient is positive, meaning that the higher the student's family environment, the higher the student's work readiness.

Motivation regression coefficient value ( $X_3$ ) 0.300. That is, if motivation ( $X_3$ ) increases by one unit, then work readiness ( $Y$ ) will increase by 0.300 assuming other variables are constant. The motivation coefficient is positive, meaning that the higher the student's motivation, the higher the level of work.

From the results of the regression equation above, it can be concluded that when students have industrial work practices, family environment, and high motivation, the higher the student's work readiness. And vice versa, if students have industrial work practices, family environment, and low motivation, then student work readiness is also low. This research has proven empirically that industrial work practices, family environment, and motivation are factors that play an important role in increasing student work readiness. Therefore increasing student work readiness, one of which is by increasing industrial work practices, family environment and motivation.

Hypothesis testing was carried out by the F test by obtaining  $F_{count} 35.238 > F_{table}$ , namely 2.68, then  $H_0$  was rejected. This means that Industrial Work Practices, Family Environment, Motivation simultaneously influence work readiness, which

means the hypothesis is accepted.

Furthermore, for the t test, the tcount value on the Variable of Industrial Work Practices (X1) is  $5.474 > t_{table}$ , namely 1.65821. So it can be concluded that industrial work practices have a positive and significant effect on work readiness, so the hypothesis is accepted. Then the tcount value for the Family Environment Variable (X2) is  $2.352 > t_{table}$ , which is 1.65821. So it can be concluded that the family environment has a positive and significant effect on work readiness, so the hypothesis is accepted. Then the tcount value for the Motivational Environment Variable (X3) is  $5.335 > t_{table}$ , which is 1.65821. So it can be concluded that motivation has a positive and significant effect on work readiness, so the hypothesis is accepted.

Analysis test of the coefficient of determination (R<sup>2</sup>) obtained an R square value of 0.429 or 42.9% meaning that the variable of work readiness can be explained by the variables of industrial work practices, family environment and motivation by 42.9% while 57.1% is explained by other variables that not examined in this study.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Researchers have conducted research on students of SMKN 16 Jakarta Class 12. The purpose of this study was to determine the effect of the independent variable (X) on the dependent variable (Y), both partially and simultaneously. Based on the results of data processing that has been carried out by researchers, the results of the data description of each variable as well as the discussion described above. Then it can be concluded that:

1. There is a positive and significant influence of industrial work practices on work readiness of tcount  $4.100 > t_{table}$  1.65821. This shows the higher the practice industrial work obtained by students then work readiness will increase. Vice versa, if the industrial work practices obtained by students are low, work readiness will decrease.
2. There is a positive and significant influence of the family environment on work readiness of tcount  $3.098 > t_{table}$  1.65821. This shows that the higher the family environment owned by students, the work readiness will increase. Vice versa, if the family environment obtained by students is low, work readiness will decrease.
3. There is a positive and significant influence of motivation on work readiness of tcount  $5.061 > t_{table}$  1.65821. This shows that the higher the motivation of students, the job readiness will increase. Vice versa, if the family environment obtained by students is low, work readiness will decrease.
4. There is a simultaneous positive and significant effect of industrial work practices, family environment, and motivation on work readiness seen from Fcount  $35.238 > F_{table}$  2.68. This shows that industrial work practices, family environment, and high motivation to eat will increase work readiness. Vice versa, if industrial work practices, family environment, and motivation are low, work readiness will decrease.

### **Suggestion**

Based on the conclusions above, the researcher gives suggestions that are expected to be helpful and useful in the future:

1. Schools are expected to help increase students' knowledge of the real work environment through industrial work practice programs. Because by involving students in industrial work practice programs, it is hoped that students will have

knowledge about the real work environment that students do not get when studying in class.

2. Parents are expected to always provide education to their children, because the environment closest to students is their family environment. With this, people can provide education both morally and socially, so that students will have a good personality and the ability to adapt to the surrounding environment, one of which is the work environment.
3. Students are expected to always foster motivation within themselves so that students prepare for the needs that must be possessed when entering the world of work. In this way students can achieve their goals during a career in the world of work
4. Researchers who wish to research work readiness are expected to examine other factors that can affect work readiness so that further research is more useful and provides new insights. And it is also advisable to research in schools that have more activities in building student work readiness.

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