



## THE EFFECT OF INDUSTRIAL WORK PRACTICES AND VOCATIONAL COMPETENCIES ON WORK READINESS WITH MODERATION OF SELF-EFFICACY IN CLASS XII STUDENTS OF ACCOUNTING SKILLS COMPETENCE AT SOUTH JAKARTA STATE VOCATIONAL HIGH SCHOOL

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### Abstract

This study aims to determine the effect of industrial work practices, vocational competence, and self-efficacy on job readiness and the effect of industrial work practices and vocational competence on job readiness through self-efficacy. The population comes from students of Class XII Accounting Skills Competence at the South Jakarta State Vocational High School totaling 174 with a sample of 114. This research is a quantitative study with a survey method. The variables of work readiness and self-efficacy used data derived from the results of distributing questionnaires. While the variables of industrial work practice and vocational competence use data in the form of prakerin values and competency test scores. The results obtained, namely that there is a positive and significant influence on industrial work practices, vocational competence, and self-efficacy on job readiness partially, and there is a positive and significant influence on industrial work practices and vocational competence on job readiness through self-efficacy.

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### Abstrak

Penelitian ini dilakukan bertujuan untuk mengetahui pengaruh praktik kerja industri, kompetensi kejuruan, dan efikasi diri terhadap kesiapan kerja serta pengaruh praktik kerja industri dan kompetensi kejuruan terhadap kesiapan kerja melalui efikasi diri. Populasi berasal dari siswa Kelas XII Kompetensi Keahlian Akuntansi Di SMK Negeri Jakarta Selatan berjumlah 174 dengan sampel 114. Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Variabel kesiapan kerja dan efikasi diri menggunakan data yang berasal dari hasil penyebaran kuesioner. Sedangkan variabel praktik kerja industri dan kompetensi kejuruan menggunakan data berupa nilai prakerin dan nilai uji kompetensi. Hasil yang diperoleh, yaitu terdapat pengaruh positif dan signifikan praktik kerja industri, kompetensi kejuruan, dan efikasi diri terhadap kesiapan kerja secara parsial, serta terdapat pengaruh positif dan signifikan praktik kerja industri dan kompetensi kejuruan terhadap kesiapan kerja melalui efikasi diri.

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## INTRODUCTION

In the current era of Society 5.0, the business and industrial world requires human resources who are ready to work, equipped with expertise or skills according to the company's wishes. Improving the quality of human resources can be started from school, to be precise through Vocational High Schools (VHS). Vocational High School is an educational institution that is carried out to create work-ready graduates and as a means to improve students' abilities (Khusnul Chotimah & Suryani, 2020). Unfortunately, the above definition does not match the reality on the ground.

Some problems with vocational school graduates who are considered not ready to work are still found, first they are not confident in their knowledge and abilities (Andrianus, 2020). Second, there is a mismatch of skills with the work given during the internship (Yusuf, 2020). Third, there is a mismatch between values and skills mastered (Putriatama et al., 2016). Researchers also tracked alumni at State VHS in South Jakarta and found 51 students working, 67 students continuing their education to PT, 10 students opening entrepreneurship, and 44 students not yet working. Of the total 172 graduates, only 51 students or 30% of them are already working. This means that the skills possessed by graduates are not sufficient for them to enter the world of work so that they continue their education to PT to improve their qualifications.

The lack of vocational graduates who work is thought to be the result of a lack of work readiness in him. Job readiness is considered as an individual condition in showing the abilities or skills possessed by each company and being able to take advantage of opportunities in entering the labor market (Abulhasn & Roberts, 2021). Work readiness is measured by the following indicators, objective consideration, being critical, able to regulate emotions, adaptive to the environment, responsible, ambitious to move forward, able to work together (Bagea, 2020). It is important for companies to have employees who are ready to work with skills and a high level of intelligence, so that they are able to adapt to changing times (Nur'Aini & Hikmah, 2020).

The first thing that can help students improve their work readiness is self-efficacy. Self-efficacy is a person's belief in one's ability to complete certain tasks (Nurussyifa & Listiadi, 2021). Self-efficacy can be measured through the dimensions of task difficulty (level), belief strength (strength), and generality (Wiharja MS et al., 2020). The ownership of self-efficacy in students will make their abilities implemented optimally so that they support their work readiness (Sholihah & Listiadi, 2021). Self-efficacy in research is also seen for its role in mediating the influence of industrial work practices and vocational competence on job readiness. Capital facing the world of work in the form of experience when participating in internships will be better if equipped with self-efficacy that is able to help students overcome difficulties and solve problems in the office so that they are more ready to work and face challenges (Syandianingrum & Wahjudi, 2021). Furthermore, students who have self-efficacy can maximize their skills to complete work well according to company demands so that they are more ready to enter the world of work and achieve success (Sholihah & Listiadi, 2021).

In addition to self-efficacy, industrial work practices are also able to increase job readiness for vocational graduates. Industrial work practice is the

implementation of a dual system of education in partnership with the business world, where students will be given additional insight and theory so as to produce experience to be ready to enter the world of work (Riyanti & Kasyadi, 2021). The indicators for the internship implementation consist of preparation, field orientation, prakerin implementation, monitoring and evaluation, and report preparation (Sabon et al., 2020). By participating in internships, students will know the job descriptions in a company, thus encouraging them to prepare for the world of work (Wibowo & Santoso, 2020).

The next factor that can affect students' work readiness is vocational competence. Vocational competence in VHS students is their ability to do the tasks in their chosen major (Hakim & Kurniawati, 2022). The 2013 VHS curriculum states that the vocational competencies possessed by students can be seen through skills, knowledge, and attitudes (Subijanto et al., 2019). Work readiness of students will increase because they have competencies in the form of knowledge, skills, and attitudes in accordance with the expertise mastered (Riyanto et al., 2020).

Previous research that supports this research was revealed by Sari & Wahyono (2020), that internship and vocational competence partially affect job readiness. Nurussyifa & Listiadi (2021), said that there was a partial influence of vocational competence and self-efficacy on job readiness. Syandianingrum & Wahjudi (2021), stated that self-efficacy was able to moderate the influence of internship on job readiness and the influence of vocational competence on job readiness could be mediated through self-efficacy (Sholihah & Listiadi, 2021).

The shortcomings of previous research that can be corrected in this study, namely industrial work practices and self-efficacy do not partially affect work readiness (Khairani et al., 2019). There is an insignificant positive effect of self-efficacy on job readiness (Mastur & Pramusinto, 2020). Finally, vocational competence does not affect students' work readiness (Sholihah & Listiadi, 2021).

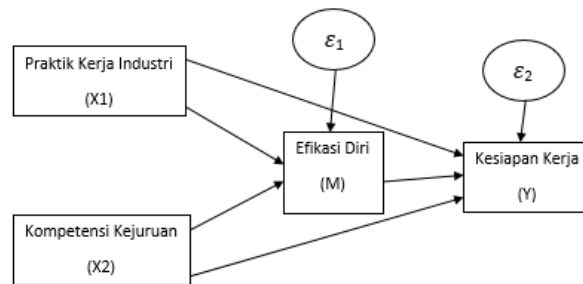
Based on the explanation above, the researcher is interested in researching "The Influence of Industrial Work Practices and Vocational Competencies on Work Readiness With Moderation of Self-Efficacy in Class XII Students of Accounting Skills Competence at South Jakarta State Vocational High School". This study focuses on how students encourage work readiness through internship activities and vocational competencies moderated by self-efficacy.

## **METHOD**

The type of research used is quantitative with a survey method. Quantitative research is carried out on the basis of the philosophy of positivism, where science is built empirically, can be observed, and can be measured using mathematical logic so that generalizations are formed (Raihan, 2017). The survey method is a method that uses a questionnaire as the main tool for data collection and is most often used by students because it is simple, practical, and fast (Siyoto & Sodik, 2015). In line with the previous statement, the tool used by researchers in the survey method to collect data is a questionnaire distributed via google form, making it easier for researchers when collecting data.

This study uses primary and secondary data. Variable (Y) job readiness and variable (M) self-efficacy were calculated using primary data through questionnaires. While the variables (X1) industrial work practices and (X2) vocational competence use secondary data in the form of internship scores and

Competency Test scores owned by students. Below is a chart of the relationship between variables X and Y:



**Figure 1 The Relationship Between Variables X and Y**

The population is the whole or universe of the object or subject to be studied (Syahrudin & Salim, 2012). This study used a population consisting of all students of class XII accounting expertise competence at South Jakarta State Vocational High School with a total of 174 students. The sample is a part or slice of the total amount owned by the population (Sinambela, 2014). The sample used by the researcher was taken by the Proportional Random Sampling technique. Determination of the number of samples using the Isaac and Michael table with a significance level of 5% of the population, so that a sample of 114 students was obtained.

Work readiness is measured based on objective considerations, able to cooperate, good at regulating emotions, responsible, adaptive to the environment, and ambitious to move forward. Industrial work practices are measured based on internship preparation, internship implementation, and internship evaluation. Vocational competence is measured based on aspects of knowledge, skills, and attitudes. Self-efficacy is measured based on the dimensions of self-efficacy in this study measured using three dimensions, namely magnitude, strength, and generality.

Data collection in this study used a survey method by distributing questionnaires. Meanwhile, for data analysis, this study used the requirements analysis test (normality and linearity test), path analysis, T test, coefficient of determination test, and Sobel test assisted by SPSS 24.

## RESULT

### 1. Test Requirements Analysis

The normality test was conducted to determine whether the data used in the study were normally distributed or not. The normality test in this study used the One-Sample Kolmogorov-Smirnov test with a significance of 5% or 0.05. The data is said to be normally distributed if the significance value (sig.) > 0.05. The result of the One-Sample Kolmogorov-Smirnov test is 0.200. Value 0.200 > 0.05, meaning that the data on work readiness, industrial work practices, vocational competence, and self-efficacy are normally distributed.

Linearity test was conducted to determine whether each variable studied had a linear relationship or not. A linear relationship can be seen through the ANOVA table by looking at the value of Sig. on Deviation from Linearity. If the value of Deviation from Linearity > 0.05, then there is a linear

relationship between the independent variable and the dependent variable. The results of the linearity test for the variables of industrial work practice, vocational competence, and self-efficacy are the Sig values. on Deviation from Linearity > 0.05 ((0.584 > 0.05), (0.127 > 0.05), (0.053 > 0.05)). That is, there is a linear relationship between industrial work practices, vocational competence, and self-efficacy on job readiness.

## 2. Path Analysis

### a. Chart Path Analysis 1

**Table 1 Coefficient of Determination Test Chart 1**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,578 <sup>a</sup>	,334	,322	5,659
a. Predictors: (Constant), Kompetensi Kejuruan, Praktik Kerja Industri				
b. Dependent Variable: Efikasi Diri				

Source: Output SPSS 24

Based on the R Square value from the table above, it is known that the influence of industrial work practice and vocational competence variables on self-efficacy is 0.334 or 33.4%. The error value can be calculated using the formula  $e = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0,334)} = 0,816$ .

**Table 2 T Test Chart 1**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,059	5,485		5,298	,000
	Praktik Kerja Industri	,263	,093	,323	2,829	,006
	Kompetensi Kejuruan	,179	,069	,297	2,600	,011
a. Dependent Variable: Efikasi Diri						

Source: Output SPSS 24

Based on the table above, it is known that the industrial work practice variable has a Sig value. < 0.05 (0.006 < 0.05) and the vocational competence variable also has a Sig value. < 0.05 (0.011 < 0.05), then industrial work practices and vocational competence have a significant effect on self-efficacy. Furthermore, a structural equation can be made for Chart 1, namely  $M = 0,323.X_1 + 0,297.X_2 + 0,816$

### b. Chart Path Analysis 2

**Table 3 Coefficient of Determination Test Chart 2**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,692 <sup>a</sup>	,478	,464	3,230
a. Predictors: (Constant), Efikasi Diri, Kompetensi Kejuruan, Praktik Kerja Industri				

b. Dependent Variable: Kesiapan Kerja

Source: Output SPSS 24

Based on the R Square value from the table above, it is known that the influence of industrial work practice, vocational competence, and self-efficacy variables on job readiness is 0.478 or 47.8%. The error value can be calculated by the formula  $e = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0,478)} = 0,722$ .

**Table 4 T Test Chart 2**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,699	4,993		9,554	,000
	Praktik Kerja Industri	,165	,051	,235	3,228	,002
	Kompetensi Kejuruan	,093	,043	,157	2,156	,033
	Efikasi Diri	,150	,016	,645	9,370	,000

a. Dependent Variable: Kesiapan Kerja

Source: Output SPSS 24

Based on the table above, it is known that the industrial work practice variable has a Sig value.  $< 0.05$  ( $0.002 < 0.05$ ), the variable of vocational competence has a value of Sig.  $< 0.05$  ( $0.033 < 0.05$ ), and the self-efficacy variable has a Sig value.  $< 0.05$  ( $0.000 < 0.05$ ), then industrial work practices, vocational competence, and self-efficacy have a significant effect on job readiness. Furthermore, the structural equation for Figure 2 can be made, namely  $Y = 0,235.X_1 + 0,157.X_2 + 0,645.X_3 + 0,722$

### 3. Sobel Test

Sobel test was conducted to determine whether the moderating variable was able to act as a mediator between the independent variable relationship to the dependent variable significantly. The Sobel test in this study will use the results of the T test calculations from the two path charts which are then calculated into the Calculation For The Sobel Test (<https://quantpsy.org/sobel/sobel.htm>).

The basis of decision making used is if the Test Statistic value  $> 1.96$  or p-value  $< 0.05$ , the moderating variable plays a role in mediating the relationship of the independent variable to the dependent variable or there is a significant relationship between the independent variable and the dependent variable through the moderating variable.

#### a. Sobel test the effect of industrial work practices on job readiness through self-efficacy

Based on the results of the Sobel test, the Test Statistic value  $> 1.96$  ( $2.70 > 1.96$ ) and p-value  $< 0.05$  ( $0.006 < 0.05$ ), meaning that the self-efficacy variable is able to play a role in mediating the relationship between industrial work practices and job readiness or there is a significant relationship between industrial work practices and job readiness through self-efficacy.

- b. Sobel test the effect of vocational competence on job readiness through self-efficacy

Based on the results of the Sobel test, the Test Statistic value  $> 1.96$  ( $2.50 > 1.96$ ) and  $p\text{-value} < 0.05$  ( $0.012 < 0.05$ ), meaning that the self-efficacy variable is able to play a role in mediating the relationship between vocational competence and job readiness or there is a significant relationship between vocational competence and job readiness through self-efficacy.

## DISCUSSION

### 1. The Effect of Industrial Work Practices on Work Readiness

Based on the t-test, the Tcount value of the industrial work practice variable is 3.228 and Ttable is 1.981. While the significance value is 0.002. Thus,  $Tcount > Ttable$  ( $3.228 > 1.981$ ) and  $significance < 0.05$  ( $0.002 < 0.05$ ), meaning that H1 is accepted (There is an influence of industrial work practices on job readiness). Furthermore, the variable coefficient of industrial work practice is 0.235 and is positive, meaning that the better students undergo industrial work practices, their work readiness also increases. The results of this study are in line with those of Yusadinata et al. (2021), that industrial work practices have a positive and significant effect on job readiness. Students who carry out internship activities can receive experience and information about the real world of work which they will then use as self-preparation before work.

### 2. The Effect of Vocational Competence on Work Readiness

Based on the t-test, the Tcount value of the vocational competence variable is 2.156 and Ttable is 1.981. While the significance value is 0.033. Thus,  $Tcount > Ttable$  ( $2,156 > 1,981$ ) and  $significance < 0.05$  ( $0.033 < 0.05$ ), meaning that H2 is accepted (there is an influence of vocational competence on job readiness). Furthermore, the coefficient of the vocational competence variable is 0.157 and has a positive value, meaning that the better the students' vocational competence, the higher their work readiness. The results of this study are supported by Pangastuti & Khafid (2019), which state that vocational competence has a positive and significant effect on job readiness. Students who have vocational competence can complete the job well according to the demands of the company, so that they are confident and ready to enter the world of work.

### 3. Effect of Self-Efficacy on Work Readiness

Based on the t-test, the Tcount value of the self-efficacy variable is 9.370 and Ttable is 1.981. While the significance value is 0.000. Thus,  $Tcount > Ttable$  ( $9.370 > 1.981$ ) and  $significance < 0.05$  ( $0.000 < 0.05$ ), meaning that H3 is accepted (There is an effect of self-efficacy on work readiness). Furthermore, the coefficient of self-efficacy variable is 0.645 and has a positive value, meaning that the better the self-efficacy of the students, the higher their work readiness. The results of this study are supported by Amalia & Murniawaty (2020), that there is an effect of self-efficacy on work readiness. Students who have self-efficacy have the ability to work and are able to adapt easily so that

it affects their readiness to enter the world of work.

#### **4. The Effect of Industrial Work Practices on Work Readiness through Self-Efficacy**

Self-efficacy as a moderating variable is able to significantly mediate the effect of industrial work practices on job readiness. This is indicated by the results of the Sobel test, where the Test Statistic value  $> 1.96$  ( $2.70 > 1.96$ ) and  $p$ -value  $< 0.05$  ( $0.006 < 0.05$ ), which means that H4 is accepted (There is an influence of work practices industry on job readiness through self-efficacy). The results of this study are supported by Syandianingrum & Wahjudi (2021), that there is an influence of industrial work practices on job readiness through self-efficacy. The influence of industrial work practices on work readiness will be stronger if it is equipped with students' confidence in their abilities. This shows that the stock of internship experience they have must be accompanied by the belief that they are able to do their job well so that it will increase their work readiness.

#### **5. The Effect of Vocational Competence on Work Readiness through Self-Efficacy**

Self-efficacy as a moderating variable is able to significantly mediate the effect of vocational competence on job readiness. This is indicated by the results of the Sobel test, where the Test Statistic value  $> 1.96$  ( $2.50 > 1.96$ ) and  $p$ -value  $< 0.05$  ( $0.012 < 0.05$ ), which means H5 is accepted (There is an influence of vocational competence on job readiness through self-efficacy). The results of this study are similar to those expressed by Sholihah & Listiadi (2021), that there is an influence of vocational competence on job readiness through self-efficacy. Students who have self-efficacy can maximize their skills to complete work well according to company demands so that they are more ready to enter the world of work and achieve success.

### **CONCLUSION AND RECOMMENDATIONS**

Based on the results of the analysis of research regarding the Effect of Industrial Work Practices and Vocational Competencies on Work Readiness with Moderation of Self-Efficacy in Class XII Students of Accounting Skills Competence at South Jakarta State Vocational High School, the researchers concluded:

There is a positive and significant influence between industrial work practices on job readiness in class XII students of Accounting Skills Competence at South Jakarta State Vocational High School. This shows that the more positive the results of students' industrial work practices, the more their work readiness will increase.

There is a positive and significant influence between vocational competence on job readiness in class XII students of Accounting Skills Competence at South Jakarta State Vocational High School. This shows that the more positive the vocational competencies possessed by students, the more their work readiness will increase.

There is a positive and significant effect between self-efficacy on work readiness in class XII students of Accounting Skills Competence at South Jakarta State Vocational High School. This shows that the more positive the students' self-efficacy, the more their work readiness will increase.



There is a positive and significant influence between industrial work practices on job readiness through self-efficacy in class XII students of Accounting Skills Competence at South Jakarta State Vocational High School. This shows that the more positive the results of students' industrial work practices, the more they will affect their self-efficacy and increase their work readiness.

There is a positive and significant influence between vocational competence on job readiness through self-efficacy in class XII students of Accounting Skills Competence at South Jakarta State Vocational High School. This shows that the more positive the vocational competencies possessed by students, the more they will affect self-efficacy and make their work readiness increase.

The limitations of this study, among others, the number of samples used was not optimal so it was not able to describe the actual conditions, several variables used data from the distribution of questionnaires so that the information received was less accurate, the variables used were only industrial work practices, vocational competence, and self-efficacy, while there are still many factors that can affect work readiness. It is hoped that the limitations of this study can be taken into account by further researchers by following the following recommendations: using more State Vocational High School in the South Jakarta area so that the samples taken are more comprehensive and increase the accuracy of research results, using more accurate and reliable data such as scores or test results, adding variables such as work motivation, world of work information, and family support in order to see the overall state of work readiness.

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