DIGITAL LITERACY, INDUSTRY PRACTICES AND WORK READINESS FOR GENERATION Z

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ABSTRACT

This study aims to determine whether or not there is an influence of digital literacy, industrial work practices, and work readiness on generation Z in vocational high schools. This study uses a quantitative approach method. Respondents in this study were grade XI students at SMK Negeri 51 Jakarta with a population of 251 students. Sample selection using the Isaac & Michael table with an error rate of 5%, obtained a sample size of 146 students. The data obtained were then processed using SmartPLS 3.0 with Outer and Inner Models as data analysis techniques. The results of the calculation of Digital Literacy on Work Readiness show that the Original Sample score is 0.345 and the T-statistic is 6,570> 1.96 and the P-value is 0.000 <0.05; then for Industrial Work Practices on Work Readiness, the Original Sample score is 0.627 and the T-statistic is 12,141> 1.96 and the P-value is 0.000 <0.05. The results of the F-square calculation of Digital Literacy towards Job Readiness obtained a score of 0.193 and for Industrial Work Practices towards Job Readiness obtained an F-square score of 0.636.
Keyword: Digital literacy, Industrial work practices, Work readiness

ABSTRAK

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh literasi digital, praktik kerja industri, dan kesiapan kerja pada generasi Z di sekolah menengah kejuruan. Penelitian ini menggunakan metode pendekatan kuantitatif. Responden dalam penelitian ini adalah siswa kelas XI di SMK Negeri 51 Jakarta dengan populasi terjangkau 251 siswa. Pemilihan sampel menggunakan tabel Isaac & Michael dengan tingkat kesalahan 5%, didapatkan jumlah sampel 146 siswa. Data yang diperoleh kemudian diolah menggunakan SmartPLS 3.0 dengan Outer dan Inner Model sebagai teknik analisis data. Hasil dari perhitungan Literasi Digital terhadap Kesiapan Kerja menunjukkan bahwa skor Original Sample sebesar 0.345 dan T-statistic sebesar 6.570 > 1.96 serta nilai P-value sebesar 0.000 < 0.05; kemudian untuk Praktik Kerja Industri terhadap Kesiapan Kerja diperoleh skor Original Sample sebesar 0.627 dan T-statistic sebesar 12.141 > 1.96 serta nilai P-value sebesar 0.000 < 0.05. Adapun hasil perhitungan F-square dari Literasi Digital terhadap Kesiapan Kerja diperoleh skor sebesar 0.193 dan untuk Praktik Kerja Industri terhadap Kesiapan Kerja diperoleh skor F-square sebesar 0.636.
Kata kunci: Literasi digital, Praktik kerja industri, Kesiapan kerja

INTRODUCTION

In the current era of Industrial Revolution 4.0, the workforce entering the world of work is generation Z. Generation Z itself is the generation born between 1995 – 2010 or aged 11 –

26 years, Putri & Supriansyah (2021). To fulfill skills according to industry needs, Generation Z as a workforce must be ready to work by equipping themselves with knowledge and skills that are useful in the world of work.

Vocational High School students who are currently studying are generation Z, who will soon enter the world of work, of course they must immediately prepare themselves. As a vocational high school student who is educated to become a prospective professional workforce after graduating from school. However, in reality this is the opposite, where The Open Unemployment Rate (TPT) in Indonesia is still dominated by vocational school graduates. Referring to data from the Central Statistics Agency (BPS) in February 2023, the number of TPT vocational school graduates was 9.60% (W. F. I. Putri, 2023). This is of course a serious challenge for a country in overcoming the high unemployment rate and the low quality of the workforce in Indonesia. One aspect related to the quality of human resources is education. Education has an important role in nation development. Education produces human resources who will play an important role in advancing the nation in the economic, social, political and so on. The good and bad of a nation's education will influence development (Cikka, 2020). Human resources need to be developed through the educational process, humans play an important role, in this case their position as the main object must be utilized as well as possible.

Public Vocational School (SMK) is a vocational education institution that aims to prepare students and graduates as middle-level workers with the potential to produce quality human resources. Graduates are expected to not only excel in the regions, but with the strength of the existing system, graduates are also expected to have national identity and competitive advantages in national and international markets (Wonggo, 2017). However, in reality not all vocational school graduates can meet employment requirements, so the presence of vocational schools in preparing a medium-skilled workforce needs to be increased.

Vocational school students are not yet fully ready for work because there are still many vocational school graduates who do not have jobs after they graduate. Based on data released by the Central Statistics Agency (BPS) as of 2023, it shows that vocational schools have a high unemployment rate compared to other levels of education, namely 9.42% followed by Senior High Schools (SMA) which is 8.57%, then Junior High School (SMP) occupies the third level at 5.95%, then Diploma has an unemployment rate of 4.59%, next is University with an unemployment rate of 4.80%, and finally Elementary School (SD) education level is 3, 59% which has the lowest percentage of unemployment rate. The current view of society that it should be easier for vocational school graduates to find work is actually the opposite, where the facts show that vocational school graduates are actually the biggest contributors to unemployment in Indonesia.

The findings from Hidayati (2022) study, reveal that proficiency in using digital tools and readiness for the workforce yielded high results in this research. Digital literacy and work readiness are positively and substantially correlated, as are industrial work practices. A strong positive correlation exists between digital literacy, industrial work practices, and work readiness. However, at the same time there are many factors that can influence work readiness, both from internal and external factors of students. Several factors that can influence students' work readiness include intelligence abilities, talents, skills, self-efficacy, industrial work practices, and motivation to enter the world of work, Nisrina et al. (2023). Based on the explanation, this research aims to determine whether or not there is an influence between Digital Literacy and Industry Practices against Work Readiness for Generation Z.

LITERATURE REVIEW
Digital Literacy

According to Martin (2006) states that digital literacy is an individual's awareness, attitude and ability to use digital tools and facilities appropriately to identify, access, manage,

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integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions, and communicating with others, in the context of particular life situations, to enable constructive social action. Putri & Supriansyah (2021) also define digital literacy as the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately using digital technology for work and entrepreneurship. Then, Putriani & Hudaidah (2021) explained that on the other hand, to face the industrial revolution 4.0, every young person is required to think critically, have knowledge, digital literacy, information literacy, media literacy and master information and communication technology.

Digital literacy is not only reading and writing skills, and also not just adding technology to the learning process but using ict to improve the quality of learning and improve other skills (Manubey et al., 2022). Furthermore, Liansari & Nuroh (2018) emphasize that digital literacy can mean knowing various kinds of technology, being able to apply the technology, and knowing the impact on oneself and others. The benefits of applying digital literacy is that it can empower individuals so they can communicate with other people. , effective at work and especially increased productivity. According to Gilster (1997), digital literacy is defined as the ability to understand and use information in various forms from a very wide range of sources accessed via computer devices.

Industry Practices

According to Nurcahyono & Yanto (2015), industrial work practice is the provision of professional skills education, which systematically combines school education and skills mastery programs obtained through direct work activities in the world of work to achieve a certain professional level. Furthermore, Djojonegoro (1988) stated that industrial work practice is a vocational education program that connects learning activities iln schools with mastery of competencies obtained through the world of business/industry to improve the quality of graduates to become professionals.

Ali & Asrori (2006) stated that industrial work practice (Prakerin) is an effort to provide learning experiences carried out by vocational education, which is aimed at developing students' self and potential. According to Eliyani (2018) also means that industrial work practice experience is one of the collaboration programs between vocational schools and industry or the business world, this program is very important for improving skills or *skill* students have, if students are able to apply industrial work practices well then their readiness to enter the world of work will be easier due to the experience and abilities they gain during industrial work practice activities.

Work Readiness

According to Sukardi (2008) work readiness is the ability, skills and work attitudes that are in accordance with the demands of society and in accordance with the potential of students in certain types of work that they can directly apply. Work readiness is defined as the extent to which graduates are considered to have attitudes and attributes that make them ready to work or ready to succeed in the work environment (Suarta et al., 2021). Then Riyanti & Kasyadi (2021) stated that work readiness is a person's ability to complete a job in accordance with the provisions without experiencing difficulties and obstacles with maximum results with predetermined targets.

Novita & Armida (2022) also stated that work readiness is a person's condition simultaneously in the form of physical, mental maturity, knowledge, experience as well as having the desire and ability so that a person has work readiness. ILn line with the previous opinion, according to Hirschi & Läge (2007) defines work readiness as the condition of a

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person who is ready or has the ability to carry out an activity or job with maximum results and in accordance with the targets achieved.

METHOD

According to Sutrisno (2004) states that research is an effort to discover, develop and test the truth of knowledge, which is an effort carried out using scientific methods. ILn this research, researchers chose to use quantitative research methods by collecting data in the form of numbers. Quantitative research methods according to Creswell (2014) are methods for testing certain theories by examining the relationships between variables. So this research will use primary data obtained through questionnaires, which researchers will later distribute through assistance Google Form. Next, researchers processed the data using SmartPLS 3.0 software.

The population in this study were class XII students with various majors at Public Vocational School 51 Jakarta. To determine the sample, the researcher used the ILsaac & Michael table with an error rate of 5%. Based on this table, a sample of 146 students was obtained. Research instruments are tools that are created and prepared following step-by-step procedures for developing instruments based on theory and research needs, then used to collect research data. The instrument in this research using digital literacy variables includes the following indicators: 1) Basic computer and information technology skills, 2) Background knowledge about the world of information and characteristics of information sources in the digital era, 3) Basic competencies and skills, 4) Possession of intertwined perspectives with the digital world, Bawden (2008). Then the industrial work practice variable includes 3 indicators, namely: 1) Experienced, 2) Professional, 3) Has expertise, Nisrina et al. (2023). Furthermore, the work readiness variable includes the following indicators: 1) Knowledge, 2) Skills, 3) Attitude, Ananda (2022).

Using SmartPLS 3.0 version, data were analyzed through Outer and Inner Model test, as well as Hypothesis testing. Outer Model analysis was conducted to assess the reliability and construct validity of each indicator, including tests for Convergent validity, Discriminant validity, and Average Variance Extracted (AVE), Composite reliability, and Cronbach's alpha. Meanwhile, Inner Model analysis was performed to examine the strength, weakness, or absence of relationships between variables using T-statistic, R-square, and F-square. Additionally, hypothesis testing was conducted to examine the relationships between variables using the P-value test.

RESULTS AND DISCUSSION
Validity test

The value of the construct studies can be declared valid if it has a value > 0.7. If the construct value is < 0.7 then it can be declared invalid. Based on the results of testing the outer model in Table 1 using SmartPLS 3.0, it can be seen that all the results of the loading factor values for all variables, both the independent variable X (Digital Literacy and Industrial Work Practices), and the dependent variable Y (Work Readiness) have a value > 0.7, then it can be concluded that all constructs in this research are valid.

Table 1. Results of Outer Loadings Factor

	Digital Literacy (X1)	Internship (X2)	Job Readiness (Y)
X1.1	0.848		
X1.2	0.807		
X1.5	0.805		
X1.6	0.775		

	Digital Literacy (X1)	Internship (X2)	Job Readiness (Y)
X1.8	0.811		
X1.9	0.758		
X1.10	0.800		
X1.11	0.796		
X2.1		0.808	
X2.2		0.754	
X2.3		0.808	
X2.5		0.733	
X2.7		0.789	
X2.8		0.771	
X2.9		0.773	
X2.10		0.777	
X2.11		0.778	
X2.12		0.750	
Y1			0.757
Y2			0.788
Y3			0.764
Y4			0.759
Y5			0.768
Y6			0.802
Y7			0.805
Y8			0.790
Y9			0.777
Y10			0.800

Discriminant Validity

Discriminant validity testing is a measurement model that can be calculated by cross loading the constructs in a study. Based on the results of discriminant validity testing in Table 2, it can be seen that the construct value has a greater value when compared to the cross loadings value on other constructs.

Table 2. Cross Loading Results

	Digital Literacy (X1)	Internship (X2)	Job Readiness (Y)
X1.1	0.848	0.767	0.772
X1.2	0.807	0.751	0.742
X1.5	0.805	0.755	0.744
X1.6	0.775	0.759	0.737
X1.8	0.811	0.751	0.731
X1.9	0.758	0.720	0.745
X1.10	0.800	0.706	0.725
X1.11	0.796	0.728	0.735
X2.1	0.754	0.808	0.733
X2.2	0.683	0.754	0.744
X2.3	0.704	0.808	0.733
X2.5	0.705	0.733	0.693
X2.7	0.754	0.789	0.734
X2.8	0.736	0.771	0.738
X2.9	0.699	0.773	0.734

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	Digital Literacy (X1)	Internship (X2)	Job Readiness (Y)
X2.10	0.698	**0.777**	0.736
X2.11	0.728	**0.778**	0.755
X2.12	0.725	**0.750**	0.732
Y1	0.685	0.743	**0.757**
Y2	0.707	0.715	**0.788**
Y3	0.727	0.750	**0.764**
Y4	0.693	0.723	**0.759**
Y5	0.697	0.701	**0.768**
Y6	0.741	0.747	**0.802**
Y7	0.760	0.740	**0.805**
Y8	0.718	0.743	**0.790**
Y9	0.764	0.756	**0.777**
Y10	0.745	0.778	**0.800**

Average Variance Extracted/AVE

Calculation of the AVE value is needed to strengthen the results of discriminant validity testing. The resulting AVE value must be > 0.5 to support the validity testing results. Based on the test results in Table 3, it can be seen that the AVE value for the Work Readiness variable (Y) is 0.610, then for the Digital Literacy variable (X1) it is 0.640, and for the Industrial Work Practices variable (X2) it is 0.600. Each of these three variables has met the requirements for achieving discriminant validity > 0.5.

Table 3. Values Average Variance Extracted/AVE

	Average Variance Extracted (AVE)
Job Readiness (Y)	0.610
Digital Literacy (X1)	0.640
Internship (X2)	0.600

Composite Reliability

Based on the composite reliability test results in Table 4, it can be seen that the value of the Work Readiness variable (Y) is 0.940, then the Digital Literacy variable (X1) is 0.934, and the Industrial Work Practices variable (X2) is 0.937. Each of these three variables has met the requirements and reliability because it has a value > 0.7.

Table 4. Composilte Relilability Results

	Composite Reliability
Job Readiness (Y)	0.940
Digital Literacy (X1)	0.934
Internship (X2)	0.937

Cronbach's Alpha

Based on the results of the Cronbach's alpha test in Table 5, it can be seen that the value for the Work Readiness variable (Y) is 0.929, then for the Digital Literacy variable (X1) it is

0.920, and for the Industrial Work Practices variable (X2) it is 0.926. Each of these three variables has met the requirements and reliability because it has a value > 0.7.

Table 5. Cronbach's Alpha Results

	Cronbach's Alpha
Job Readiness (Y)	0.929
Digital Literacy (X1)	0.920
Internship (X2)	0.926

R-Square

Through the information in Table 6, it is known that the value of R^2 on the Work Readiness (Y) variable is 0.914 > 0.67 (strong), so researchers can conclude that there is an influence of 91.4% between the X1 Digital Literacy variable and the X2 Industrial Work Practices variable together on the Y Work Readiness variable.

Table 6. R-Square Results

	R Square	R Square Adjusted	Information
Job Readiness (Y)	0.914	0.913	Strong

F-Square

The conditions used for the F-Square test are F-Square value < 0.02 (small category), F-Square value > 0.15 (moderate category), and F-Square value > 0.35 (strong category). Through the information in Table 7, it can be seen that the influence of the Digital Literacy variable construct (X1) with the Work Readiness variable construct (Y) is 0.193, thus the two variables have a moderate relationship. Meanwhile, the influence between the Industrial Work Practices variable construct (X2) and the Work Readiness variable construct (Y) has a value of 0.636, which means strong, thus the two variables have a moderate to strong relationship.

Table 7. F-Square Results

	Job Readiness (Y)	Digital Literacy (X1)	Internship (X2)
Job Readiness (Y)			
Digital Literacy (X1)	0.193		
Internship (X2)	0.636		

Hypothesis test

To find out whether a research hypothesis is accepted or not, it can be seen from the results of the P-Values calculation carried out in SmartPLS bootstrapping. If the P-Values score is < 0.05, it can be said that a hypothesis is accepted and the effect that occurs is significant. The opposite applies, if the P-Values score is > 0.05 it can be said that there is no significant influence and the hypothesis is rejected.

Table 8. Bootstrappilng Hypothesils Test Results

	Original Sample (O)	Sample Mean (M)	Standard Dev (STDEV)	T Statistics (|O/STDEV|)	P-Values
Digital Literacy -> Job Readiness	0.345	0.343	0.053	6.570	0.000
Internship -> Job Readiness	0.627	0.629	0.052	12.141	0.000

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Discussion

The Influence of Digital Literacy on Work Readiness

Through the results of calculating the path coefficients in the bootstrapping hypothesis test results table, an Original Sample value of 0.345 was obtained from the Digital Literacy (X1) variable on Work Readiness (Y), then for the T-statistics value it was 6,570 > 1.96, and the P-Value value was 6,570 > 1.96. 0.000 < 0.05. So, researchers can conclude that the first hypothesis states that the Digital Literacy variable has a significant effect on Generation Z's Work Readiness at Public Vocational School 51 Jakarta. The results of this research also support the results of several previous studies conducted by Putri & Supriansyah (2021); and Lestari & Santoso (2019) which stated that digital literacy has a significant influence on work readiness. The results of the study show that the higher level of digital literacy possessed by students, both technological literacy and human literacy itself can increase students' work readiness to be ready to enter the world of work.

The Influence of Industrial Work Practices on Work Readiness

Through the results of calculating path coefficients in the bootstrapping hypothesis test results table, an Original Sample value of 0.627 was obtained from the Industrial Work Practices variable (X2) on Work Readiness (Y), then for the T-statistics value of 12,141 > 1.96, and for the P-Value value equal to 0.000 < 0.05. So, the researcher can conclude that the first hypothesis states that the Industrial Work Practices variable (X2) has a significant effect on the Work Readiness of Generation Z at Public Vocational School 51. This research also supports the results of several previous studies conducted by Ahkyat et al. (2019); and Nisrina et al. (2023) which states that industrial work practices have a significant influence on work readiness. The research shows that industrial work experience provides students with the opportunity to apply what they learn in the classroom into real actions while developing practical skills that employers are looking for, meaning that if industrial work experience has good value, it will be supported by a high level of work readiness.

The Influence of Digital Literacy and Industrial Work Practices on Work Readiness

Through the results of calculating path coefficients in the bootstrapping hypothesis test results table, satisfactory results were obtained that the Digital Literacy variable (X1) and the Industrial Work Practices variable (X2) silmultaneously had a posiltilve effect on Generatilon Z's Work Readilness (Y) at Public Vocational School 51 Jakarta. Through F-Square calculations, a score of 0.193 was obtained from the influence of the Digital Literacy variable (X1) on Work Readiness (Y) and a score of 0.636 from the influence of the Industrial Work Practices variable (X2) on Work Readiness (Y). Then it can also be seen in the results of the coefficient of determination of R2 value for the Work Readiness (Y) variable which was found to be 0.914, so the researcher can conclude that there is an influence of 91.4% between the Digital Literacy variable and the Industrial Work Practices variable simultaneously on the Readiness variable. Work. So, researchers can conclude that the Digital Literacy variable (X1) and the Industrial Work Practices variable (X2) have a significant influence at a strong level on the Generation Z Work Readiness (Y) available at Public Vocational School 51 Jakarta. HThe results of this research also support the results of several previous studies conducted by Kusmawati & Sari (2022); Ananda (2022); and Pradana et al. (2021) which stated that digital literacy and industrial work practices simultaneously have an influence significant impact on work readiness.

It was found in the relevant research, that the knowledge gained through industrial work practices can complement the theoretical knowledge taught in schools and individuals with strong digital literacy skills can easily access job-related information and acquire new skills. There is a strong correlation between the level of readiness of students for the workforce and

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their level of knowledge and capacity to learn, meaning that if Generation Z as public vocational school students have the knowledge competence of digital literacy and experience following industrial work practices, it can encourage their level of work readiness to be even higher.

CONCLUSION AND RECOMMENDATION
Conclusion

After explaining the discussion and testing that has been carried out on the variables of digital literacy, industrial work practices and work readiness. Several conclusions that can be drawn in this research are: There is a significant influence of Digital Literacy on the Work Readiness of Generation Z at Public Vocational School 51 Jakarta, so that if the influence of digital literacy is high, the level of work readiness of students will be higher to be able to enter the world of work and this applies vice versa. If the influence of digital literacy is low, this will also have an impact on students' low level of work readiness. There is a significant influence of Industrial Work Practices on the Work Readiness of Generation Z at Public Vocational School 51 Jakarta, so that if the influence of experience in industrial work practices is high, the level of work readiness of students will be higher so they can prepare themselves for the world of work in the future and this of course also applies vice versa. If the influence of industrial work practices is low, then this will also have an impact on the low level of student work readiness in the future. There is a significant simultaneous influence between Digital Literacy and Industrial Work Practices on the Work Readiness of Generation Z at Public Vocational School 51 Jakarta, so it can be concluded that the higher the influence of digital literacy and industrial work practices, the higher the level of student work readiness.

Recommendation

From the results of the research that has been carried out, the researcher's big hope for the future from this research is that teaching staff, especially teachers of related subjects at Public Vocational School 51 Jakarta, can i increase their competence in implementing improving students' abilities related to aspects of digital literacy, so that students have complete provisions and preparation after they graduate from school with the aim of enabling students to compete in the current era of the industrial revolution which prioritizes the use of digital devices as a measure of workability. Apart from that, researchers have high hopes that the school will be able to open wider connections to company partners who need prospective workers by holding a collaboration program between schools and companies, related to the implementation of industrial work practices for students. It is hoped that this series of activities can improve students' work readiness for the better, so that the younger generation, especially generation Z, is fully prepared to enter the world of work.

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