

ORGANIZATIONAL ACTIVENESS, WORK MOTIVATION, AND SOFT SKILLS ON WORK READINESS OF VOCATIONAL STUDENTS

Muhammad Hamdi A'li

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: alimuhammadhamdi@gmail.com

Sri Zulaihati

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: srizulaihati@unj.ac.id

Maulana Amirul Adha

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: maulanaamirul@unj.ac.id

ABSTRACT

The purpose of this study was to analyze how organizational activity, work motivation, and soft skills affect the work readiness of vocational high school students. This study uses a quantitative method with primary data through the distribution of questionnaires. This study involved a population of 214 students from class XI of SMK Negeri 16 Jakarta. In this study, the proportional random sampling technique was used, using the Issac and Michael table with an error rate of 5% so that the determination of the minimum sampling was 135 respondents. The PLS-SEM data analysis technique was carried out using the SmartPLS version 4 program. The results of the hypothesis test from this study found that the variable of organizational activity affects soft skills, the variable of work motivation affects soft skills, the variable of organizational activity affects work readiness, the variable of work motivation affects work readiness. Then, the soft skill variable does not affect work readiness. Furthermore, the soft skill variable, based on data analysis, does not affect organizational activity and work motivation on work readiness.

Keyword: Organizational activeness, Work Motivation, Soft skills, Work readiness

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana keaktifan berorganisasi, motivasi kerja, dan soft skill mempengaruhi kesiapan kerja siswa SMK. Penelitian ini menggunakan metode kuantitatif dengan data primer melalui penyebaran kuesioner. Penelitian ini melibatkan populasi sebanyak 214 siswa dari kelas XI SMK Negeri 16 Jakarta. Dalam penelitian ini, teknik proporsional random sampling digunakan, menggunakan tabel Issac dan Michael dengan tingkat kesalahan 5% sehingga penentuan pengambilan sampel minimal yakni sebanyak 135 responden. Teknik analisis data PLS-SEM dilakukan menggunakan program SmartPLS versi 4. Hasil uji hipotesis dari penelitian ini mendapati bahwa variabel keaktifan berorganisasi memengaruhi soft skill, variabel motivasi kerja memengaruhi soft skill, variabel keaktifan berorganisasi memengaruhi kesiapan kerja, variabel motivasi kerja memengaruhi kesiapan kerja. Kemudian, variabel soft skill tidak memengaruhi kesiapan kerja. Selanjutnya variabel soft skill, berdasarkan analisis data tidak memengaruhi keaktifan berorganisasi dan motivasi kerja terhadap kesiapan kerja.

Kata kunci: Keaktifan berorganisasi, Motivasi kerja, Soft skill, Kesiapan kerja

INTRODUCTION

Education has a central role in forming peoples to enter the workforce by providing them having abilities and knowledge necessary to succeed in the world of work as well as shaping their character and moral values. Vocational education according to the article 18 of Law No. 20 of 2003 of the Republic of Indonesia about the National Education System defines vocational education as a secondary education that enables students to work in specific fields. So, the implementation of SMK must prepare students to apply for specific jobs and provide the abilities and knowledge is essential in the workplace. However, the work readiness of SMK students is disrupted due to the lack of abilities and knowledge relevant to the workplace (Sumantri et al., 2017).

A report from the International Labor Organization (ILO) states that on average it takes about 8 months for vocational students to get their first job and 15 months to get a stable job. In February 2020 – February 2021, SMK graduates were reported to be the highest contributor (around 11%) to the unemployment rate in Indonesia, compared to other education levels, (Statistik, 2021). Work readiness is a critical issue in the context of education and industry needs. SMKs have a special responsibility in preparing students to take up the difficulties of a changing work environment. Therefore, it is necessary to integrate employability skills in learning at SMK so that students can have skills that are relevant to the workplace (Munadi et al., 2018).

Work readiness is a capacity to be capable to show a harmony between maturity, both physical, mental, and learning experience that pupils need to have in order to accomplish the goals they set in order to work after graduation without requiring a long time to adjust (Usman & Sugianti, 2022). To find out the factors that have biggest impact on work readiness of vocational students, the researcher asked 30 students in the Office Management Automation study program to fill out a pre-research questionnaire.

Table 1. Results of Pre-Research on Student Work Readiness Factors

No	Factors	Yes (%)	No (%)	Total (%)
1	Organizational Activity	96,67	3,33	100
2	Work Motivation	100	0	100
3	Soft Skill	97,78	2,22	100
4	Hard Skill	92,22	7,78	100
5	Learning Achievement	95,56	4,44	100

Table 1 demonstrates that motivation for work obtained the highest result, which is 100%, indicating that work motivation is what primarily affects students' work readiness. The second highest factor is soft skills with a percentage of 97.78%, the third highest factor is organizational activity with a percentage of 96.67%, the fourth highest factor is learning achievement at 95.56%, and the last factor is hard skills at 92.22%. Based on these features, it can be inferred that the three factors have the most impact on students' preparedness for the workforce., namely work motivation, soft skills, and organizational activeness. Thus, in order to determine their impact on the work readiness of vocational students, researchers use the variables of work motivation, soft skills, and organizational activeness.

According to (Prihartanti & Wiryosutomo, 2020), students who are involved in student council activities gain a variety of advantages, including social skills, organizational experience, taking on assigned responsibilities, discipline improvement, increased creativity, and self-confidence. Soft skills components will benefit from students who actively participate

in these groups and obtain a great deal of experience and information. And according to (Usman & Sugianti, 2022) through organizational activeness, someone will have work readiness because indirectly someone will gain experience in organizational activities. Organizations can be a place to channel one's interests and talents. (Sholikhah, 2022) also stated organizational activities play a significant role in preparing people for the workforce. Participating in organizations is intended to help someone develop their cooperative skills, boost their self-esteem, and sharpen their responsibility skills, all of which are critical for overcoming competitive obstacles in the workforce once they graduate.

Workplace motivation is crucial for enhancing soft skills including responsibility, cooperation, discipline, and communication (Rosalinna & Andriyani, 2019). Furthermore, (Adelia & Mardalis, 2024) state that work motivation is needed to encourage individuals to do something they want. Individuals with high work motivation will better prepare everything they need to start entering the world of work. (Ulfa, 2022) also highlights the importance of motivation for students, stating that it gives them the will and energy to work. A strong sense of encourage will push students to acquire as many job-related skills as they can in order to meet the requirements for work preparation. Students are motivated by their job to put in a lot of effort and commit to becoming professionals who are in line with the knowledge they have gained.

Then, (Rahmadani, 2022) argues that every graduate must have soft skills that are important to build one's employability so that they are more confident in doing their work and can adjust to their work environment. This ability is very important to determine the progress of one's achievements and also their readiness in the workplace. According to (Deswarta et al., 2023) a person's readiness for the workforce is influenced by the soft skills they acquire in school. The ability to relate to oneself, others, and the social environment is one of the soft skills that influences work preparedness. These abilities are essential since they can assess an individual's level of preparedness for the workforce. Graduates from schools where soft skills development is not prioritized are frequently ill-prepared to meet the demands of the workforce. Soft skill competency is critical for nearly all organizations. On the basis of this justification, this research entitled "The Influence Organizational Activity, Work Motivation, and Soft Skills on Work Readiness of Vocational Students" aims to fill this gap by analyzing the impact of organizational activity, work motivation, and soft skills on work readiness of vocational students.

LITERATURE REVIEW

The Influence of Organizational Activity on Soft Skill

(Prihartanti & Wiryosutomo, 2020) stated that the Intra-School Student Organization (OSIS) is one of the student organizations at school where students gain many benefits from participating in OSIS activities, such as organizational experience, building social relationships with teachers and fellow students, assuming assigned responsibilities, increasing discipline, increasing creativity, and increasing self-confidence. Students who actively participate in these organizations and gain a lot of experience and knowledge will have a positive impact on soft skills factors. Next, (Yulianto, 2015) stated that OSIS is designated as one of the student development pathways across the country, which includes Student Organizations, Extracurricular Activities, Leadership Training and Student Development. Where it is expected that when students join the organization, their soft skills ability increases.

Then, (Zami & Widodo, 2021) stated that an organization is an association of people who work together for common goals and interests in a directed, measurable, and structured manner. It is believed that organizing will help one's soft skills grow. Based on these statements, the researcher concludes that someone who actively participates in an organization

will gain many activities and experiences that can develop their soft skills, such as adapting, communicating, working together, and others.

The Influence of Work Motivation on Soft Skill

According to (Rosalinna & Andriyani, 2019) stated that work motivation has a significant impact in improving soft skills like discipline, responsibility, communication, and cooperation. Self-Determination Theory (SDT) is a helpful structure for understanding the influence of work motivation on soft skills. SDT states that all humans possess a range of fundamental psychological requirements, and meeting these needs is correlated with both good health and successful performance. (Vo et al., 2022). According to (Gagné et al., 2022), SDT also makes a distinction between several kind of motivation, with more self-determined motivation being stronger correlation with important performance and attitude outcomes. Based on this, the influence of work motivation on soft skills can be shaped by factors such as job design, technology, and individual characteristics.

The Influence of Organizational Activity on Work Readiness

(Usman & Sugianti, 2022) stated that through organizational activeness, a person will have work readiness because indirectly a person will gain experience in organizational activities. Next, (Sholikhah, 2022) stated that organizational activities are an important part of job preparation to face the world of work. Then, (Rahmadani, 2022) states that people should be given the opportunity to take part in various organizational activities. They should also be actively involved in these activities. If an individual is prepared, they will have good work readiness and can compete within the workplace. Following these statements, the researcher concludes that a person can channel their talents and interests by actively participating in organizational activities that can provide experiences that can get them ready for the workforce.

The Influence of Work Motivation on Work Readiness

(Usman & Sugianti, 2022) stated that the higher the motivation of students, The more ready one is to enter the workforce and vice versa. Next, (Adelia & Mardalis, 2024) stated that work motivation is needed to motivate individuals to do something they want. Individuals with high work motivation will better prepare everything they need to start entering the world of work. (Ulfa, 2022) also stated that motivation is important for students because motivation will provide encouragement and enthusiasm for work. Based on these statements, the researcher concluded that high work motivation will encourage a person to acquire as many skills as possible needed for work, so that they can fulfill their work readiness. Work motivation also encourages students to continue to try hard so that they can become a workforce that suits their field of expertise.

The Influence of Soft Skill on Work Readiness

According to (Adelia & Mardalis, 2024), stated that soft skills are skills that a person has that can help them do their job optimally. Having a good mastery of soft skills will help a person face the challenges that arise in the workplace. So this implies that soft skills affect a person's work readiness. Next, (Deswarta et al., 2023) stated that the soft skills a person has in an educational institution affect how ready the person is for work. Then, (Rahmadani, 2022) stated that soft skills are very important to determine the progress of one's achievements and also their readiness in the world of work. Based on these statements, researchers conclude that mastery of soft skills can facilitate and help them in completing their work because soft skills are needed in the world of work.

The Influence of Organizational Activity on Job Readiness Mediated by Soft Skill

(Irmayanti et al., 2020) stated that some students are not ready to work. To overcome this problem, not only to improve academic abilities, but also to improve non-academic skills, such as being active in organizational activities. Doing these activities can help students have high work readiness and acquire soft skills that can be used in the workplace. (Zami & Widodo, 2021) stated that an organization is an association of people who work together for common goals and interests in a directed, measurable, and structured manner. From this, it is hoped that by organizing, one's soft skills can develop. (Adelia & Mardalis, 2024), stated that soft skills are skills that a person has that can help them do their job optimally. Having a good mastery of soft skills will help a person face the challenges that arise in the workplace. So this implies that soft skills affect a person's work readiness. Therefore, based on these statements, it is possible that organizational activeness affects work readiness mediated by soft skills because indirectly someone has soft skills that can mediate to actively participate in organizational activities in order to prepare themselves for work.

The Influence of Organizational Activity on Job Readiness Mediated by Soft Skills

According to (Rosalinna & Andriyani, 2019) stated that work motivation has a significant impact in improving soft skills such as discipline, responsibility, communication, and cooperation. Then, (Rahmadani, 2022) stated that soft skills are very important to determine the progress of one's achievements and also their readiness in the world of work. Therefore, based on these statements, it is possible that work motivation affects work readiness mediated by soft skills because indirectly someone has soft skills that can mediate to gives a person the motivation to work so that they can prepare themselves for work

METHOD

The research uses a quantitative methodology. 216 students from SMK Negeri 16 Jakarta's class XI made up the research's population. This research's sampling strategy was proportionate random sampling, which makes use of the Isaac and Michael table with a 5% error rate. As a result, the research's minimum number of samples was 135 respondents. 168 responders, however, made up the research's sample. A Likert scale was used to measure the data on the variables of organizational activeness, work motivation, soft skills, and work readiness.

Researchers collected the required data using a questionnaire via google form. PLS-SEM with SmartPLS software version 4 was the data analysis technique uses in this research. PLS-SEM uses two steps of measurement model evaluation, namely outer model and inner model. Outer model is known as validity test and reliability test. Loading factor value > 0.7 , AVE > 0.5 , and cross loading value on the variable construct $>$ other variables show the validity test. On the other hand, the reliability test is shown by the composite reliability value and cronbach's alpha > 0.7 . Additionally, the inner model is used to check the causality relationship between latent variables. There are several tests in the inner model in this research, namely the significance test, the goodness of fit test, and the multicollinearity test.

The significance test can be seen from the p-values to gauge the power and significance of how variables relate to one another, and to test the hypothesis, it can be said to be significant if the p-value < 0.05 . Furthermore, the goodness of fit test can be seen from the r-square (R^2) value to show the predictive power of the structural model in PLS-SEM analysis. According to Chin & Wynne in (Dedi & Rianto Rahadi, 2023), r-square values greater than 0.67 are considered strong, values greater than 0.33 are considered moderate, and values between 0.33 - 0.19 are considered weak. Then the multicollinearity test. As to (Ghozali, 2018), the aim of the multicollinearity test is to ascertain if the regression model exhibits a correlation between the independent variables. A good regression model shows that there is no correlation among

the independent variables. Multicollinearity is evaluated using the Variance Inflation Factor (VIF) and the tolerance value. According to the multicollinearity test criteria, there is no multicollinearity between the independent variables in the regression model if the tolerance value is greater than 0.10 and the VIF value is less than 10. In the meantime, multicollinearity exists between the independent variables in the regression model if the tolerance value is less than 0.10 and the VIF value is greater than 10.

In addition, hypothesis testing is done to ascertain and analyze the direct influence between variables. Hypothesis testing can be calculated using bootstrapping through the path coefficient with the criteria of $p \text{ value} < 0.5$. Then, to determine and analyze the indirect effect using intervening variables, it can be calculated using bootstrapping through the specific indirect effects test with the criteria of $p \text{ value} < 0.5$.

RESULTS AND DISCUSSION

Profil Respondent

In order to gather data for the study, 168 class XI students from various study programs received questionnaires from researchers at SMK Negeri 16 Jakarta. The researcher divided the students' profiles based on their gender and study program. Table 2 shows the results of the researcher's data processing regarding the respondent's profile:

Table 2. Respondent Profil Based on Gender

Respondent's Identity	Category	Amount	Percentage (%)
Gender	Male	29	17,3%
	Female	139	82,7%
Total		168	100%

Table 2 shows that male respondents totaled 29 students or 17.3% of the total respondents, while female respondents totaled 139 students or 82.7% of the total respondents. This shows that there are more female respondents due to more female students than male students in class XI of SMK Negeri 16 Jakarta. Then, the respondent profile data based on study program will be presented in Table 3 below:

Table 3 Respondent Profil Based on Study Program

Respondent's Identity	Category		Amount		Percentage (%)
	Study Program	Class	Class	Total	
Study Program	Financial and Institutional Accounting (AKL)	XI AKL 1	27	58	34,6%
		XI AKL 2	31		
	Office Management and Business Services (MPLB)	XI MPLB 1	32	50	29,7%
		XI MPLB 2	18		
	Online Business and Marketing (BDP)	XI BDP	25	25	14,9%
Visual Communication Design (DKV)	XI DKV	35	35	20,8%	
Total			168	100%	

Table 3 shows the identity of respondents for all class XI students at SMK Negeri 16 Jakarta based on study program. The largest number of respondents came from the Financial and Institutional Accounting (AKL) study program with 58 respondents. Followed by the Office Management and Business Services (MPLB) study program with 50 respondents. Then from the Visual Communication Design (DKV) study program there were 35 respondents. And finally from the Online Business and Marketing (BDP) study program there were 25 respondents.

Outer Model Analysis

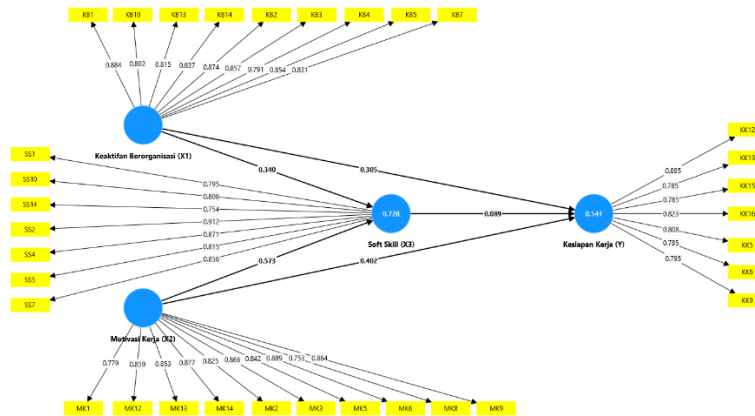


Figure 1. Outer Model

The findings of the researchers' outer model of research are displayed in Figure 4.1. Based on these results, the researchers tested the outer model analysis as follows:

Convergent Validity: Loading Factor

Table 4 is the result of the loading factor analysis that has been tested. Table 4 demonstrates that the value of each loading factor on the variable construct indicator has a value > 0.7, which means that each construct indicator in this study is valid.

Table 4. Loading Factor Analysis Results

	Work Readiness (Y)	Organizational Activity (X1)	Work Motivation (X2)	Soft Skill (X3)
Y.5	0.808			
Y.6	0.785			
Y.9	0.795			
Y.12	0.885			
Y.13	0.785			
Y.15	0.785			
Y.16	0.823			
X1.1		0.884		
X1.2		0.874		
X1.3		0.857		
X1.4		0.791		
X1.5		0.854		
X1.7		0.831		

	Work Readiness (Y)	Organizational Activity (X1)	Work Motivation (X2)	Soft Skill (X3)
X1.10		0.802		
X1.13		0.815		
X1.14		0.837		
X2.1			0.779	
X2.2			0.825	
X2.3			0.866	
X2.5			0.842	
X2.6			0.889	
X2.8			0.753	
X2.9			0.864	
X2.12			0.859	
X2.13			0.853	
X2.14			0.877	
X3.1				0.795
X3.2				0.912
X3.4				0.871
X3.5				0.815
X3.7				0.856
X3.10				0.806
X3.14				0.754

Discriminant Validity: Cross Loading

The outcome of the cross loading analysis that the researchers tested is shown in Table 5. Table 5 shows that the variable construct indicator's cross loading value has a value greater than the value of other variable constructs. This means that each construct indicator in this study is valid.

Table 5. Cross Loading Analysis Result

	Work Readiness (Y)	Organizational Activity (X1)	Work Motivation (X2)	Soft Skill (X3)
Y.5	0.808	0.506	0.547	0.480
Y.6	0.785	0.549	0.532	0.468
Y.9	0.795	0.537	0.543	0.516
Y.12	0.885	0.592	0.633	0.599
Y.13	0.785	0.470	0.579	0.492
Y.15	0.785	0.579	0.552	0.584
Y.16	0.823	0.536	0.565	0.536
X1.1	0.566	0.884	0.603	0.622
X1.2	0.565	0.874	0.596	0.622
X1.3	0.526	0.857	0.562	0.673
X1.4	0.489	0.791	0.507	0.546
X1.5	0.560	0.854	0.607	0.608

	Work Readiness (Y)	Organizational Activity (X1)	Work Motivation (X2)	Soft Skill (X3)
X1.7	0.536	0.831	0.576	0.635
X1.10	0.584	0.802	0.640	0.605
X1.13	0.549	0.815	0.651	0.684
X1.14	0.636	0.837	0.744	0.710
X2.1	0.553	0.556	0.779	0.576
X2.2	0.561	0.626	0.825	0.611
X2.3	0.612	0.627	0.866	0.736
X2.5	0.544	0.609	0.842	0.676
X2.6	0.610	0.623	0.889	0.694
X2.8	0.497	0.539	0.753	0.678
X2.9	0.537	0.636	0.864	0.764
X2.12	0.635	0.640	0.859	0.716
X2.13	0.638	0.590	0.853	0.708
X2.14	0.666	0.695	0.877	0.733
X3.1	0.611	0.677	0.742	0.795
X3.2	0.595	0.707	0.798	0.912
X3.4	0.562	0.671	0.683	0.871
X3.5	0.463	0.588	0.561	0.815
X3.7	0.544	0.648	0.690	0.856
X3.10	0.516	0.566	0.643	0.806
X3.14	0.461	0.529	0.622	0.754

Average Variant Extracted (AVE)

The outcome of the AVE analysis, which the researchers tested, is shown in Table 6. Table 6 demonstrates that each variable in the AVE value table has a value greater than 0.5. With AVE values of 0.656, 0.704, 0.708, and 0.691 for the work readiness, organizational activeness, and work motivation variables, respectively, these variables are evaluated. When the AVE value is greater than 0.5, it indicates that all variables have satisfied the validity standards.

Table 6. AVE Analysis Result

	Average variance extracted (AVE)
Work Readiness (Y)	0.656
Organizational Activity (X1)	0.704
Work Motivation (X2)	0.708
Soft Skill (X3)	0.691

Composite Reliability

Table 7 is the result of the composite reliability analysis that has been tested. Every variable in Table 7 has a composite reliability rating greater than 0.7. The variables with the highest composite reliability values include the work motivation variable (0.960), organizational activeness variable (0.955), and soft skills variable (0.940), and work readiness variable (0.930). When the composite reliability value is more than 0.7, it indicates that every variable has satisfied the reliability standards.

Table 7. Composite Reliability Analysis Result

	<i>Composite reliability (rho_c)</i>
Work Readiness (Y)	0.930
Organizational Activity (X1)	0.955
Work Motivation (X2)	0.960
Soft Skill (X3)	0.940

Cronbach's Alpha

The outcome of the Cronbach's alpha analysis that the researchers tested is shown in Table 8. Table 8 demonstrates that each variable's Cronbach's alpha value is more than 0.7. The Cronbach's alpha values of the work readiness, organizational activeness, work motivation, and soft skills variables are 0.912, 0.947, 0.954, and 0.925, respectively. When a variable's Cronbach's alpha value is greater than 0.7, it indicates that it has satisfied the reliability standards.

Table 8. Cronbach's Alpha Result Analysis

	<i>Cronbach's alpha</i>
Work Readiness (Y)	0.912
Organizational Activity (X1)	0.947
Work Motivation (X2)	0.954
Soft Skill (X3)	0.925

Inner Model Analysis

Significance Test: P-Value

The outcome of the p-values analysis that the researchers tested is shown in Table 9. Table 9 shows hypotheses that have p-values < 0.05, then it is acceptable to accept the hypothesis. and has a significant effect. The hypotheses that have p-values < 0.05, namely organizational activeness on soft skills of 0.002, work motivation on soft skills of 0.000, organizational activeness on work readiness of 0.025, and work motivation on work readiness of 0.002. While hypotheses that have p-values > 0.05 such as, soft skills to work readiness of 0.531, organizational activeness to work readiness mediated by soft skills of 0.557, and work motivation to work readiness mediated by soft skills of 0.541 are declared hypotheses rejected and have no significant effect.

Table 9. P-Values Analysis Result

	<i>P values</i>
Organizational Activity (X1) -> Soft Skill (X3)	0.002
Work Motivation (X2) -> Soft Skill (X3)	0.000
Organizational Activity (X1) -> Work Readiness (Y)	0.025
Work Motivation (X2) -> Work Readiness (Y)	0.002
Soft Skill (X3) -> Work Readiness (Y)	0.531
Organizational Activity (X1) -> Soft Skill (X3) -> Work Readiness (Y)	0.557
Work Motivation (X2) -> Soft Skill (X3) -> Work Readiness (Y)	0.541

Goodness of Fit Test: R-Square (R²)

The outcome of the r-square analysis that the researchers tested is shown in Table 10. Table 10 demonstrates the work readiness variable's r-square value of 0.541, indicating that it has a moderate influence because the r-square value is greater than 0.033. Additionally, the soft skills variable's r-square value is 0.728, indicating that it has a substantial influence because it is greater than 0.67.

Table 10. R-Square Analysis Result

	<i>R-square</i>	Descriptive
Work Readiness (Y)	0.541	Moderate
Soft Skill (X3)	0.728	Strong

Multicollinearity Test: Variance Inflation Factor (VIF)

The outcome of the VIF analysis that the researchers tested is shown in Table 11. Table 11 shows the results of the VIF analysis which concludes that each indicator of each variable, namely work readiness, organizational activeness, work motivation, and soft skills has a value < 10.00. These results indicate that the model used in this investigation does not exhibit multicollinearity.

Table 11. VIF Analysis Result

Y	VIF	X1	VIF	X2	VIF	X3	VIF
Y.5	3.288	X1.1	5.555	X2.1	2.767	X3.1	2.725
Y.6	2.912	X1.2	5.719	X2.2	3.101	X3.2	5.110
Y.9	2.277	X1.3	3.169	X2.3	3.890	X3.4	3.550
Y.12	3.427	X1.4	2.706	X2.5	3.919	X3.5	3.016
Y.13	2.402	X1.5	3.429	X2.6	4.858	X3.7	2.983
Y.15	2.454	X1.7	2.673	X2.8	2.341	X3.10	2.461
Y.16	3.021	X1.10	2.491	X2.9	3.869	X3.14	2.039
		X1.13	2.924	X2.12	3.967		
		X1.14	3.322	X2.13	4.575		

Hypothesis Test Analysis

Direct Effect: Path Coefficient

The outcome of the path coefficient analysis that the researchers tested is shown in Table 12.

Table 12. Path Coefficient Analysis Result

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>
Organizational Activity (X1) -> Soft Skill (X3)	0.340	0.341	0.107	3.192	0.002
Work Motivation (X2) -> Soft Skill (X3)	0.573	0.572	0.097	5.881	0.000
Organizational Activity (X1) -> Work Readiness (Y)	0.305	0.322	0.135	2.264	0.025
Work Motivation (X2) -> Work Readiness (Y)	0.402	0.403	0.128	3.145	0.002
Soft Skill (X3) -> Work Readiness (Y)	0.089	0.072	0.141	0.627	0.531

H1: Organizational Activity have a direct positive effect on Soft Skills

Based on Table 12, evidently the original sample score is 0.340, and the p-value score 0.002, this implies <0.05. Thus, it may be said that organizational activeness has a significant and positive effect directly on soft skills or the hypothesis is accepted. When students are actively involved in organizational activities, they tend to have better soft skills. This is because their experience in organizations helps them learn communication, leadership, teamwork, and time management skills. Active involvement in organizational activities also gives them

opportunities to interact with others, solve problems, and take responsibility, all of which contribute to improving their soft skills.

Furthermore, these experiences often require students to navigate diverse group dynamics and handle real-world challenges, which further enhances their adaptability and resilience. As they take on various roles within organizations, they learn to manage conflicts, make strategic decisions, and set and achieve goals, which are crucial skills in any professional setting. This practical application of soft skills in organizational settings provides a foundation for effective interpersonal interactions and professional success. The skills developed through these activities not only benefit students in their current academic and extracurricular endeavors but also prepare them for future career demands. Additionally, involvement in organizations fosters a sense of accountability and self-discipline, as students must balance their commitments and meet deadlines. The collaborative environment of organizational activities promotes empathy and understanding, helping students build stronger relationships and work more effectively with others. Ultimately, the soft skills gained through organizational involvement play a significant role in shaping well-rounded, competent individuals ready to excel in various professional environments.

(Zami & Widodo, 2021) which says that a positive impact exists between organizational activeness on soft skills. The size of the student organizational activeness regression coefficient, which has a constant of 51.082 and a positive value of 0.937, demonstrates this. This means that for every unit rise in student organizational activeness, there will be a corresponding gain in soft skills of 0.937. According to studies done by (Anam et al., 2022), there is a positive and significant effect of student organizational activeness on soft skills of class XI students of Bina Bangsa Kersana Brebes Vocational School. The t value of $2.236 > t$ table 1.979 at the 5% significant level and the r_{xy} value of $0.678 > r$ table 0.176 both support this.

H2: Work Motivation have a direct positive effect on Soft Skills

Table 12 demonstrates that the p -value is 0.000, or less than 0.05, and the original sample value is 0.573. So, it can be said that work motivation directly has a large and good impact on soft skills or the hypothesis is accepted. Motivated students are more likely to be eager to develop skills such as initiative, perseverance, and creativity, all of which are important components of soft skills. As a result, work motivation not only improves individual performance but also enhances their interpersonal and professional skills.

When students are motivated, they are more inclined to take on challenges and seek opportunities for growth, which helps them build resilience and adaptability. Their enthusiasm drives them to engage more deeply in learning activities and collaborate more effectively with peers, fostering better teamwork and communication. Motivated students are also more likely to set and pursue personal and academic goals with determination, which strengthens their goal-setting and time management abilities. This proactive attitude encourages continuous self-improvement and a willingness to experiment with new ideas, leading to greater creativity and problem-solving skills. Furthermore, motivated students tend to exhibit higher levels of commitment and responsibility, which positively impacts their interactions in group settings and professional environments. They also demonstrate a stronger ability to handle feedback and criticism constructively, which is crucial for personal and professional development. By cultivating these soft skills, motivated students are better prepared to navigate the complexities of the workplace and excel in their careers. Ultimately, the connection between motivation and soft skill development underscores the importance of fostering a supportive and encouraging learning environment to enhance students' future success.

(Rosalinna & Andriyani, 2019) which states that motivation affects preceptor soft skills in learning clinical practice at Karanganyar Hospital and Sragen Hospital as evidenced by a p -

value score of $0.011 < 0.05$. The results showed that the adjusted POR value was 2.546 (CI 95% 1.240-5.287), which indicates that preceptors who have lower motivation and less work experience can affect 2.546 times to have lower soft skills. In agreement with the findings of a research study by (Dau, 2020) demonstrates that student soft skill quality is positively and significantly impacted by work motivation (Y) at the Kupang Archdiocesan Pastoral College. This can be proven by the partial effect test (t test) on the work motivation variable resulting in a t value of 2.380 and a significant value of 0.006. This significant value is smaller than the alpha set, which is 0.05, so the decision accepts the hypothesis. Consequently, the degree to which students' motivation increases or decreases determines the quality of their soft skills at Kupang Archdiocesan Pastoral College.

H3: Organizational Activity have a direct positive effect on Work Readiness

Table 12 demonstrates that the p value is 0.025, or less than 0.05, while the original sample value was 0.305. Consequently, it may be said that organizational activeness has a significant and positive effect directly on work readiness or the hypothesis is accepted. By providing real-life experience in managing organizations, working in teams, and taking initiative, students not only gain technical skills in their field but also acquire skills such as problem solving, leadership, and communication. These are all very important to get pupils ready for the workforce, making them ready to face opportunities and challenges.

Through practical involvement in organizational settings, students learn how to navigate complex situations and work collaboratively towards common goals, which enhances their ability to handle real-world problems. They develop a keen understanding of team dynamics and leadership principles, allowing them to effectively lead projects and guide their peers. This hands-on experience also hones their communication skills, enabling them to articulate ideas clearly and engage in productive dialogue with colleagues and clients. Furthermore, the challenges faced in these settings foster resilience and adaptability, crucial traits for thriving in a dynamic work environment. As students take on various responsibilities, they learn to manage their time efficiently and balance multiple tasks, which is essential for meeting deadlines and achieving objectives in professional settings. The experience also builds confidence in their abilities and decision-making skills, preparing them to take on leadership roles and tackle complex issues with a proactive mindset. By integrating these experiences into their education, students become well-rounded individuals equipped with the competencies needed to succeed in their careers and make a meaningful impact in their chosen fields. Ultimately, these practical skills and experiences are instrumental in ensuring that students transition smoothly from education to the workforce, fully prepared to contribute effectively and excel in their professional endeavors.

(Usman & Sugianti, 2022) which says the organizational activeness variable has a direct impact on work readiness. The accepted hypothesis is indicated by the p-value of $0.000 < 0.05$, as evidenced by this. Consequently, data demonstrates that students' engagement in highly structured tasks can cause the work readiness possessed by pupils to go into the workforce to be higher. According to studies (Auliya & Umam, 2023) student work readiness is impacted by the organizational activity variable, with a value of $0.000 < 0.005$. According to this finding, FEBI UIN Raden Mas Said Surakarta students will be more prepared for the workforce if they participate in more groups.

H4: Work Motivation have a direct positive effect on Work Readiness

Table 12 reveals that the original sample value was 0.402, then the p-value is 0.002, or less than 0.05. Consequently, it follows that work motivation has a significant and positive impact directly on work readiness or the hypothesis is accepted. By encouraging students to pursue and achieve their career goals with passion and perseverance, motivated students tend

to be more proactive in getting ready for the working world. This includes building the necessary technical skills and essential interpersonal skills. Therefore, work motivation not only affects individuals' performance but also enhances their readiness to succeed in their future careers.

Motivated students are more likely to seek out additional learning opportunities, such as internships and workshops, that provide practical experience and further develop their competencies. Their drive to excel often leads them to network with professionals, gain valuable insights, and establish connections that can open doors to future job opportunities. Additionally, a strong sense of motivation fosters a growth mindset, enabling students to overcome setbacks and continually improve their skills. They are more inclined to engage in self-directed learning and stay updated with industry trends, which is crucial for remaining competitive in the job market. This proactive approach helps them build a comprehensive portfolio that showcases their abilities and achievements to potential employers. Moreover, motivated students typically exhibit greater enthusiasm and commitment during job interviews and career discussions, making them more appealing candidates. Ultimately, the combination of technical prowess and interpersonal skills, driven by high motivation, equips students with a solid foundation for a successful transition into the workforce and a thriving career.

(Deswarta et al., 2023) it demonstrates that work motivation significantly and favorably affects readiness for the workforce. The partial testing of work motivation results, which show a t value of $2.050 > t$ table 1.988 and a significant value of $0.043 < 0.05$ or the hypothesis is accepted, support this. According to study (Usman & Suherman, 2020), work motivation positively and significantly affects students' preparation for the workforce, as shown by a t -table value of $2.215 > 1.96$ and a p -value of $0.019 < 0.05$, indicating that the hypothesis is accepted.

H5: Soft Skills have a directly positive effect on Work Readiness

Table 12 demonstrates that the p value is 0.531 , or greater than 0.05 , while the original sample value was 0.089 . Consequently, it may be said that soft skills do not have a significant and positive impact directly on work readiness or the hypothesis is rejected. Although the hypothesis is rejected, soft skills are still important. Soft skills may not have an immediate impact on this study, but in the long run, soft skills such as time management, teamwork, and communication are essential for career development and student adaptation to a competitive and dynamic work environment.

Over time, these skills contribute significantly to a student's ability to navigate complex professional scenarios and collaborate effectively with colleagues. As students progress in their careers, their ability to manage time efficiently and work well in teams becomes crucial for achieving long-term success and career advancement. Communication skills, both verbal and written, play a key role in building professional relationships and facilitating effective interactions in the workplace. Furthermore, these soft skills often become more pronounced and valuable as students transition into leadership roles and handle increased responsibilities. While the immediate effects may not be evident, the consistent development and application of soft skills can lead to greater job satisfaction and career growth. Employers increasingly prioritize these attributes when evaluating potential candidates and promoting employees. As such, integrating soft skill development into educational programs remains vital for preparing students to thrive in their future careers. Ultimately, the enduring importance of soft skills highlights the need for ongoing focus and investment in these areas to ensure long-term professional success and adaptability.

(Pratiwi et al., 2024) which declares there is no significant effect of soft skills on the work readiness of class XII students of SMK N 5 Palembang. This is indicated by the fact that the soft skills variable on work preparedness shows a p -value > 0.05 in the regression model's

projected findings. This shows that schools and educators must try to integrate soft skills learning with industrial work practices and in-depth career guidance. In agreement with the findings of the research by (Ratuela et al., 2022) that suggests soft skills contribute to work preparedness in a small but favorable way. The significance score of $0.299 > 0.05$ for the soft skills variable indicates that there is no significant correlation between it and students' preparedness for the workforce. Therefore, Consequently, it can be said that the hypothesis is rejected and or soft skills do not affect work readiness.

Indirect Effect

The results of the examination of specific indirect impacts that have been investigated by researchers are shown in Table 13.

Table 13. Specific Indirect Effect Analysis Result

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Organizational Activity (X1) -> Soft Skill (X3) -> Work Readiness (Y)	0.030	0.024	0.051	0.588	0.557
Work Motivation (X2) -> Soft Skill (X3) -> Work Readiness (Y)	0.051	0.042	0.083	0.613	0.541

H6: Organizational Activity has an indirect positive effect on Work Readiness which is mediated by Soft Skills

Table 13 demonstrates that the p value is 0.557, or greater than 0.05, while the original sample value was 0.030. Consequently, it may be said that organizational activeness has no significant and positive indirect effect on work readiness mediated by soft skills or the hypothesis is rejected. Involvement in organizations may not automatically improve soft skills required for work readiness. Although organizational experience is often thought to improve skills such as leadership and communication, in this study, it did not show a strong relationship with improving soft skills that could affect students' overall work readiness.

This finding suggests that the mere act of participating in organizations is not sufficient to guarantee the development of these critical skills. It highlights the need for more targeted and structured approaches to ensure that organizational activities are aligned with skill-building objectives. For example, specific training programs or mentorship opportunities within organizations could be designed to focus on enhancing soft skills. Additionally, it may be necessary to assess the quality and relevance of organizational experiences to ensure they provide meaningful learning opportunities. Students may benefit from a more integrated approach where organizational involvement is complemented by formal education and skill development workshops. The study indicates that simply being active in organizations does not automatically translate into improved work readiness unless combined with intentional efforts to develop soft skills. It also suggests that further research is needed to identify the factors that effectively bridge the gap between organizational participation and the acquisition of soft skills. Ultimately, this finding underscores the importance of a comprehensive strategy in preparing students for the workforce, ensuring that their experiences lead to tangible improvements in their work readiness.

(Pribadi, 2022) stated that organizational activeness has no impact on work readiness. The statistical test results show that the value score of t statistics = $1.753 < t \text{ table} = 1.96$. It is possible that students do not have the ability to develop programs needed by the organization, and they do not have the ability to take responsibility for the work given. Next (Pratiwi et al., 2024) stated that there was the work readiness of SMK N 5 Palembang's class XII pupils was

not significantly impacted by soft skills. The fact that the regression model's predicted findings for the soft skills variable on work readiness indicate a p value > 0.05 is proof of this. In light of this research study's findings, it is possible that the soft skills variable cannot mediate the effect of the organizational activeness variable on the work readiness variable.

H7: Work Motivation has an indirect positive effect on Work Readiness mediated by Soft Skills

Table 13 shows that the p -value is 0.541, indicating that the sample value is more than 0.05, while the original sample value was 0.051. Consequently, it may be said that work motivation has no significant and positive indirect effect on work readiness mediated by soft skills or the hypothesis is rejected. Although motivated students may be more enthusiastic and energized, work motivation alone is not enough to improve the soft skills required for work readiness. To develop these soft skills effectively, additional methods or special programs are required. For instance, structured training programs that focus on specific soft skills such as communication, teamwork, and problem-solving can provide students with targeted practice and feedback. Practical experiences, such as internships or project-based learning, offer students opportunities to apply these skills in real-world settings, reinforcing their importance. Mentorship and coaching from experienced professionals can also guide students in developing and refining their soft skills through personalized advice and real-time feedback.

Additionally, incorporating soft skills development into the curriculum, alongside academic and technical training, ensures that students receive a well-rounded education that prepares them for the workforce. Workshops and seminars that address soft skill development can complement motivational efforts by providing students with practical tools and strategies. Creating a supportive environment that encourages continuous learning and self-improvement further enhances students' ability to develop these skills. Moreover, evaluating and adjusting programs based on student feedback and performance can ensure that they meet the evolving needs of the workforce. Ultimately, while motivation is a critical factor, it must be supported by intentional, structured efforts to effectively build the soft skills necessary for career success.

(Rosalinna & Andriyani, 2019) which states that motivation affects the preceptor's soft skills in learning clinical practice at Karanganyar Hospital and Sragen Hospital as evidenced by a p -value of $0.011 < 0.05$. The results showed that the adjusted POR value was 2.546 (CI 95% 1.240-5.287), which indicates that preceptors who have lower motivation and less work experience can affect 2.546 times to have lower soft skills. Then, (Deswarta et al., 2023) stated that soft skills have a significant effect on work readiness. The partial testing findings for the soft skills variable, which show a t value of $3.421 > t$ table 1.988, indicating that the t count $> t$ table value, and a significance value of $0.000 < 0.05$, support this. Thus, it can be said that work preparedness is positively and significantly impacted by soft skills. Thus, it can be said that work preparedness is positively and significantly impacted by soft skills. Referring to the results of this study, it is not in line with this study because it is possible that the soft skills variable can mediate the effect of work motivation variables on work readiness variables.

CONCLUSION AND RECOMMENDATION

Conclusion

After analyzing the impact of organizational activity, work motivation, soft skills, and work preparedness variable, the following conclusions regarding this research may be drawn: (1) The test findings the first hypothesis, are accepted. Therefore, the student's soft skills increase with their level of organizational activity. It supports beliefs already in place regarding the value of organized activities in helping students grow as people and social workers. In order to assist students' development of soft skills, the findings of this study can be used to support recommendations for the addition or strengthening of organization activity programs in the school curriculum, particularly at SMK Negeri 16 Jakarta. (2) The test findings the second

hypothesis, are accepted. Therefore, the student's soft skills increase with their level of work motivation. This study contributes to the integration of the idea of soft skill development with the concept of motivation, offering a more thorough knowledge of how work motivation might influence the development of cooperation, leadership, communication, and other abilities. The findings of this study can be used by teachers at SMK Negeri 16 Jakarta to create engaging lesson plans and activities that would inspire students and help them enhance their soft skills. (3) The test findings the third hypothesis, are accepted. Therefore, The more organized a student is, the more prepared they are for the workforce. This study supports the work readiness model by demonstrating the significance of taking organizational activity consideration for creating work readiness initiatives. To help students become more prepared for the workforce, the study's findings might be utilized to suggest enhancing or adding organizational activity programs to the curriculum, especially at SMK Negeri 16 Jakarta. (4) The test findings the fourth hypothesis are accepted. Therefore, students who are more motivated to work are more prepared for the workforce. This study adds to the body of knowledge about the variables influencing work readiness in vocational education by demonstrating the critical role that students' work motivation plays in preparing them for the workforce. The findings of this study can be used by teachers at SMK Negeri 16 Jakarta to create engaging learning exercises and techniques that will help students become more prepared for the workforce. (5) The test findings the fifth hypothesis are rejected. Therefore, a student's readiness for the workforce will not be impacted by their higher soft skill level. The results of this study can be used to inform the creation of new theories that take into consideration factors like hard skills, job experience, or other contextual factors that might have a greater impact on students' preparedness for the workforce. The success of current soft skill development programs can be assessed by educational institutions, taking into factor the need to balance them with training in hard skills and real-world applications that are more closely aligned with industry demands. (6) The test findings the sixth hypothesis, are rejected. Therefore, The relationship between organizational activity characteristics and work readiness variables cannot be mediated by soft skills. It is important to take into consider additional factors that may mediate or moderate the relationship between organizational activeness and work readiness, such as practical experience, the learning environment, or social support. This research offers new insights that indicate organizational activeness does not always affect students' work readiness through the mediation of soft skills. Schools can create programs that prioritize hard skills, real-world experience, and links to pertinent industries in addition to organizational activism and soft skills. (7) The test findings the seventh hypothesis, are rejected. Therefore, the relationship between work readiness and work motivation variables cannot be mediated by soft skills. The results demonstrate the creation of new theories that take consideration various factors including real-world experience, the learning environment, and social support that could mediate or modify the relationship between work motivation and job readiness. These results allow schools to use time and resources more wisely, concentrating on initiatives that have been shown to have a greater impact on raising students' preparation for the workforce.

Recommendation

Based on research analyzing the influence of organizational activeness, work motivation, soft skills, and work readiness, the following recommendations were made: (1) For the Faculty of Economics UNJ, it is suggested to enhance the lecture system by promoting activities that improve students' soft skills and work readiness, such as supporting student organizations (e.g., Student Association, BEM, UKM), and organizing regular seminars, workshops, and professional training with internship opportunities. Additionally, holding academic and non-academic competitions can foster knowledge, teamwork, and innovation, preparing students for workplace competition. (2) For SMK Negeri 16 Jakarta, it is

recommended to implement programs that encourage students' active participation in organizations and motivate them to work, such as mandatory extracurricular activities and involvement in student councils and scouts. These activities provide real experiences that develop soft skills and prepare students for the workforce. Educators should also inspire students to prepare themselves for the fast-paced work environment. (3) For future researchers, it is advised to consider including more variables that may influence work readiness, expanding the population and sample size, and applying different research methods to obtain more precise and comprehensive results. These recommendations aim to strengthen and broaden research on factors influencing work readiness.

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