

ASSESSING VOCATIONAL SCHOOL STUDENTS' WORK READINESS THROUGH INDUSTRIAL PRACTICAL EXPERIENCE AND JOB INTERESTS

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ABSTRACT

The aim of this research is to determine the influence of industrial work practices (Prakerin) and career interests on the level of work ability of class XII students at state schools in the East Jakarta area. This research uses quantitative methods and primary data by distributing questionnaires to National Vocational School students. The sample for this research consisted of 159 respondents using a proportional random sampling technique with a Likert scale size. Data were processed using the SPSS version 29 program with several linear regression analysis techniques. The results of this research indicate that industrial work practices have a significant influence on the level of work readiness of class XII students from the East Jakarta area. This shows that Industrial Work Practice is a skill that students need to have to compete in the world of work and with high work interest, it will encourage students to equip themselves as much as possible with the various competencies needed for work so that their work readiness is increasingly adequate.

Keywords: Industrial Work Practices (Prakerin), Job Interest, Work Readiness

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh praktek kerja industri (Prakerin) dan minat karir terhadap tingkat kemampuan kerja siswa kelas XII sekolah negeri di wilayah Jakarta Timur. Penelitian ini menggunakan metode kuantitatif dan data primer dengan menyebarkan kuesioner kepada siswa SMK. Sampel penelitian ini berjumlah 159 responden dengan menggunakan teknik sampling Proporsional sampel dengan ukuran skala likert. Data diolah melalui program SPSS versi 29 dengan beberapa teknik analisis regresi linier. Hasil penelitian ini menunjukkan bahwa praktik kerja industri mempunyai pengaruh yang signifikan terhadap tingkat kesiapan kerja siswa kelas XII SMK Negeri di wilayah Jakarta Timur, Minat kerja juga mempunyai pengaruh yang signifikan terhadap tingkat kesiapan kerja siswa kelas XII SMK Negeri di wilayah Jakarta Timur, serta terdapat pengaruh yang signifikan Praktik Kerja Industri (Prakerin) dan Minat Karir secara bersama-sama berpengaruh terhadap persiapan kerja kelas XII di SMK Negeri siswa asal wilayah Jakarta. Hal ini menunjukkan bahwa Praktik Kerja Industri (Prakerin) merupakan keahlian yang perlu dimiliki siswa untuk bersaing di dunia kerja dan dengan adanya minat kerja yang tinggi, akan mendorong siswa untuk sebanyak mungkin membekali diri dengan berbagai kompetensi yang diperlukan dalam bekerja sehingga kesiapan kerja yang dimiliki semakin memadai.

Kata kunci: Praktik Kerja Industri, Minat Kerja, Kesiapan Kerja

INTRODUCTION

Report *World Population Review* shows that Indonesia is the country with the 4th highest population level in the world with a population reaching 275.5 million people as of 2022 (Department of Economic and Social Affairs, 2022) This report shows that Indonesia is a country that has a high average growth of 1.00% per year. This illustrates that the greater the population in a country, the more challenges that country must face, one of which is employment issues. . The cause of employment problems that have not yet been resolved comes from the individuals themselves due to the low quality of the workforce as well as the lack of adequate job opportunities.

Education is the answer to increasing human resources and the absorption of individuals of productive age in the labor market. Education is the basic thing in accommodating someone to develop themselves in increasing their abilities in terms of attitudes, knowledge and skills needed to face this era of globalization which has experienced rapid technological progress. The rapid advancement of science and technology (IPTEK) has led to increasing competition in all aspects, one of which is employment. One program that accommodates this is formal and informal education. In this case, formal education is a school program which has the aim of obtaining individuals or graduates who have reliable and competent skills because they have been prepared in such a way that is appropriate to the field of interest at school to become a provision in the development process of entering the world of work, namely the existence of Vocational Secondary Schools. (Vocational School).

Vocational High Schools are held to prepare graduates to be ready to enter the world of work and are expected to be able to develop the knowledge and skills they have learned at school for three years in their fields of expertise of interest. Apart from that, indirectly, the Vocational High School education program is expected to be a solution to the problem of unemployment in Indonesia because there is a curriculum created so that students are ready to work straight away. However, in reality these expectations do not match the actual situation.

Data from the Central Statistics Agency shows that the Open Unemployment Rate (TPT) as of August 2022 reached 5.86 percent, the open unemployment rate decreased by 0.63 percentage points compared to August 2021. Because in August 2021 the unemployment rate reached 6.49 percent. (Central Statistics Agency, 2023). Below is a diagram obtained from data from the Central Statistics Agency.

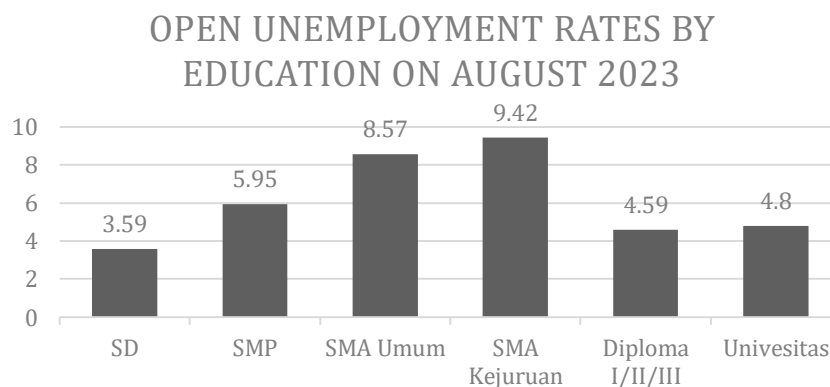


Figure 1. Open Unemployment Rates

Source: bps.go.id

According to this data, we can see that the highest level of unemployment according to education is occupied by vocational school graduates at 9.42%. This shows that the vocational school program has not fulfilled the hope of reducing the unemployment rate that occurs in Indonesia, even though the Open Unemployment Rate has decreased.

In an effort to create vocational school graduates who are ready to work, the government is implementing a program in vocational education, including at Vocational High Schools, namely the Dual System Program (PSG). Life in the world of work needs to be prepared, therefore the concepts of connection and commensurability are introduced (*link and match*). In the technological and vocational fields, one of the main strategies for operationalization *link and match* as a policy of the Ministry of Education and Culture is through education with the Dual System Education (PSG). According to Pakpahan, quoted from (Amalia & Murniawaty, 2020) Dual System Education is a form of providing vocational skills education that combines systematically and in accordance with educational programs in schools and skills mastery programs obtained through working directly in relevant fields of work, aimed at achieving mastery of certain skills. The implementation of Dual System Education is intended for Vocational High Schools to collaborate with the business world or industrial world and related agencies in planning, implementing education, and utilizing graduates as optimally as possible. With this collaboration, it is hoped that students will have competencies in accordance with their chosen field of expertise according to their interests and experience which can be used as preparation for readiness to enter the world of work, namely with Industrial Work Practices (Prakerin). Vocational school graduates are prepared so that they can immediately enter the world of work with the abilities and skills they already have in the learning process at school in order to create graduates who are competent at work so that in the learning process there should be more time to hone abilities and develop skills through direct practical activities. Apart from that, based on the results of the instrument that was distributed to class On average, they feel they are not yet ready to work because they feel there is a lack of suitability of the material learned at school with their work when carrying out Industrial Work Practices (Prakerin).

Apart from the direct experience needed to create work readiness for students, there is another aspect that forms the basis and supports so that vocational school graduates have readiness to work which comes from within the student in the form of an encouragement that makes a person happy to do this, namely an interest in working. . According to Arifin Zaenal, interest is a mental impulse or activity that can stimulate feelings of pleasure towards something. Something can be a person, object, activity, experience, etc. that can be used as a stimulus that requires a directed response. "Interest is closely related to needs" "Interest is also related to attitudes (Fortunela, 2017). If the subject matter (for example) is of interest to students, then students' attitudes tend to pay attention to the lesson." "Interest is one of the factors that can influence the learning process and outcomes. The role of interest in supporting learning success is very large, including as a driver of learning activities and as a stimulus for learning. If someone is interested in an industry, he will involve himself in the object and try to know everything that is in that object. Likewise, an interest in working is one of the motivating factors for working that comes from within the individual to do something with a sense of pleasure. If it is related to work, interest in work in this context is attention, desire, liking and feeling attached. or the tendency of students to relate more actively to work in relevant industries, where the work is related to their interests (Fortunela, 2017). Thus, students who pay attention, desire, feel happy and attached, this means that they are interested in the field of work. Work interest is one of the factors that determine work readiness. When work interest is low then the work readiness to be experienced is low, when work interest is high then work readiness is high.

This means that student interest is closely related to student work readiness because without strong interest from students, work will feel difficult and hard to do. Apart from that, students' readiness to work is also because they have the mental confidence to be able to complete the work they choose according to their field (Mu'ayati & Margunani, 2014). The level of interest in work that students have is determined by the students themselves. Interest

in entering the world of work is an encouragement to work to achieve the hopes and desires that are aspired to. Students' work interest creates enthusiasm for work both from within and from outside the student. Students are interested in entering the world of work for various reasons, including seeing various physical and spiritual needs that must be met.

In the real world of work, prospective workers must have interest first because with interest, prospective workers will be more focused and more attentive to what they want, namely work. Therefore, interest in work is one of the important things that vocational school graduates who want to work must have, meaning that with interest in work, students will have the desire and try to make what they want come true. Tight competition in the employment aspect makes all levels of society compete and prepare to get a job, including vocational school graduates who must be prepared for this situation. Looking back at BPS data regarding the Open Unemployment Rate (TPT) according to education, Vocational High School (SMK) graduates still dominate at 9.42% (Central Statistics Agency, 2022). According to research results (Trirachmawati, 2019) Work interest influences students' work readiness, so there are positive results which state that as long as students have high interest in themselves it will encourage desire and have feelings of joy which will prepare them to enter the world of work with satisfaction and vice versa when students have no interest it will lead to a lack of confidence. yourself for work readiness.

In a study on student work readiness which showed varying results, research on industrial work practices and student work readiness also showed varying relationships. The results of research conducted by (Kusumo et al., 2022) stated that, "there is a positive influence of industrial work practices and work interest on the work readiness of students at SMK Bhakti Persada Kendal". In line with the results of research conducted by (Edward and Quinter, 2011) stated that, "industrial work practices and work interests influence students' readiness before they enter the world of work".

However, other facts were also found that difficulties in providing motivation to vocational school students and providing understanding regarding work readiness do not only occur during the learning process. Providing theoretical understanding is more effective in increasing students' self-understanding of work readiness compared to industrial work practices in schools which in fact only transform knowledge without paying attention to students' potential. In contrast to the results of research conducted by (Seifert et al., 2007) which states that, "there is no significant positive influence of industrial work practices on the work readiness of class This causes a gap between the research that has been carried out and the facts on the ground.

These results are good at illustrating that interest in work is very necessary for someone to be ready to work, because Vocational High Schools (SMK) are a program to produce the nation's generation who will immediately enter the world of work, but it cannot be denied that there are some students or graduates who choose to continue to college level.

Based on the background that has been described, the researcher is interested in conducting research with the title "The Influence of Industrial Work Practice Experience (Prakerin) and Work Interest on the Work Readiness of Class industrial work practices on work readiness, to determine the influence of work interest on work readiness, and to determine the influence of industrial work practice experience and work interest on work readiness.

LITERATURE REVIEW

Working readiness

Readiness according to the psychology dictionary is the level of development of maturity or maturity that is profitable for practicing something. Work readiness is a concept that needs to continue to be developed so that work readiness can be achieved and always responds to the needs of the world of work. Job readiness is the goal of vocational high schools

(ahkyat* et al., 2019). Work readiness is an indicator that can predict a person's success in the world of work in the future (Qomariyah & Febriyanti, 2021). Work readiness is a condition that allows students to work immediately after graduating from school without requiring a time-consuming adjustment period (Jasak et al., 2020). Work readiness is a condition where a person is physically and mentally ready, apart from that there is the will and ability to carry out activities to obtain the desired results and is supported by the experience that has been obtained (S. Lestari & Mahbubah, 2019). Job readiness: an individual who is "work ready" has the basic skills required to meet the minimum requirements for a particular job as determined through a job analysis or job profile (Clarke, 2018). Readiness for employment indicates their promising level of competency which can lead to a number of favorable outcomes (Mohamed et al., 2017). It can be concluded that work readiness is the condition of an individual who is at the maturity level to practice something and is physically and mentally ready, supported by experience, will and ability to be able to lead to the desired results and have the basic skills needed.

Industrial Work Practices

Industrial work practice is the provision of professional skills education that systematically combines school education and skills mastery programs obtained through direct work activities in the world of work to achieve a certain professional level. (Trirachmawati, 2019). Prakerin is a vocational education activity carried out by schools in collaboration with the business or industrial world which is then carried out by students by applying the theory they have obtained at school with the aim of providing provisions for students and providing experience to face the world of work (Purnama & Suryani, 2019). Industrial Work Practices are productive skills practices carried out in industry or in companies in the form of activities teaching production and service work and are learning programs that must be carried out by every student in the world of work, as a concrete manifestation of the implementation of the education system in vocational schools (I. Lestari & Siswanto, 2015). Industrial work practice experience is knowledge or skills that students know and master after participating in work practice in the business world or industrial world for a certain period of time. Students can train and support *skill* what has been learned at school to be applied in the Industrial Work Practices place, can appreciate and get to know the work environment so that students are ready to work in the business world and industrial world after graduating from vocational school (Widhigdo, 2017) Industrial work practice (prakerin) is a program carried out by Vocational High Schools (SMK) by placing students directly in the world of work so that students have skills and are better prepared to face the world of work (Mu'ayati & Margunani, 2014). It can be concluded that Industrial Work Practices are a vocational education program that is carried out to synchronize the knowledge gained at school and the direct application of skills in the world of work so that students are able to know and understand the real world of work.

Work Interest

Work interest is a driving force or stimulant to do a certain job, which includes the will, desire, appreciation, need, drive and urge to do something as a choice in life (Wahyuni et al., 2021). Interest in work will determine the extent of his participation in a job. People who are interested in something, pay attention to it, look for it, direct themselves to it, or try to achieve or obtain something of value to them. A person will work happily and with joy if what they do is in accordance with their circumstances, abilities and interests (Rahmawati & Ahmad, 2021). A student's choice of career or work is based more on interest because the possibility of learning and feelings about the career are in accordance with oneself. (Quinlan & Renninger, 2022). Students who have an interest in work have the confidence to work in a population or work environment after graduation so that they have more valuable experiences with adults before entering the workforce because they already have an interest in themselves (Jackson & Wilton,

2017). Students who have an interest in work will be encouraged to always work hard and want to progress in increasing their work readiness (Romdloniyati, 2019). It can be concluded that work interest is an impulse within a person to do something with the will, pleasure and attention that makes a person try to achieve what he wants with the confidence to do it.

METHOD

This type of research, in terms of its approach, is a type of quantitative research with a survey method. Quantitative research (Sugiyono, 2013) is a research method that is based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. This research uses primary data. The details are: Variable (Y) Work Readiness, variable (X1) Industrial Work Practices (Prakerin), and Variable (X2) Work Interest, calculated using primary data through a questionnaire distributed to class XII students of State Vocational Schools in the East Jakarta area. With the following research design:

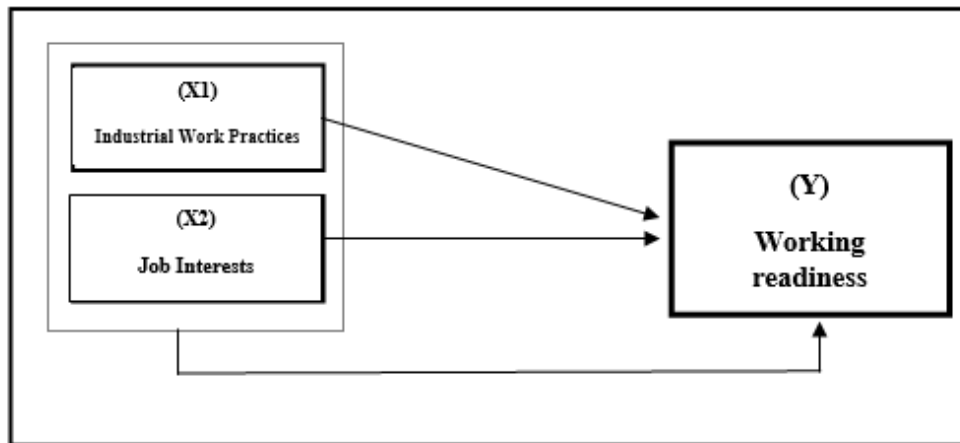


Figure 2. Research Design

The instrument used to measure students' work readiness is a survey by distributing questionnaires to vocational school students based on industrial work practice experience and work interests. This survey has been tested for validity and has been used in several previous studies such as that conducted by (Fortunela, 2017); (Romdloniyati, 2019); (Wahyuni et al., 2021). Students' work readiness is measured using indicators such as having logical and objective considerations, having the ability and willingness to work together with others, having a critical attitude, having the courage to take individual responsibility, having the ability to adapt to the environment, having the ambition to progress and trying to keep up. development of their field of expertise which has been proven to produce reliable data in a context based on industrial work practice experience as measured by indicators such as Job Skills, Job Knowledge, Work-related Activities, Seriousness during internships, Internship Facilities, Suitability of skills to work industry in accordance with research (Fajriah & Sudarma, 2017), (Iwan Rusliyanto, 2019) and also by the presence of work interest which is measured by indicators, namely personal interest, encouragement to develop, responsibility, encouragement to succeed, encouragement from parents in accordance with research (Kurniawati & Arief, 2016), (Rahmawati & Ahmad, 2021)

The population in this study was 69 students of class XII SMKN 46 Jakarta, 72 students of XII SMKN 48 Jakarta, and (Sugiyono, 2013) includes a table regarding the comparison of the population size with the sample that must be taken to represent the population with a certain

error rate. This table is a form of development of the application of the formula *Isaac* and *Michael*. Thus, the sample was taken with a significance of 5% of the total population, resulting in a sample of 159 students.

This data collection technique uses a questionnaire. To find out whether the questionnaire is suitable for distribution in this research, we use a validity and reliability instrument test that has been tested and declared valid for each variable for each indicator. To obtain analysis results, it is necessary to use the classic assumption test with regression prerequisites including normality test, multicollinearity test and heteroscedasticity test, multiple linear analysis with hypothesis t test, f test and coefficient of determination (*R-square*) using SPSS version 29 software.

RESULTS AND DISCUSSION

This research obtained data through distributing questionnaires in classes XII SMKN 46 Jakarta, XII SMKN 48 Jakarta, and likert which has a score of 1 to 5. The results of the normality test using the Kolmogorov Smirnov test approach show that the residual data is normally distributed because the Asymp Sig (2-tailed) value is $2.02 > 0.05$, the results of the multicollinearity test are all tolerance values > 0.10 and the VIF value < 5 , which means that the independent variables do not have multicollinearity problems, the results of the heteroscedasticity test, the significance of the internship variable is 0.86, and the work interest variable is 0.149, which means that all independent variables are > 0.05 , Training carried out on industrial work practices important in student work readiness as a form of synchronization synchronization in school with field. (Larosa et al., 2022) stated that "The results of This research shows that industrial practical experience has a positive influence and has a significant effect on the work readiness of Mechanical Engineering students", This research also shows that students with high interest are more active in searching job-related information and be more enthusiastic about participating in training. (Ibrahim & Kamsani, 2022) stated that "interest has been found to be a positive influence on adolescents' decisions about future careers." In the sense of freedom, It was found that interest had a positive effect on teenagers' decisions future career. In line with research conducted by (Wayan et al., n.d.) "internship experience and job interest have a positive and significant influence on the work readiness of students". In independent meaning, there is a positive and significant influence of work experience and interests work on job readiness.so it can be concluded that the variables do not have symptoms of heteroscedasticity. After obtaining the data results, data processing is carried out to test the feasibility of the model, using multiple linear regression equations, a multiple linear regression equation model as follows:

$$KP = 4.963 + 0.559 PK + 0.372 MK$$

Information :

- KP : Working readiness
- PK : Industrial Work Practices
- MK : Interest in Work

The constant value is 4.963, which means that the variables are industrial work practices and work interest is considered zero, then the work readiness variable is 4,963. The coefficient value of the industrial work practice variable is 0.559, which means that if the industrial work practice variable increases by one unit and the work interest variable is considered constant, then the work readiness variable will increase by 0.559. The coefficient value of the work interest variable is 0.372, which means that if the work interest variable increases by one unit and the industrial work practice variable is considered constant, then the work readiness variable will increase by 0.372.

Table 1. Simultaneous model feasibility (F test)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	13694.431	2	6847.215	424.792	<.001 ^b
	Residual	2514.563	156	16.119		
	Total	16208.994	158			

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Job Interest, Work Practices

The simultaneous model feasibility test aims to test whether industrial work practice variables and work interest have an effect on work readiness. The test results show an $F_{value_{count}}$ amounting to 424,792 and a value of F_{table} of 3.05, with a significance value of $0.001 < 0.05$, it can be concluded that H_1 accepted which states that the variables of industrial work practices and work interest have a positive and significant effect on work readiness in class XII students of State Vocational Schools in the East Jakarta region.

Table 2. Coefficient of Determination (R²)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	PRESS
1	.919 ^a	.845	.843	4.015	2633.083

a. Predictors: (Constant), Work Interest, Work Practice

b. Dependent Variable: Work Readiness

Coefficient of determination (R^2) aims to see how much the variables of industrial work practices and work interests contribute to forming work readiness in vocational school students, the test results show the value *R Square* of 0.845 or 84.5%. This means that the industrial work practice and work interest variables are able to explain 84.5% of vocational school students' work readiness and the remaining 15.5% is influenced by other variables not included in this research.

Table 3. Partial Hypothesis test (t test)

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients	t	Say.	
B	Std. Error	Beta	Tolerance	VIF	
1	(Constant)	4.963	1.781		
Work Practices	.559	.080	.524	7.002	<.001
Work Interest	.372	.067	.417	5.566	<.001
a. Dependent Variable: Work Readiness					

The partial hypothesis test aims to determine whether partially the industrial work practice variables and work interest have an effect on vocational school students' work readiness based on the results showing that the industrial work practice variable has a t_{count} of 7.002 and t_{table} of 1.97 with a significance value of $0.0001 < 0.05$, then H_2 . It can be concluded that the industrial work practice variable partially has a significant effect on vocational school students' work readiness and shows that the work interest variable has a t_{count} of 5.556 and t_{table} of 1.97 with a significance value of $0.0001 < 0.05$, then H_3 . It can be concluded that the work interest variable partially has a significant effect on vocational school students' work readiness.

Industrial Work Practices Have a Positive Influence on Work Readiness

This research reveals that industrial work practices have a positive and significant influence on vocational school students' work readiness. This result is shown by the value of $t_{\text{count}} > t_{\text{table}}$, namely $5.556 > 1.97$ and significant $0.001 < 0.05$. These results are in line with previous research. Research by (Muhajir, 2019) and (Sasman & Apero, n.d.) also supports this finding. Muhajir found that the career development of employees at the Regional Revenue Service of Central Sulawesi Province had not been optimal due to unfair treatment. This shows that a work environment that supports and provides practical experience can increase work readiness. Sasman and Apero in their research in Central Bengkulu Regency found that management support and the implementation of a career development system that is fair and in accordance with the rules is very important for employee career development. This support and opportunities for development are also important aspects of effective industrial working practices.

The results of the hypothesis test which show that the Industrial Work Practices variable has a significant effect on vocational school students' work readiness indicate that there is an important relationship between industrial work practice experience and students' work readiness. This phenomenon has significant implications in the context of vocational education, because it highlights the importance of integration between theory and practice in students' career preparation. First of all, these results provide empirical support for the concept that direct experience in industry can improve students' work readiness. Industrial work practice gives students the opportunity to apply the knowledge and skills they learn at school in real situations, which can strengthen their understanding of the demands and expectations in the work environment. In addition, these findings strengthen the argument that collaboration between schools and industry is an important factor in improving the quality of vocational education. Through industrial work practices, schools can bridge the gap between educational curricula and industry needs, thereby better preparing students to enter the job market. Furthermore, the practical implication of these results is the importance of increasing vocational school students' access to quality industrial work practice programs. Students should be given the opportunity to engage in practical experiences appropriate to their field of study, as well as receive adequate guidance during such practicals.

Work Interest has a Positive Influence on Work Readiness

This research reveals that work interest has a positive and significant effect on vocational school students' work readiness. This result is shown by the value of $r_{\text{count}} > r_{\text{table}}$, namely $5,566 > 1.97$ and is significant $0.001 < 0.05$. These results are in line with previous research. Research by (Nuryasin et al., 2016) also supports this finding, stating that work interest is one of the key factors in work readiness. Rivai emphasized that companies must create conditions that support individual efforts to plan their careers, as well as create employee awareness of the importance of knowing career goals and the steps that need to be taken to achieve them. Rivai also emphasized that aspects of organizational loyalty, as well as support

from mentors and sponsors, play an important role in forming positive work interests.

Other research by (Diskiene et al., 2019) in "The Influence of Work Interest and Motivation on Vocational School Students' Work Readiness" also found that work interest has a significant effect on work readiness. Students who have a high interest in the work they are studying tend to have better job readiness compared to students who are less interested. This research also shows that students with high interest are more active in seeking job-related information and are more enthusiastic about participating in training.

The results of hypothesis testing show that the work interest variable has a significant effect on vocational school students' work readiness, highlighting the importance of psychological factors in students' career preparation. The implication of these findings is that students' level of interest or motivation towards work can be a strong predictor of how ready they are to enter the world of work. First of all, these findings confirm that work interest is an important factor in determining vocational school students' work readiness. Students who have a high interest in a particular field of work tend to be more motivated to acquire the knowledge and skills needed to be successful in that field, so they are better prepared to face challenges in the world of work. In addition, these results underscore the importance of an approach based on students' interests in designing vocational education programs. Schools must strive to identify students' interests and talents from an early age, and then provide educational programs that suit these interests so that students can feel maximally involved and motivated.

Industrial Work Practices and Work Interest have a positive effect on Work Readiness

The results of the hypothesis test which show that the variables of industrial work practices and work interests have a significant effect on vocational school students' work readiness illustrate the complexity of factors that influence students' career preparation in vocational education. These findings highlight the importance of integration between practical industrial work experience and student motivation towards work in preparing students to enter the world of work. First of all, these results show that industrial work practices make a significant contribution to vocational school students' work readiness. Through work practice, students have the opportunity to experience real situations in the world of work, apply the knowledge and skills they learn at school, and understand the demands and expectations in the work environment.

Furthermore, these findings confirm that work interest also has a strong influence on students' work readiness. Students who have a high interest in certain areas of work tend to be more motivated to acquire the required knowledge and skills, thereby increasing their readiness to enter the job market. However, it is important to realize that industry work practices and work interests are interrelated and mutually influencing factors. Work practices that are interesting and match students' interests tend to increase students' motivation and involvement in learning, which in turn can increase their work readiness.

Previous research supports these findings. For example, research by (Sasman & Apero, n.d.) shows that employees who receive support in career development, both through formal education and work experience, show better work readiness. This support is aligned with industry working practices providing students with the opportunity to learn and develop skills in a real work environment. (Muhajir, 2019) also found that fair treatment and appropriate career development can increase employee work readiness. In the context of vocational school students, structured and fair industrial work practices can provide equal opportunities for all students to learn and develop, thereby increasing their work readiness. (Nuryasin et al., 2016) states that companies must create conditions that support individual career development, including providing opportunities for training and skills development. This is in line with the importance of industrial work practices in preparing vocational school students for the world of work. Apart from that, high work interest is also an important factor in work readiness,

because high interest encourages students to be more active in pursuing self-development opportunities.

CONCLUSION AND RECOMMENDATION

Conclusion

This research aims to find out how industrial work practices and work interests influence vocational school students' work readiness, with the object research, namely students of SMKN 46, SMKN 48 and SMKN 50. The population in this study was 179 students and then carried out *purposive* as many as 159 students. Based on the results of the analysis and discussion that have been described, the following conclusions can be drawn: Partial test results show that industrial work practice variables have a significant effect on vocational school students' work readiness. These results are in accordance with statistical calculations where the work interest variable has a $t_{\text{value}_{\text{count}}}$ of 5.556 and $t_{\text{value}_{\text{table}}}$ amounting to 1.97 with a significance value of $0.0001 < 0.05$, it can be concluded that the work interest variable has a significant effect on vocational school students' work readiness, Partial test results show that the work interest variable has a significant effect on vocational school students' work readiness. This result is in accordance with statistical calculations where the work interest variable has a $t_{\text{value}_{\text{count}}}$ of 5.556 and $t_{\text{value}_{\text{table}}}$ amounting to 1.97 with a significance value of $0.0001 < 0.05$, it can be concluded that the work interest variable has a significant effect on vocational school students' work readiness, Simultaneous test results show that the variables of industrial work practices and work interest have a significant effect on vocational school students' work readiness. This result is in accordance with the results of statistical calculations where $F_{\text{value}_{\text{count}}}$ amounting to 424,792 and a value of F_{table} equal to 3.05, with a significance value of $0.001 < 0.05$, so it can be concluded that the variables of industrial work practices and work interest have a positive and significant effect on work readiness in vocational school students.

Recommendation

There are several recommendations that can be given to researchers who wish to continue studies on work readiness in vocational school students as follows: Longitudinal Study: Further research can be carried out in the form of a longitudinal study that follows the development of vocational school students over time. By tracking students from their education to their entry into the world of work, this kind of research can provide a more comprehensive understanding of the factors that influence students' long-term work readiness. Comparative Analysis: Research can be conducted to compare the influence of industry work practices and work interests. on the work readiness of vocational school students in various contexts or countries. This comparison can help identify differences in the influence of these factors on student work readiness in various educational and industrial environments. Comprehensive Work Readiness Measurement: Future research can develop and use more comprehensive and multidimensional work readiness measurement instruments. Such measurements can cover various aspects of job readiness, including technical skills, soft skills, psychological readiness, and career orientation. Study of the Influence of Other Environmental Factors: In addition to industry work practices and job interests, research can look at the influence of other environmental factors such as family support, access to educational resources, or socioeconomic factors on vocational school students' work readiness. This will help in understanding a more complete picture of the factors that influence students' work readiness.

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