JOB READINESS OF VOCATIONAL HIGH SCHOOL STUDENTS INFLUENCED BY FIELDWORK PRACTICES, WORK MOTIVATION AND SOFT SKILL MASTERY

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ABSTRACT

This study aims to determine the influence of fieldwork practice, work motivation, and soft skills on job readiness. The population in this study consists of 248 twelfth-grade students from SMKN 6 Jakarta. The sample selection was determined using Slovin's formula with a 5% margin of error, resulting in a sample of 153 respondents. This research employs quantitative data analysis techniques using a survey method, where data was collected through a questionnaire formatted in Google Forms. The findings reveal that fieldwork practice has a significant positive impact on job readiness. Additionally, work motivation also has a significant positive influence on job readiness. Similarly, soft skills have a significant positive effect on job readiness. Overall, fieldwork practice, work motivation, and soft skills collectively have a significant positive impact on job readiness. The coefficient of determination indicates that these three variables contribute 44.7% to job readiness, while the remaining percentage is influenced by other factors not examined in this study.
Keyword: Fieldwork Practices, Work Motivation, Soft Skills, Job Readiness

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh praktik kerja lapangan, motivasi kerja, dan soft skill terhadap kesiapan kerja. Populasi dalam penelitian ini adalah siswa kelas XII SMKN 6 Jakarta yang berjumlah 248 orang. Pemilihan sampel ditentukan menggunakan rumus Slovin dan tingkat toleransi kesalahan sebesar 5%, diperoleh sampel sebanyak 153 responden. Penelitian ini menggunakan teknik analisis data kuantitatif dengan metode survei, di mana data dikumpulkan melalui kuesioner yang disusun dalam format Google Form. Hasil penelitian mengungkapkan bahwa praktik kerja lapangan memiliki dampak positif yang signifikan terhadap kesiapan kerja. Selain itu, motivasi kerja juga memberikan pengaruh positif yang signifikan terhadap kesiapan kerja. Dan soft skill memberikan pengaruh positif yang signifikan terhadap kesiapan kerja. Secara keseluruhan, praktik kerja lapangan, motivasi kerja, dan soft skill bersama-sama memiliki pengaruh positif yang signifikan terhadap kesiapan kerja. Adapun koefisien determinasi menunjukkan bahwa ketiga variabel tersebut berkontribusi sebesar 44,7% terhadap kesiapan kerja, sementara sisanya dipengaruhi oleh faktor-faktor lain yang belum diteliti.
Kata kunci: Praktik Kerja Lapangan, Motivasi Kerja, Soft Skill, Kesiapan Kerja

INTRODUCTION

In the era of globalization, Indonesia faces significant challenges in employment and trade. As a result, the country experiences considerable economic and social unrest, marked by intense competition in the labor and business sectors. With increasingly high competency standards, many individuals are predicted to lose their jobs (Zahar et al., 2023). According to International Institute for Management Development World Talent Ranking data, the level of workforce readiness varies significantly across countries. Compared to other nations, Brazil is known for having a relatively low level of workforce preparation, while Indonesia ranks 43rd with a score of 41.62% (World, 2024). A productivity crisis has become a major challenge in Indonesia's labor sector. Despite an abundant workforce, its quality remains suboptimal. Many job seekers lack adequate skills, and access to job-related information is still limited (Sugianti et al., 2023). Therefore, efforts to enhance human resources, particularly by advancing vocational high school (SMK) education, are necessary.

According to Pertiwi (2021), SMK are designed to equip their graduates with skills aligned with industry demands. However, SMK graduates reportedly have the highest poverty rates in Indonesia, according to BPS data. The proportion of SMK graduates decreased from 10.38% in 2022 to 9.60% in 2023 and is expected to drop slightly further to 8.62% in 2024 (Statistik, 2024). The high unemployment rate among SMK graduates is caused by several factors. First, the education system continues to produce graduates with intermediate skills that do not match industry needs (Aini, 2022). Second, competition for jobs is becoming fiercer as the workforce grows, requiring SMK graduates to compete with those of higher education levels and other SMK graduates (Isnaini, 2024). Third, age factors also influence unemployment rates, as individuals who graduate earlier tend to have higher unemployment rates (Adriyanto et al., 2020).

According to Kirani & Chusairi (2022), several factors such as ability, attitude, job knowledge, work experience, peer influence, family financial status, motivation, and academic achievement affect job readiness. Students' readiness to enter the industrial world is positively influenced by their level and intensity of work motivation (Yusadinata et al., 2021). Fieldwork experience has a significant impact on students' preparedness to enter the workforce (Hakimi et al., 2023). Research by Ameliyah & Fitriana (2022) indicates that mastering soft skills has a significant impact on students' readiness for the workforce. Based on these explanations, this study aims to determine whether fieldwork practices, work motivation, and soft skills influence students' job readiness.

LITERATURE REVIEW
Fieldwork Practices

Workplace practice is the most commonly used type of instruction because it can be tailored and consistent with employees' tasks. Effective workplace practice involves practices that are carefully identified and implemented (Bangkara, 2022). Fieldwork practice can also be defined as a means of enhancing education and training, allowing students to participate in both classroom activities and extracurricular activities at workplaces or industries (Haryanti, 2022). Furthermore, Mardizal & Jalinus (2023) stated that fieldwork practice is an educational program that all students must undertake in the industrial world. According to Syifa (2021), fieldwork practice is a critical step in producing outstanding graduates and strengthening the relationship between schools and the industrial sector.

The indicators influencing fieldwork practice, as identified by Maulanada et al., (2024), Syailla (2024) dan Kartika (2022), include: practical experience that provides students with direct opportunities to engage in real-world work situations; productive work; work-connected activities; learning basic competencies; becoming familiar with fundamental work processes

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and tools; developing work habits and skills; fostering social responsibility; and valuing work and workers.

Work Motivation

Work motivation, as stated by Supriyadi (2023), refers to the psychological drive an individual receives, which influences their level of effort and perseverance in overcoming challenges. According to Syarief (2022), work motivation is a process where demands inspire an individual to adopt certain behaviors aimed at achieving various desires, organizational goals, and specific objectives. Describe work motivation as the internal and external drives that an individual possesses to complete a task (Diwyarthi et al., 2022). Simbolon et al., (2023) define workplace motivation as the stimulus or drive to perform a task, which may originate from external or internal sources. Kristanti & Pangastuti (2019) further explain work motivation as a driving factor that stimulates, guides, and mobilizes work behavior, channeling specific efforts to contribute maximally to a company's success in achieving its goals.

The indicators influencing work motivation, as identified by Jufrizen (2021), Kusumayadi (2023), Yulianti et al., (2023), Prasasti et al., (2023), include: the desire and willingness to engage in activities, which refers to the internal drive that makes an individual interested and enthusiastic about working; the drive and need to perform activities, both physiological and psychological, acting as primary motivators encouraging an individual to work; aspirations and goals, which encompass long-term objectives that provide direction and purpose, helping individuals stay focused and strive harder; self-respect and recognition, which build confidence and satisfaction; and an engaging environment and activities, which foster motivation and productivity.

Soft Skills

Non-technical skills related to an individual's social, psychological, and personality traits are known as soft skills, which significantly impact productivity and success in the workplace (Hartatik, 2023). Hatta (2023) defines soft skills as an individual's capacity in communication, personal traits, socialization, skills, and emotional intelligence. Soft skills are one of two skill categories that facilitate communication, teamwork, and situational adaptability (Saptoto, 2024). Arif (2023) describes soft skills as an individual's ability to manage themselves, engage in effective interpersonal interactions, and develop their hard skills. Similarly, Sucipta (2023) defines soft skills as affective rather than cognitive abilities, helping individuals control their speech, ideas, and attitudes while understanding their psychological state. Soft skills contribute to building two strong personalities that enhance professional capabilities, complementing hard skills (Septiawan et al., 2020). According to Haryanto et al., (2023), soft skills influence a person's ability to communicate effectively with coworkers and clients.

The indicators influencing soft skills, as identified by Rosyid et al., (2023), Panji et al., (2021), Pratama et al., (2022), and Tampubolon (2024), include: self-awareness, which involves accepting responsibility for tasks assigned to oneself; self-management, which entails confidence in overcoming challenges and making decisions with assurance; empathy, the ability to foster solid cooperation among coworkers; and social skills, encompassing the ability to share work-related information and knowledge with others.

Job Readiness

A person's ability and willingness to perform specific tasks are measured by their level of job readiness (Simbolon, 2023). According to Jumadin (2023), job readiness refers to the ability or activities that prepare an individual for long-term employment. Yusri & Sulistyowati (2020) define job readiness as the degree of preparedness and ability of students to directly

enter the industrial workforce after graduation, without requiring additional time for workplace adaptation or overcoming challenges, thanks to prior hands-on learning experiences in the workplace. Alifa (2020) describes job readiness as a process encompassing the development of students' careers, including their attitudes, values, knowledge, and skills. Meanwhile, Parsa & Hadarawi (2023) define job readiness as the maturity individuals acquire internally through experiences that teach them how to perform specific tasks or jobs.

The indicators influencing job readiness, as identified by Salma (2023), Firawati et al., (2022), Sultoni et al., (2021), and Mangzila et al., (2020), include, level of maturity, characterized by growth and development, which reflects physical and mental improvement; prior experience, which influences job readiness by providing lessons for future work; mental and emotional conditions, marked by balanced mental and emotional states, logical thinking, maturity, emotional control, responsibility, teamwork, acceptance of criticism, openness, and potential development; and intelligence, both cognitive and emotional.

Hypothesis

The hypothesis will serve as a temporary assumption about the research conducted to discover the truth. The hypotheses in this study are developed as follows:
H1: Fieldwork practice influences job readiness.
H2: Work motivation influences job readiness.
H3: Soft skills influence job readiness.
H4: Fieldwork practice, work motivation, and soft skills collectively influence job readiness.

METHOD

The method used in this study is quantitative with a survey method. The research population consists of 248 Grade XII students from SMKN 6 Jakarta. The sampling technique employed is proportional random sampling with a 5% margin of error, resulting in a sample size of 153 respondents. Data is measured using a Likert scale for the variables of fieldwork practices, work motivation, soft skills, and job readiness. The indicators influencing fieldwork practice, according to Maulanada et al., (2024), Syailla (2024) dan Kartika (2022), include: practical experience, productive work, work-connected activities, learning basic skills, becoming familiar with basic work processes and tools, building work habits and skills, developing social responsibility, and valuing work and workers. The indicators influencing work motivation, as identified by Jufrizen (2021), Kusumayadi (2023), Yulianti et al., (2023), Prasasti et al., (2023), include: desire and willingness, drive and need, aspirations and goals, recognition and respect, and environment and activities. The indicators influencing soft skills, according to Rosyid et al., (2023), Panji et al., (2021), Pratama et al., (2022), and Tampubolon (2024), include: self-awareness, self-management, empathy, and social skills. The indicators influencing job readiness, based on Salma (2023), Firawati et al., (2022), Sultoni et al., (2021), and Mangzila et al., (2020), include: maturity level, prior experience, mental and emotional conditions, and intelligence.

Data processing analysis used SPSS version 26, with data analyzed through instrument testing, prerequisite analysis testing, classical assumption testing, multiple linear regression testing, hypothesis testing, and determination coefficient testing. Instrument testing was conducted to assess the reliability and construct validity of each indicator. Meanwhile, prerequisite analysis testing was performed to examine the variable distribution and the effect of independent variables using normality and linearity tests. Next, classical assumption testing was conducted to evaluate the correlation between independent variables and regression with variance and residuals using multicollinearity and heteroscedasticity tests. Multiple linear regression analysis was used to determine the influence level of the independent variables. Hypothesis testing was performed to determine whether independent variables have an effect

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on the dependent variable and to assess the extent to which the independent variables influence the dependent variable using the T-test (partial test) and F-test (simultaneous test). Additionally, the determination coefficient test was employed to demonstrate the proportion of the impact of each independent variable on the dependent variable.

RESULTS AND DISCUSSION

Normality test

The results of the Kolmogorov-Smirnov normality test show a significance value of Asympt. Sig. (2-tailed) of 0.200, indicating that the value is > 0.05, meaning the research sample is normally distributed. Additionally, the normal probability plot can also be used to verify the normality test results. As a result, the regression model meets the normality assumption, enabling further analysis.

Table 1. Normality Test (Kolmogorov Smirnov)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		153
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.80514566
Most Extreme Differences	Absolute	.064
	Positive	.064
	Negative	-.050
Statistical Tests		.064
Asymp. Sig. (2-tailed)		.200[c,d]

Linearity Test

The findings of this test were analyzed using the ANOVA table, which indicates that the two variables have a linear relationship if the Deviation from Linearity value is significant > 0.05. The Deviation from Linearity value is 0.203 > 0.05, demonstrating that the job readiness variable (Y) and the fieldwork practice variable (X1) in this study have a linear relationship. The Deviation from Linearity value is 0.125 > 0.05, indicating that the job readiness variable (Y) and work motivation variable (X2) in this study have a linear relationship. The Deviation from Linearity value is 0.853 > 0.05, showing that the job readiness variable (Y) and the soft skills variable (X3) in this study have a linear relationship.

Multicollinearity Test

Based on the table below, the tolerance values for the internship variable are 0.627, work motivation 0.625, and soft skills 0.996, all of which are > 0.10. Meanwhile, the VIF values for the internship variable are 1.596, work motivation 1.600, and soft skills 1.004, all of which are < 10. Thus, it can be concluded that the regression model is free from multicollinearity symptoms.

Table 2. Multicollinearity Test

	Coefficients[a]						
	Unstandardized Coefficients		**Standardized Coefficients**			**Colinearity Statistics**	
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
(Constant)	20.193	2.270		8.897	.000		
Fieldwork Practice	.188	.031	.465	6.048	.000	.627	1.596
Work Motivation	.119	.037	.244	3.174	.002	.625	1.600
Soft Skills	.062	.019	.200	3.272	.001	.996	1.004
a. Dependent Variable: Job Readiness							

Heteroscedasticity Test

The significance values of the Fieldwork Practice variable (0.585), work motivation (0.124), and soft skills (0.625) indicate that all three values are > 0.05. It can be concluded that heteroscedasticity is not present.

Table 3. Heteroscedasticity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.943	1.391		-.678	.499
Fieldwork Practice	.010	.019	.056	.548	.585
Work Motivation	.035	.023	.157	1.549	.124
Soft Skills	-.006	.012	-.039	-.490	.625
a. Dependent Variable: ABS					

Multiple Regression Equation

Based on the Table 4, the multiple regression analysis obtained is as follows:

Table 4. Multiple Regression Equation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.099	2.278		8.821	.000
Fieldwork Practice	.189	.031	.465	6.049	.000
Work Motivation	.118	.038	.241	3.133	.002
Soft Skills	.064	.019	.205	3.362	.001
a. Dependent Variable: Job Readiness					

$$Y=20{,}099+0{,}189X_1+0{,}118X_2+0{,}064X_3$$

Based on the regression equation, the constant value of 20.099 indicates that if Fieldwork Practice (X1), Work Motivation (X2), and Soft Skills (X3) are all valued at 0, the students' Work Readiness will be at 20.099. The coefficient value for the Fieldwork Practice variable (X1) is 0.189, indicating that every 1-unit increase in this variable will increase students' work readiness by 0.189, assuming other variables remain constant. This positive coefficient demonstrates that Fieldwork Practice (X1) has a positive impact on work readiness. The coefficient value for the Work Motivation variable (X2) is 0.118, indicating that every 1-unit increase in this variable will increase students' work readiness by 0.118, assuming other variables remain constant. The positive coefficient shows that Work Motivation (X2) has a positive influence on work readiness. The coefficient value for the Soft Skills variable (X3) is 0.064, indicating that every 1-unit increase in this variable will increase students' work readiness by 0.064, assuming other variables remain constant. The positive coefficient illustrates that Soft Skills (X3) positively affect work readiness.

Partial Test (T Test)

The Fieldwork Practice variable (X1) has a t-value of 6.049 and a t-table value of 1.976, as shown in the table. This indicates a significance value of 0.000 < 0.05 and a t-value of 6.049 > 1.976. It can be concluded that the work readiness variable is significantly and positively influenced by the Fieldwork Practice variable. Next, the t-value for the work motivation variable (X2) is 3.133, while the t-table value is 1.976. This shows a significance value of 0.002 < 0.05 and a t-value of 3.133 > 1.976. Therefore, it can be stated that the work readiness variable is positively and significantly influenced by the work motivation variable.

Additionally, the t-value for the soft skills variable (X3) is 3.362, and the t-table value is 1.976. This indicates a significance value of 0.001 < 0.05 and a t-value of 3.362 > 1.976. Thus, it can be concluded that the work readiness variable is significantly influenced by the soft skills variable.

Table 5. Partial Test (T Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.099	2.278		8.821	.000
Fieldwork Practice	.189	.031	.465	6.049	.000
Work Motivation	.118	.038	.241	3.133	.002
Soft Skills	.064	.019	.205	3.362	.001

a. Dependent Variable: Job Readiness

Simultaneous Test (F Test)

The F-test result, as shown in the F-test table above, is 40.216 > 2.665 (F-table). Additionally, the significance value is 0.000 < 0.05. It can be concluded that work readiness is significantly improved by the simultaneous presence of the variables Fieldwork Practice, work motivation, and soft skills.

Table 6. Simultaneous Test (F Test)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	401.049	3	.133.683	40.216	.000^b
Residual	495.300	149	3.324		
Total	896.349	152			

a. Dependent Variable: Job Readiness

b. Predictors: (Constant), Soft Skills, Fieldwork Practice, Work Motivation

Coefficient of determination

Based on the table below, the R Square (R²) value is 0.447. This means that Fieldwork Practice (X1), work motivation (X2), and soft skills (X3) contribute 44.7% to influencing work readiness (Y), while the remaining 55.3% is influenced by other factors not included in this study.

Table 7. Coefficient of determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669^a	.447	.436	1.823

a. Predictors: (Constant), Soft Skills, Fieldwork Practice, Work Motivation

Discussion

The Influence of Internship Programs on Work Readiness

The partial test results show that the Fieldwork Practice variable has a significant relationship with work readiness. This is evidenced by the significance value of the Fieldwork Practice variable being 0.000 < the threshold of 0.05 and the t-value of 6.049 > the absolute t-table value of 1.976. These findings indicate that an increase in students' internship experience tends to be directly proportional to an increase in their work readiness. It is concluded that the research hypothesis (H1), which states that Fieldwork Practice influences work readiness, is accepted.

This result aligns with the study by Puspitasari & Bahtiar (2022), which found that internship experience significantly influences students' readiness for work. High-quality internships enhance students' employability by providing them with the skills needed to succeed in the workforce and business world after graduation. Further research by Sidiq (2023) revealed that internship activities have a positive and significant impact on students' readiness to enter the industrial world. Although a lack of internship experience may result in low work readiness, increasing the intensity of internships can help students become better prepared to enter the workforce. Additionally, the study by D. P. Sari & Rahdiyanta (2023) explained that internships have a significant impact on vocational school students' plans for entering the industrial world. This indicates that students' work readiness increases with the quality of internship experiences and decreases as the quality of internship experiences declines.

The Influence of Work Motivation on Work Readiness

The partial test results demonstrate that the work motivation variable has a significant relationship with work readiness. This is indicated by the significance value for work motivation being 0.002 < the threshold of 0.05, and the t-value of 3.133 > the absolute t-table value of 1.976. These findings suggest that an increase in work motivation tends to be directly proportional to an increase in work readiness. The research hypothesis (H2), which states that work motivation influences work readiness, is accepted.

These findings are consistent with the study by Zahmelinda & Armiati (2023), which showed that work motivation significantly affects work readiness. Students with high motivation in the workplace are more likely to be inclined to work. Motivation serves as a driving force that can propel individuals closer to or further from their desired outcomes. Furthermore, the findings of Ragil & Dwi (2024) indicate that students' work readiness is positively influenced by their work motivation. An increase in work readiness largely depends on the level of work motivation. While low work motivation can lead to inadequate work readiness, students with strong work motivation generally exhibit better preparedness for the workforce. The study by Riwayati & Santoso (2022) also revealed that students' work readiness is positively and significantly influenced by their work motivation. Thus, the higher a student's motivation toward their work, the more prepared they are to enter the industrial world, and vice versa. Students with high work motivation are more driven to work. Strong motivation enhances students' readiness for the workforce and inspires them to work more productively and efficiently to achieve the desired results.

The Influence of Soft Skills on Work Readiness

The partial test results show that the soft skills variable has a significant positive relationship with work readiness. This is evidenced by the significance value for soft skills being 0.001 < the threshold of 0.05, and the t-value of 3.362 > the absolute t-table value of 1.976. These findings suggest that an increase in soft skills tends to be directly proportional to an increase in work readiness. Thus, the research hypothesis (H3), which states that soft skills influence work readiness, is accepted.

These findings align with the study by Soni (2023), which stated that soft skills have a significant impact on students' work readiness. Soft skills, such as communication, teamwork, critical thinking, time management, leadership, and decision-making, are crucial aspects for students to compete in the workforce. The research by Hardiana et al., (2023) also highlighted that soft skills significantly affect work readiness. In the workplace, the ability to collaborate and work together to complete tasks is essential. Prospective employees must also possess strong communication and adaptability skills. Effective communication is achieved when individuals feel comfortable and are able to adjust to new environments.

The Influence of Internship Programs, Work Motivation, and Soft Skills on Work Readiness

These findings indicate that Fieldwork Practice, work motivation, and soft skills have a significant relationship with students' work readiness. This is demonstrated through the F-test results, where the calculated F value of 40.126 > the F-table value of 2.665. Additionally, the multiple regression analysis yields a coefficient of determination (R^2) of 0.447 or 44.7%, indicating that the three independent variables contribute 78% to students' entrepreneurial interest. The remaining 55.3% is influenced by other factors that are not the focus of this study. Therefore, the research hypothesis (H4), which states that fieldwork practice, work motivation, and soft skills influence work readiness, is accepted.

The study by Amanda et al., (2023) reported an F-test value of 31.895, indicating a simultaneous influence of internship experience, work interest, soft skills, and work motivation on work readiness. Similarly, the research by Pambajeng et al., (2024) confirmed a significant and simultaneous effect of internship experience, work motivation, and soft skills on work readiness, with an F-test value of 141.204. Internship experience, work motivation, and mastery of soft skills enable students to be well-prepared and mature when entering the workforce. These three factors are interrelated and work together to enhance students' readiness for employment, as they share the same goal of equipping students to face the challenges of the professional world.

CONCLUSION AND RECOMMENDATION

Based on the data processing results that have been carried out, the following conclusions can be drawn: (1) fieldwork practice (X1) and work readiness (Y) of students at SMKN 6 Jakarta are positively and significantly correlated. The more comprehensive the internship experience, the better organized the students are in entering the industrial world; (2) Students at SMKN 6 Jakarta show a direct positive relationship between work motivation (X2) and work readiness (Y). Students are ready to enter the industrial world if they are motivated to work; (3) Soft skills (X3) and work readiness (Y) have a direct positive and significant relationship among the students at SMKN 6 Jakarta. Students are better organized to enter the industrial world if they have stronger soft skills; (4) soft skills (X3), work motivation (X2), and fieldwork practice (X1) all significantly contribute to work readiness. This reveals how improvements in soft skills, work motivation, and fieldwork practice can help students become more organized for the industrial world.

This study faced several limitations during its implementation, which provides room for development through further research. The researcher also acknowledges that some shortcomings were found throughout the study, including (1) The study findings show that the variables of fieldwork practice, work motivation, and soft skills contribute 44.7% to work readiness. The remaining 55.3% is partially determined by other factors that were not included in the study; (2)The study findings are limited to one vocational school in South Jakarta, so the results may not represent or reflect the conditions in other locations.

Based on the conclusions, and research limitations, the researcher would like to offer several suggestions for future research, which could serve as references, including: (1) Future research could address a similar topic on work readiness by incorporating additional variables that may influence work readiness; (2) The researcher recommends expanding the scope of the research sample, particularly in instrument testing using methods of analysis that are comparable to the characteristics of the study. The goal is to provide a clearer, more comprehensive description of the population and broaden the scope of the research data.

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