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ASSESSING THE IMPACT OF INTERNSHIP, SELF-EFFICACY, AND CAREER GUIDANCE ON WORK READINESS IN VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

The background of this research is based on the low level of work readiness of vocational high school graduates as reflected in open unemployment data and the low percentage of graduates who work immediately after graduation. This study aims to determine the effect of Field Work Practice, Self-Efficacy, and Career Guidance on students' Work Readiness. The research method used is a quantitative approach with a sampling technique, namely proportional random sampling, with a sample size of 125 students. The data collection technique in this study used a questionnaire with a Likert Scale of 1-5. The data analysis technique in this study used descriptive statistics, classical assumption tests, and multiple regression analysis. The results of the analysis show that field work practice has a significant but negative effect on work readiness, while self-efficacy and career guidance have a positive and significant effect.These findings emphasize the need to review the Field Work Practice system which has a negative impact on students' work readiness, as well as the importance of strengthening self-efficacy and career guidance services as strategies to improve overall work readiness.

Keywords: Work readiness, Work field practice, Self-efficacy, Career guidance, Vocational education

ABSTRAK

Latar belakang penelitian ini dilandasi oleh rendahnya tingkat kesiapan kerja lulusan SMK yang tercermin dari data pengangguran terbuka serta rendahnya persentase lulusan yang langsung bekerja setelah lulus. Penelitian ini bertujuan untuk mengetahui pengaruh Praktik Kerja Lapangan, Efikasi Diri, dan Bimbingan Karir terhadap Kesiapan Kerja peserta didik. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan teknik pengambilan sampel yaitu *proportional random sampling,* dengan jumlah sampel sebanyak 125 peserta didik. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner angket dengan Skala Likert 1-5. Teknik analisis data dalam penelitian ini menggunakan statistik deskriptif, uji asumsi klasik, dan analisis regresi berganda. Hasil analisis menunjukkan bahwa praktik kerja lapangan berpengaruh signifikan namun negatif terhadap kesiapan kerja, sedangkan efikasi diri dan bimbingan karir berpengaruh positif dan signifikan. Temuan ini menekankan perlunya peninjauan ulang sistem Praktik Kerja Lapangan yang berdampak negatif terhadap kesiapan kerja siswa, serta pentingnya penguatan efikasi diri dan layanan bimbingan karir sebagai strategi peningkatan kesiapan kerja secara menyeluruh.

Kata kunci: Kesiapan kerja, Praktik kerja lapangan, Efikasi diri, Bimbingan karir, Pendidikan vokasi

INTRODUCTION

In today's era of globalization, industries are advancing rapidly, making it essential for Indonesia to prepare a high-quality workforce capable of competing in an increasingly competitive environment. The development of qualified human resources can begin during a person's education at school. One of the government's key strategies in this regard is to prepare skilled workers through vocational education. Vocational education in Indonesia, particularly at Vocational High Schools (SMK), aims primarily to produce graduates who are ready to enter the workforce. This is crucial, considering the growing demands of industries for workers who possess not only technical competencies but also soft skills such as communication, work ethics, and adaptability. Therefore, the work readiness of SMK graduates serves as a vital indicator in evaluating the effectiveness of the vocational education system.

According to Law Number 20 of 2003 Article 15, "Vocational education is secondary education that prepares students primarily to work in specific fields." This aligns with the objectives of Vocational High Schools (SMK) as outlined in the SMK Curriculum by the Directorate of Secondary Vocational Education (Dikmenjur) in 2008, which aims to produce graduates who are able to enter the workforce with a professional attitude, choose a career, compete, and develop themselves, become mid-level workers who meet the current and future needs of businesses and industries, and become productive, adaptive, and creative workers. In line with this, data from BPS (Statistics Indonesia) provides insights into the Open Unemployment Rate based on educational level in 2024, highlighting the urgency of improving vocational education outcomes to reduce unemployment among graduates.

However, in reality, data from the 2024 National Labor Force Survey (Sakernas) on the Open Unemployment Rate (TPT) by education level shows that vocational high school (SMK) graduates have the highest unemployment rate compared to other education levels. SMK graduates rank first with an unemployment rate of 9.01%, followed by senior high school (SMA) graduates at 7.05%, and junior high school (SMP) graduates at 4.11%. Ironically, although SMKs are designed to produce job-ready graduates equipped with specific skills and expertise, SMK graduates account for the highest unemployment rate in Indonesia. Despite completing three years of vocational education, many students still lack adequate work readiness. Work readiness includes not only technical skills but also an understanding of the working world, career decision-making, mental preparedness, as well as motivation and commitment. Most students still lack a clear understanding of the competencies, work ethic, and industry demands in the real working world. This low level of awareness indicates a gap between the school curriculum and the expectations that exist in professional environments. In fact, understanding the needs of the job market is a crucial foundation for students to prepare themselves optimally—not only in mastering technical skills but also in developing soft skills and cultivating a professional work attitude.

Vocational school students must be prepared to face real-world jobs in business and industry environments, which differ significantly from the school setting they are accustomed to. According to Article 1 of the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 323/U/1997, Work field Practice (Praktik Kerja Lapangan) is a form of vocational education delivery that systematically and synchronously integrates school-based programs with hands-on work experience at partner institutions. This program is designed to help students achieve a certain level of professional expertise. Therefore, Work field Practice can be concluded as a vocational education program that involves collaboration between schools and the business or industrial sector. Students who participate in Work field Practice apply the theories they have learned in school to real work environments, with the aim of equipping them with the experience and skills needed to enter the workforce.

Improving students' work readiness is essential to ensure they can be absorbed into the workforce. One of the key factors influencing this readiness is self-efficacy. According to

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Bandura in Zulaehah et al. (2022), self-efficacy is an individual's belief in their ability to control their own functioning and events in their environment. In students, self-efficacy develops through learning processes that result from interactions with their surroundings. Learning is an effort made by individuals to undergo changes in behavior as a result of their experiences in engaging with the environment (Mastur & Pramusinto, 2020). Possessing self-efficacy is expected to enhance students' ability to work and adapt more easily in professional settings, as it reflects the application of learning through behavioral changes that help shape work readiness.

Another factor that is believed to influence work readiness is career guidance. Career guidance plays a vital role in helping students develop maturity in thinking about their future orientation, enabling them to make career decisions that align with their work readiness. Based on the researcher's interview with the school counselor, it was revealed that student response to career guidance services is still low. This lack of engagement is concerning, as it may hinder students' understanding of various aspects of the working world. Research by Kurniawati & Arief (2021) indicates that work readiness can be improved through better understanding of career decisions gained from career guidance.

In line with the background and the formulated research problems, this study aims to determine the influence of internship programs, self-efficacy, and career guidance on students' work readiness. Therefore, the proposed hypotheses are: (1) Internship programs influence students' work readiness, (2) Self-efficacy has a positive effect on students' work readiness, and (3) Career guidance has a positive effect on students' work readiness.

This study aims to explore the relationship between several factors and work readiness through a series of research questions: whether work field experience influences work readiness, whether self-efficacy affects work readiness, whether career guidance has an impact on work readiness, and whether the combination of work field experience, self-efficacy, and career guidance collectively influences work readiness. By formulating these objectives, the research aims to gain a deeper understanding of how these factors individually and collectively relate to the level of students' work readiness. This study aims to explore the impact of internships, self-efficacy, and career guidance on students' readiness to enter the workforce.

LITERATURE REVIEW

Work Readiness

According to Judith O. Wagner (as cited in Kurniawan, 2020), work readiness is a set of skills and behaviors required to perform in any type of job. Work readiness is the ability to find and adapt to a desired and necessary job with little or no assistance (Veera & Elmartha, 2022). According to Faslah in Sugianti et al. (2023), students who are considered work-ready are those who are able to work in accordance with the skills they possess. Work readiness is a condition in which an individual, particularly a student, has the ability to work based on their acquired skills. According to Wardiman, as cited in Mastur & Pramusinto (2020), students need to possess several essential skills as they approach the world of work, including: (1) basic competencies and adaptability to science and technology, (2) information-seeking skills, (3) the ability to communicate ideas, (4) organizing activities, (5) teamwork, (6) problem-solving, (7) logical thinking, and (8) proficiency in a global language. These skills serve as key assets in enhancing work readiness. According to Brady in Afriani et al. (2024), work readiness focuses on personal traits, such as work ethic and coping mechanisms, which are necessary not only to obtain a job but, more importantly, to retain it. It can be concluded that work readiness is a condition in which an individual possesses skills that align with job requirements, both technical and non-technical. This readiness not only includes mastery of knowledge and practical abilities but is also supported by stable physical and mental conditions, as well as a positive and professional work attitude.

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Work Field Practice

According to Rahmatullah et al. (2021), Work field Practice is a learning activity conducted for students of vocational high schools (SMK/MAK), special needs high schools (SMALB), and training institutions (LKP) through hands-on practice in the workplace for a certain period of time, in accordance with the curriculum and the needs of the job market. According to Wardiman Djojonegoro in Liyasari & Suryani (2022), Field Work Practice is a form of vocational education and training designed to systematically and synchronously integrate the theoretical knowledge gained in school with real-world experiences in the industrial sector. Through this activity, students not only apply the knowledge they have learned but also gain practical skills and direct insight into the work environment. Work field Practice, often referred to as on-the-job training, is a training model aimed at providing the skills required for specific jobs in accordance with the competency demands of the workplace (Khoiroh et al., 2020). According to Donald Schön in his book *The Reflective Practitioner*, as cited by A. Wibowo & Nugroho (2023), he emphasizes the importance of reflection-in-action as a key part of professional learning. Field Work Practice, according to Schön, involves the development of reflective skills, where participants not only carry out practical tasks but also reflect on their actions in order to continuously understand and improve their performance. Although various studies have discussed the importance of internship programs and work readiness, most have focused solely on their positive impacts. This study addresses the research gap by examining the potential negative influence of internships on work readiness, while also incorporating self-efficacy and career guidance as supporting factors for students' readiness from both psychological and strategic perspectives.

Self-Efficacy

According to Bandura in Khayati (2023), self-efficacy is an individual's belief in their ability to exert control over their own functioning and over events in their environment, or a belief in one's personal capabilities. According to Myers, as cited in Wulandari et al. (2021), self-efficacy is described as a person's belief that they are competent and effective in carrying out a task. Individuals with high self-efficacy tend to be more confident in taking initiative, setting goals, and persevering through difficulties, as they believe that their efforts will lead to the desired outcomes. According to Pajares in Irene (2021), self-efficacy is an assessment of one's own competence in performing a specific task within a particular context. Furthermore, self-efficacy refers to an individual's focus on their ability to successfully complete a set of tasks. According to Alwisol in Riyanti & Rustiana (2021), self-efficacy is an individual's assessment of their own ability to determine whether an action can be performed correctly, appropriately, and in accordance with existing demands. Individuals with high self-efficacy believe that they are capable of completing tasks based on the situations and expectations they face. They tend to work hard, persevere, and continue striving until the assigned tasks are successfully completed. Self-efficacy also plays an important role in determining the extent to which a person is motivated and capable of achieving success in various aspects of life, including education and the world of work.

Career Guidance

According to Nurillah (2024), career guidance is a process of assisting students in understanding themselves, recognizing their environment especially the world of work choosing a suitable career, and planning steps to realize the decisions they have made. According to Walgito in Subhan et al. (2022), career guidance is a form of assistance in preparing oneself to face the world of work, choosing a specific field or profession, and equipping oneself to be ready to perform in that role and adapt to the various demands of the chosen workplace. According to Donald E. Super in Rahmawati (2021), career guidance is a

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process that helps individuals understand themselves and their roles in the world of work. This process involves two important aspects: (a) helping individuals recognize and accept their personal potential and interests, and (b) helping individuals understand the world of work so they can optimally adapt to a suitable career environment. According to Nahdi Ahmad in Pangastuti & Khafid (2023), career guidance serves to provide students with understanding and broaden their insights regarding the available career options. Thus, students can make appropriate career choices and prepare themselves effectively to enter the world of work that aligns with their preferences.

METHOD

This study employs a quantitative approach with a survey research design involving accounting students at SMK Negeri 44 Jakarta. The sampling method used is proportional random sampling, resulting in a total of 125 respondents. The data collected is primary data, obtained through questionnaires aimed at examining the influence of fieldwork practice, self-efficacy, and career guidance on students' work readiness. The questionnaire was developed using a Likert scale, and the instruments were tested for validity and reliability before data analysis. Validity testing was conducted using Pearson correlation, while reliability testing was carried out using Cronbach's Alpha, with a threshold of ≥ 0.70 indicating acceptable reliability. Data analysis was performed using SPSS version 29, which included several stages: descriptive statistics, validity and reliability tests, normality and linearity tests, multiple regression analysis, hypothesis testing (t-test and F-test), and the coefficient of determination (R^2). These procedures ensured that the data met the assumptions for regression analysis and that the findings were statistically sound and interpretable.

RESULTS AND DISCUSSION

Statistics Descriptive

Table 1 displays the descriptive statistical outcomes derived from data provided by 125 respondents. For the Work Field Practice variable (X_1), scores ranged between 84.5 and 99, with a mean of 94.56 and a standard deviation of 3.15. The Self-Efficacy variable (X_2) recorded values from 33 to 54, with an average score of 42.94 and a standard deviation of 4.20. Meanwhile, the Career Guidance variable (X_3) had scores spanning from 38 to 62, resulting in a mean of 45.88 and a standard deviation of 4.64. As for the Work Readiness variable (Y), scores varied between 40 and 53, with an average score of 44.40 and a standard deviation of 3.32.

Table 1. Descriptive Statistics Results

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Work Field Practice	125	84.50	99.00	94.5600	3.15915
Self-Efficacy	125	33.00	54.00	42.9440	4.20504
Career Guidance	125	38,00	62,00	45,8800	4,64480
Work Readiness	125	40.00	53.00	44.4080	3.32414
Valid N (listwise)	125				

Normality Test

Before conducting further statistical analyses, a normality test was performed to ensure that the data met the assumption of a normal distribution. Based on the normality test results (Table 2), the Asymp. Sig. value is 0.200, which exceeds the threshold of 0.05. This suggests that the data follow a normal distribution, thereby meeting the assumption required to proceed with further statistical analyses.

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Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		125
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.41450340
Most Extreme Differences	Absolute	.037
	Positive	.034
	Negative	-.037
Test Statistic		
Asymp. Sig. (2-tailed)		.0200[c]

Linearity Test

Based on the Table 3, the study identifies three relationships among the variables. The relationship between work field practice and work readiness has a deviation from linearity value of 0.424. The relationship between self-efficacy and work readiness shows a deviation value of 0.201, while the relationship between industrial career guidance and work readiness records a deviation value of 0.289. Since all these deviation from linearity values are greater than 0.05, it can be concluded that each pair of variables exhibits a linear relationship.

Table 3. Linearity Test Results

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Work Readiness * Work Field Practice	Between Groups	(Combined)	382.660	34	11.255	1.026	.448
		Linearity	4.887	1	4.877	.444	.507
		Deviation from Linearity	377.783	33	11.448	1.043	.424
	Within Groups		987.532	90	10.793		
	Total		1370.192	125			
Work Readiness * Self Efficacy	Between Groups	(Combined)	569.352	20	28.468	6.578	<.001
		Linearity	379.534	1	379.534	203.394	<.001
		Deviation from Linearity	189.818	19	9.990	1.259	.201
	Within Groups		800.840	104	7.700		
	Total		1370.192	125			
Work Readiness * Career Guidance	Between Groups	(Combined)	318.098	20	15.905	1.572	.074
		Linearity	91.409	1	91.409	9.036	.003
		Deviation from Linearity	226.688	19	11.931	1.179	.289
	Within Groups		1052.094	104	10.116		
	Total		1370.192	125			

Multiple Regression Test

Based on Table 4 multiple regression test results, can concluded with equality as following:

$$\acute{Y} = 62{,}993 - 0{,}532X_1 + 0{,}537X_2 + 0{,}177X_3$$

From the equation above, is known that mark constant (α) is 62,993. Based on the analysis results, the coefficient B = -0.532 with a significance level of < 0.001. The negative regression coefficient indicates that the implementation of Work Field Practice has a negative effect on Work Readiness. For Self Efficacy, the significance value (< 0.001), which is less

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than 0.05, shows that this effect is statistically significant. The analysis also shows that B = 0.537 with a significance level of < 0.001. The positive and significant coefficient indicates that the higher the Self-Efficacy, the higher the Work Readiness. Since the significance value is below 0.05, the effect of Self-Efficacy on Work Readiness is statistically significant. For Career Guidance, the result shows B = 0.177 with a significance value of 0.001. The positive and significant coefficient indicates that better Career Guidance leads to increased Work Readiness. As the significance value is less than 0.05, the effect of Career Guidance is also statistically significant.

Table 4. Multiple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	62.993	7.633		2.144	<.001
Work Field Practice	-.532	.074	-.452	-7.192	<.001
Self Efficacy	.537	.057	.594	9.475	<.001
Career Guidance	.177	.054	.203	3.274	<.001

T Test (Partial)

Based on the Table 5 for Work Field Practice (X_1) the t-test results show a t-value of -7.192 with a significance level of < 0.001. Since the significance value is less than 0.05, it can be concluded that Work Field Practice (X_1) has a significant effect on Work Readiness (Y). The regression coefficient of -0.532 indicates a negative relationship, meaning that for every one-unit increase in Work Field Practice, Work Readiness decreases by 0.532 points. For Self Efficacy (X_2) a t-value of 9.475 was obtained for Self-Efficacy (X_2), with a significance level of < 0.001. As the significance is below 0.05, it can be concluded that Self-Efficacy significantly influences Work Readiness. The regression coefficient of 0.537 shows a positive relationship, indicating that a one-unit increase in Self-Efficacy increases Work Readiness by 0.537 points, assuming other variables remain constant. For Career Guidance (X_3), the t-value is 3.274 with a significance level of 0.001, which is also less than 0.05. This indicates that Career Guidance has a significant effect on Work Readiness. The regression coefficient of 0.370 means that a one-unit increase in Career Guidance will increase Work Readiness by 0.370 points.

Table 5. T Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	62.993	7.633		8.253	<.001
Work Field Practice	-.532	.074	-.452	-7.192	<.001
Self Efficacy	.537	.057	.594	9.475	<.001
Career Guidance	.177	.054	.203	3.274	.001

F Test (Simultaneous)

Based on the Table 6, the F test results above, the calculated F value is 47.398 with a significance level (p-value) of less than 0.001. The higher the F value, the greater the model's

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ability to explain the dependent variable. In this case, the combination of variables X_1, X_2, and X_3 significantly explains the variation in variable Y. In other words, a strong combination of Work Field Practice, Self-Efficacy, and Career Guidance can significantly enhance students' Work Readiness.

Table 6. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1196.434	3	398.811	47.398	<.001[b]
	Residual	1018.094	121	8.414		
	Total	2214.528	125			

a. Dependent Variable: Work Readiness
b. Predictors: (Constant), Industrial Work Practice Experience, Work Interest, Self Potential

Coefficient of Determination Test (R^2)

Based on the coefficient of determination test results on Table 7, the R Square value of 0.540 indicates that 54% of the variance in the Work Readiness variable (Y) can be accounted for by the combined influence of Work Field Practice (X_1), Self-Efficacy (X_2), and Career Guidance (X_3). The remaining 46% is attributed to other factors not included in the model.

Table 7. Determination Coefficient Test Results

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,735 [a]	,540	,529	2,901

a. Predictors: (Constant), Industrial Work Practice Experience, Job Interest, Personal Potential
b. Dependent Variable: Work Readiness

Discussion

Influence of Work Field Practice for Work Readiness

The regression analysis results show that the Work Field Practice variable has a regression coefficient of -0.532, with a t-value of -7.192 and a significance level of < 0.001. Since the significance value is below the 0.05 threshold, this indicates that work field practice has a statistically significant effect on students' work readiness. However, the negative coefficient suggests that higher scores in work field practice implementation are associated with lower levels of work readiness. This aligns with the findings of Ryas and Respati (2021), who stated that students face several challenges during work field practice, including placements at practice sites with inadequate facilities and a mismatch between school-taught material and field practice activities. Several possible causes of this negative influence can be further examined. First, a mismatch between the internship field and the students' area of expertise at school may lead to irrelevant work experiences. Second, the lack of guidance from industry partners or insufficient mentoring from internship supervisors may result in students not gaining optimal learning during the internship process. Third, in some cases, students are only assigned administrative tasks or routine work that does not support the development of competencies needed in the workforce.

Influence of Self-Efficacy for Work Readiness

The regression analysis shows that the Self-Efficacy variable has a regression coefficient of 0.537, with a t-value of 9.475 and a significance level of < 0.001. The significance value, which is well below 0.05, indicates that self-efficacy has a significant and positive effect

on students' work readiness. This finding is supported by Sugianti et al. (2023), who stated that Self-efficacy significantly contributes to the work readiness of vocational school students. Students with high self-efficacy confidence in their own abilities are better prepared to face work challenges. Strong self-efficacy encourages individuals to be more confident, complete tasks effectively, and have a strong desire to grow in the workplace. In the context of work readiness among students at SMKN 44 Jakarta, self-efficacy is a crucial psychological factor that influences the success of students' transition from the world of education to the workforce. Students with high self-efficacy tend to believe in their ability to complete tasks effectively, making them more prepared, confident, and resilient in facing various challenges in professional settings. They are less likely to panic or hesitate when making decisions and are capable of working independently or collaboratively with a strong sense of responsibility. High self-efficacy also encourages students to be proactive, able to initiate actions without always waiting for instructions, and to have internal motivation for continuous learning and self-development. In addition, they possess good adaptability, enabling them to adjust to changes in the work environment, technology, and organizational culture.

Influence Career Guidance for Work Readiness

The regression analysis shows that the Career Guidance variable has a regression coefficient of 0.177, with a t-value of 3.274 and a significance level of 0.001. Since the significance value is below the 0.05 threshold, it indicates that career guidance has a significant and positive effect on students' work readiness. This finding is in line with the opinion of Alfan (2021), who stated that career guidance services help individuals recognize their potential, interests, and career goals, enabling them to make informed decisions in planning their future. Research by Pangastuti & Khafid (2023) also shows that structured and continuous career guidance can enhance students' confidence in choosing a career and improve their readiness to enter the workforce. Career guidance helps students understand job options, prepare for job interviews, create career plans, and recognize their personal potential. With effective career guidance, students gain clearer direction and goals as they enter the workforce. Although its influence is relatively smaller compared to self-efficacy, career guidance still plays an important role in helping students understand career paths that align with their interests and potential, recognize the demands of the workforce, and design the necessary strategies for personal development. Through proper career guidance services, students gain insights into various career options, the competency requirements they must meet, and the steps they need to take to achieve their career goals in a well-planned and realistic manner.

Influence of Work Field Practice, Self-Efficacy, and Career Guidance towards Work Readiness

The results of the multiple regression analysis show that the three independent variables Work Field Practice, Self-Efficacy, and Career Guidance simultaneously have a significant effect on the work readiness of students at SMKN 44 Jakarta. This is evidenced by the *F-test* output, which shows an F value of 47.398 with a significance level (p-value) of < 0.001. Since the significance value is less than 0.05, it indicates that these three variables collectively make a meaningful contribution to students' readiness to enter the workforce. The contribution of the independent variables in this model is also considerable, as reflected in the high F value, which indicates the model's strong ability to explain the variations in the Work Readiness variable. This suggests that a combination of hands-on industrial experience, confidence in one's own abilities, and proper career direction plays a crucial role in shaping students' overall and well-guided work readiness (Romadani et al., 2024). As a result, these three independent variables collectively explain the variation in students' work readiness. This indicates that the combined improvement of Work Field Practice, Self-Efficacy, and Career Guidance will positively

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influence students' preparedness to enter the workforce with greater confidence and competence (Fithriyah et al., 2024).

CONCLUSION AND RECOMMENDATION

Based on the research results, data analysis, and the discussion presented, it can be concluded that Work Field Practice, Self-Efficacy, and Career Guidance have a positive and significant influence on Work Readiness when tested simultaneously and partially. As for suggestions, students are encouraged to be more proactive by seeking additional information beyond classroom learning through various media, enhancing their job skills by joining seminars or training programs, maintaining an optimistic outlook, and preparing for future career choices by considering the key factors that influence work readiness. For future research, it is recommended to explore additional variables that may impact work readiness, such as learning motivation, access to job information, vocational guidance, or other relevant factors. Expanding the study to a broader population is also suggested to improve the generalizability of the findings.

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