

ASSESSING VOCATIONAL SCHOOL STUDENTS' WORK READINESS THROUGH INDUSTRIAL PRACTICAL EXPERIENCE AND WORK 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 in the East Jakarta area (SMKN 46, SMKN 48 and SMKN 50 Jakarta). 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. What is significant is that Industrial Work Practices (Prakerin) and Career Interests together have an influence on class XII Work preparation at State Vocational Schools. students from the East Jakarta area. This shows that Industrial Work Practice (Prakerin) 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.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh praktek kerja industri (Prakerin) dan minat karir terhadap tingkat kemampuan kerja siswa kelas XII di sekolah negeri di wilayah Jakarta Timur. Penelitian ini menggunakan metode kuantitatif dan data primer dengan menyebarkan kuesioner kepada siswa SMK Nasional di wilayah Jakarta Timur (SMKN 46, SMKN 48 dan SMKN 50 Jakarta). Sampel penelitian ini berjumlah 159 responden dengan menggunakan teknik proporsional random sampling dengan ukuran skala likert. Data diolah menggunakan program SPSS versi 29 dengan beberapa teknik analisis regresi linier. Hasil penelitian menunjukkan bahwa Praktek Kerja Industri mempunyai pengaruh yang signifikan terhadap tingkat kesiapan kerja kelas XII. Yang signifikan adalah Praktek Kerja Industri (Prakerin) dan Minat Karir secara bersama-sama memberikan pengaruh terhadap Persiapan Kerja kelas XII SMK Negeri. pelajar asal wilayah Jakarta Timur. Hal ini menunjukkan bahwa Praktek Kerja Industri (Prakerin) merupakan suatu keterampilan yang perlu dimiliki siswa untuk bersaing dalam dunia kerja dan dengan minat kerja yang tinggi maka akan mendorong siswa untuk membekali dirinya semaksimal mungkin dengan berbagai kompetensi yang diperlukan untuk bekerja agar kesiapan kerjanya semakin memadai.

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INTRODUCTION

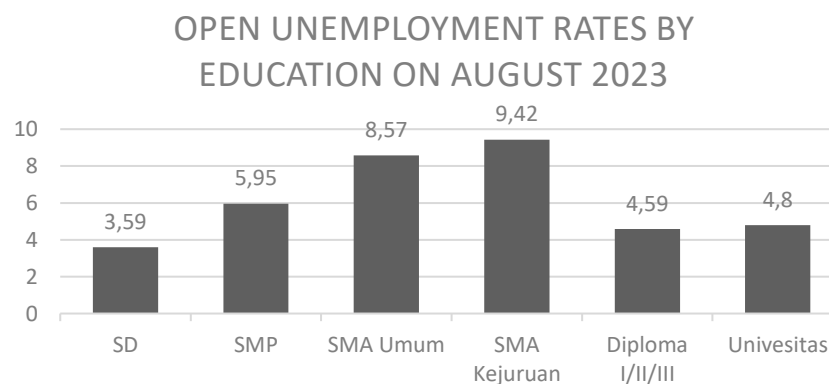
Report *World Population Review* shows that Indonesia is the country with the 4th highest population level in the world with a population reaching 275.5 million people as of 2022 (Department of Economic and Social Affairs, 2022) This report shows that Indonesia is a country

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 Work 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.



Source: bps.go.id

Figure 1. Open Unemployment Rates

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 Work, 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.

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:

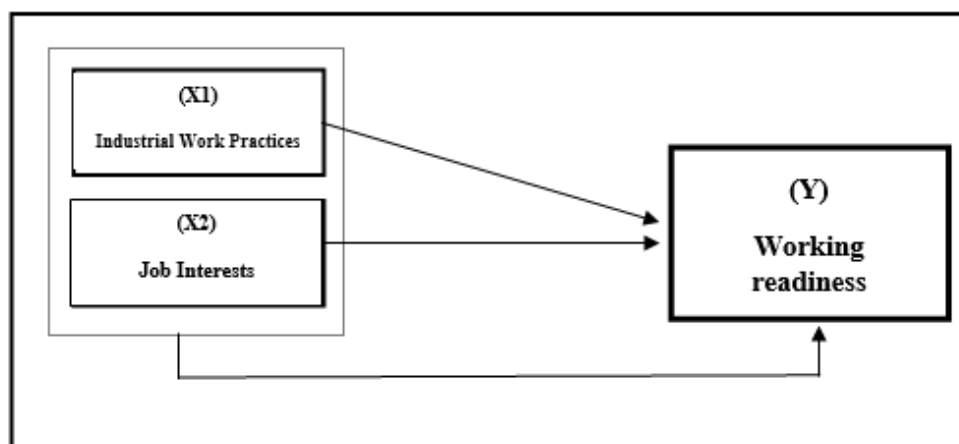


Figure 2. Research Design

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 Work Skills, Work 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 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 Work-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 Work 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 Work 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.

Normality Test

Table. 1 Normality Test Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		159
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.63044478
Most Extreme Differences	Absolute	.082
	Positive	.048
	Negative	-.082
Test Statistic		.082
Asymp. Sig. (2-tailed) ^c		.122
Monte Carlo Sig. (2-tailed) ^d Sig.		.123
99% Confidence Interval		Lower Bound
		.019
		Upper Bound
		.027

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

The normality test using the Kolmogorov-Smirnov approach shows that the residual data is normally distributed, as the Asymp Sig (2-tailed) value is 0.122, which is greater than 0.05.

Therefore, it can be concluded that the variable data in this study is normally distributed and can proceed to the next testing stage.

Linearity Test

Table 2. Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan Kerja * Prakerin	Between Groups	(Combined)	2644.803	12	220.400	1.823	.049
		Linearity	999.915	1	999.915	8.270	.005
		Deviation from Linearity	1644.889	11	149.535	1.237	.268
	Within Groups		17653.473	146	120.914		
	Total		20298.277	158			
Kesiapan Kerja * Minat Kerja	Between Groups	(Combined)	17686.324	33	535.949	25.649	<.001
		Linearity	16697.533	1	16697.533	799.092	<.001
		Deviation from Linearity	988.791	32	30.900	1.479	.067
	Within Groups		2611.953	125	20.896		
	Total		20298.277	158			

Sumber :Output SPSS

The Deviation from Linearity value is greater than 0.05, indicating that the independent variable has a linear relationship with the dependent variable. This confirms the presence of a linear relationship between the variables.

Multiple Regression Test

Table 3. Multiple Regression Test

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-17.086	7.813		-2.187	.030
	Prakerin	.243	.087	.093	2.784	.006
	Minat Kerja	1.066	.040	.894	26.863	<.001

a. Dependent Variable: Kesiapan Kerja

Sumber :Output SPSS

The regression model can be interpreted as follows:

1. The constant value is -17.086, meaning that if both industrial work practice experience (PK) and work interest (MK) are assumed to be zero, the Work readiness (KP) would be -17.086.
2. The coefficient of industrial work practice experience (PK) is 0.243, meaning that if PK increases by one unit while MK remains constant, KP will increase by 0.243.
3. The coefficient of work interest (MK) is 1.066, meaning that if MK increases by one unit while PK remains constant, KP will increase by 1.066.

This model suggests that work interest (MK) has a greater impact on Work readiness (KP) than industrial work practice experience (PK).

Partial Test (T-test)

Table 4. Partial Test (T-Test)

Variabel	t		Sig.		Kesimpulan
	thitung	ttabel	Hasil	$\alpha = 5\%$	
Prakerin	2,784	1,97	0.006	< 0.05	Berpengaruh Signifikan
Minat Kerja	26,683	1,97	0.001	< 0.05	Berpengaruh Signifikan

Sumber : Output SPSS

Based on the table, it can be explained that the industrial work practice variable has a t-value of 2.784 and a t-table value of 1.97, with a significance value of 0.006, which is less than 0.05. Therefore, it can be concluded that the industrial work practice variable has a significant effect on the Work readiness of vocational high school (SMK) students. Similarly, based on Table 4.15, it can be explained that the work interest variable has a t-value of 26.683 and a t-table value of 1.97, with a significance value of 0.001, which is less than 0.05. Hence, it can be concluded that the work interest variable significantly affects the Work readiness of SMK students.

F-Test (Simultaneous Test)

Table 5. Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16868.018	2	8434.009	383.559	<.001
	Residual	3430.258	156	21.989		
	Total	20298.277	158			

a. Dependent Variable: Kesiapan Kerja

b. Predictors: (Constant), Minat Kerja, Prakerin

Sumber :Output SPSS

Based on the table, the calculated F-value (Fhitung) is 383.559, and the table F-value (Ftabel) is 3.05, with a significance value of 0.001, which is less than 0.05. Therefore, it can be concluded that the industrial work practice and work interest variables have a positive and significant effect on Work readiness among vocational high school (SMK) students.

Coefficient of Determination (R^2)

Table 6. Coefficient of Determination (R^2)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.912 ^a	.831	.829	4.689	1.850

a. Predictors: (Constant), Minat Kerja, Prakerin

b. Dependent Variable: Kesiapan Kerja

Sumber :Output SPSS

Based on the table, the R Square (R^2) value is 0.831 or 83.1%. This indicates that 83.1% of the variation in Work readiness (kesiapan kerja) can be explained by industrial work practice (praktik kerja industri) and work interest (minat kerja). The remaining 16.9% is influenced by other factors not included in the model. This high R^2 value suggests that the independent variables have a strong influence on Work readiness among vocational high school (SMK) students.

Industrial Work Practices Have a Positive Influence on Work Readiness

This study reveals that industrial work practice has a positive and significant influence on the Work readiness of vocational high school (SMK) students. This is evidenced by the t-value (t_{hitung}) being greater than the t-table value (t_{tabel}) ($2.784 > 1.97$) and a significance value of 0.006, which is less than 0.05.

These results are consistent with previous research findings. 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 Work 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 study reveals that work interest has a positive and significant influence on the Work readiness of vocational high school (SMK) students. This is evidenced by the t-value (t_{hitung}) being greater than the t-table value (t_{tabel}) ($26.683 > 1.97$) and a significance value of 0.001, which is less than 0.05. These results are consistent with previous research findings.

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 Work readiness compared to students who are less interested. This research also shows that students with high interest are more active in seeking Work-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 Work 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

This research aims to determine the influence of industrial work practice experience and work interest on Work readiness among vocational high school (SMK) students, with the research subjects being students from SMKN 46, SMKN 48, and SMKN 50. The total population in this study consists of 202 students, from which a sample of 159 students was selected. Based on the analysis and discussion presented, the conclusions drawn are as follows:

1. The partial test results indicate that the industrial work practice experience variable has a significant effect on the Work readiness of vocational high school students. This result aligns with statistical calculations, leading to the conclusion that the work interest variable also significantly influences the Work readiness of SMK students.
2. The partial test results indicate that the work interest variable has a significant effect on the Work readiness of vocational high school students. This result aligns with statistical calculations, confirming that the work interest variable significantly influences the Work readiness of SMK students.

3. The simultaneous test results show that the industrial work practice experience and work interest variables significantly affect the Work readiness of vocational high school students. These findings are consistent with statistical calculations, leading to the conclusion that industrial work practice experience and work interest have a positive and significant impact on the Work readiness of SMK students.

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