Analysis of Factors Affecting Students' Job Readiness in Kendal Regency

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Article Info	Abstract
	Based on survey data related to the number of vocational high school graduates absorbed in the workforce is still small, this is because students feel they are not ready to work and prefer to continue their education or be unemployed. Vocational high school graduates have been prepared to enter the workforce directly after they graduate, so students' work readiness needs to be improved. This study aims to determine the effect of parental support, industrial work practices, career guidance, self-efficacy, and learning achievement on work readiness through soft skills. The population in this study were 12th-grade vocational high school students majoring in Office Management and Business Services. Determination of sample size using the Slovin formula with a sample size of 112 respondents. The sampling technique used is proportional random sampling. The data collection technique in this study used a questionnaire that had been tested for validity and reliability. The data analysis techniques used include descriptive analysis and inferential analysis based on Structural Equation Modeling (SEM) with the help of Smart PLS. The results of the hypothesis test show that of the sixteen hypotheses formulated, only three hypotheses have a positive and significant influence, namely parental support for work readiness, industrial work practices for soft skills, and learning achievement for soft skills.

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INTRODUCTION

The world of work that is currently felt has strong and tight competition for job seekers. This is due to the development of science and technology as well as the demands of globalization. Existing human resources are required to improve their knowledge, skills, and competencies to continue to maintain their competitiveness and become superior human resources. Provision of superior human resources can begin when someone studies at school (Ihsan, 2017).

Schools as formal educational institutions have an important role in preparing graduates as ready-to-use workers according to their fields and levels of education. In this era of globalization, Indonesia is required to be able to improve its competence in all fields, especially in its education which must be able to produce graduates who can compete with other countries. The progress of the country is currently determined by the problem of human resources, where human resources in Indonesia are still at a sufficient level (Sugianti, 2023). The dynamics of education in Indonesia as a developing country strive to improve the quality of human resources by improving the quality of education (Pujianto & Arief, 2017). Therefore, education has an important role in supporting Indonesia to have strong global competitiveness. Every graduate from formal and non-formal education will enter society or the world of work and face all the demands in it. In addition to playing a role in providing knowledge, educational institutions also play a role in preparing students to be able to adapt to their environment. However, these expectations have not been met properly. Education providers have not been able to prepare graduates who are ready to work or have not been able to meet the needs of the world of work (Yuniati, 2017).

Although the Open Unemployment Rate (TPT) of vocational high school graduates in the last 4 years has decreased. However, when compared to other levels of education such as high school, Diploma I/II/III, and University, the Open Unemployment Rate (TPT) of vocational high school graduates shows a higher number. Meanwhile, the lowest Open Unemployment Rate (TPT) when compared to junior high school, general high school, vocational high school, Diploma I/II/III, and University is elementary school graduates.

Data on graduates of SMK N 1 Kendal, SMK Muhammadiyah 1, and SMK NU 01 Kendal majoring in Office Service and Business Management (MPLB), over the past 2 years the data on graduates of the three vocational schools has fluctuated. However, there are still many graduates who have not been absorbed in the business world, especially for SMK N 1 Kendal with the number of unemployed 24 people for graduates of 2022 and 30 people for graduates of 2023. Graduates who are unemployed or have not worked according to their majors, therefore many students choose to mature their work readiness by continuing to higher education. Another reason why vocational high school graduate are unemployed is the lack of job vacancies that match their field of expertise even though they already have sufficient work readiness.

It can be concluded that vocational high school graduates have not been optimally absorbed in the business/industry world even though they have been equipped with skills. Vocational high schools have not been able to produce ready-to-use workers for the industry and are not ready to accept changes and developments in the world of work. In preparing middle-level and skilled workers, vocational high schools still need to be improved because the current conditions prove that not all vocational high school graduates can be absorbed in the world of work according to their specializations.

Vocational High School (SMK) is an educational institution that aims to train students to develop and hone skills with the abilities they have to prepare for work readiness. Work readiness is a person's condition consisting of physical, mental, and experience maturity so that they can carry out activities that generate income. Several factors influence work readiness. According to Dirwanto (2008), factors that influence work readiness consist of vocational guidance, learning achievement, parental support conditions, and practical experience, self-appearance.

Based on previous research conducted by Rohman *et al* (2022), it shows that family support has a significant influence on the work readiness of

vocational high school students. Meanwhile, according to Setyawati (2018), it shows that parental support does not have a significant effect on work readiness. Harnety & Almasdi (2022) show that parental support has a negative and insignificant effect on the work readiness of vocational high school students.

RESEARCH METHODS

This type of research is quantitative research. The research design used is structural modeling or *Structural Equation Modeling* (SEM) which is one of the processing of variables in large numbers to describe a causal relationship in one path diagram (Sugiyono, 2013). The population in this study, namely vocational high school students in class XII majoring in Office Management and Business Services. The sample in this study was 112 students. The sampling technique used was *proportional random sampling.*

This study consists of three variables, namely dependent variables, independent variables, and mediating variables. The dependent variable in this study is work readiness, then the independent variables in this study are parental support, career guidance, industrial work practices, self-efficacy, and learning achievement, while the mediating variable in this study is *soft skills.*

Data collection techniques using questionnaires via Google form with alternative 5 Likert scales that have gradations from very positive to very negative, Data validity techniques include validity tests and reliability tests. Data analysis used is a descriptive statistical analysis to provide an overview of the research variables and inferential analysis using PLS-based *SEM analysis techniques with the help of SmartPLS Software.*

RESULTS AND DISCUSSION

Descriptive statistical analysis is used to provide an overview of the object being studied through sample data or population as appropriate, without conducting analysis and making general conclusions. The results of the descriptive analysis

of the variables in this study, namely work readiness, parental support, career guidance, industrial work practices, self-efficacy, learning achievement, and *soft skills* are in the high category.

The next test is inferential analysis using the SEM PLS approach. The SEM model can be seen by analyzing *the Outer* and *Inner Models.*

Evaluation

The outer model is used to test the validity and reliability of the construct. Validity testing can be seen through *convergent validity* and *discriminant validity*. Furthermore, reliability testing can be seen through the value of *Cronbach's alpha* and *composite reliability*. The following are the results of *the outer model* in this study.
Convergent Validity

Convergent validity is used for *outer loading values* and *Average Variant Extracted* (AVE) values. An indicator is said to be good if the *outer loading value* is >0.7 and the AVE value is >0.5.

Table 3 Outer Loading Test Results

Indicator	Outer Loading	Cut of Value	Note
KKI	0.767	0.7	Valid
KK2	0.727	0.7	Valid
KK3	0.775	0.7	Valid
KK4	0.740	0.7	Valid
KK5	0.705	0.7	Valid
KK6	0.773	0.7	Valid
KK7	0.748	0.7	Valid
KK8	0.854	0.7	Valid
KK9	0.858	0.7	Valid
DOT3	0.716	0.7	Valid
DOT4	0.824	0.7	Valid
DOT5	0.846	0.7	Valid
DOT6	0.878	0.7	Valid
DOT7	0.812	0.7	Valid
DOT8	0.813	0.7	Valid
DOT9	0.803	0.7	Valid
PKL1	0.705	0.7	Valid
street vendor2	0.844	0.7	Valid
PKl3	0.906	0.7	Valid
PKL4	0.854	0.7	Valid
PKL5	0.812	0.7	Valid
PKL7	0.767	0.7	Valid

Indicator	Outer Loading	Cut of Value	Note
PKL8	0.832	0.7	Valid
PKL9	0.883	0.7	Valid
PKL10	0.885	0.7	Valid
PKL11	0.703	0.7	Valid
BK1	0.811	0.7	Valid
BK5	0.829	0.7	Valid
BK7	0.841	0.7	Valid
BK8	0.803	0.7	Valid
BK9	0.747	0.7	Valid
BK10	0.767	0.7	Valid
BK11	0.877	0.7	Valid
BK12	0.721	0.7	Valid
BK13	0.764	0.7	Valid
BK14	0.853	0.7	Valid
BK15	0.737	0.7	Valid
ED1	0.839	0.7	Valid
ED2	0.824	0.7	Valid
ED3	0.785	0.7	Valid
ED4	0.828	0.7	Valid
ED5	0.855	0.7	Valid
ED6	0.834	0.7	Valid
ED7	0,800	0.7	Valid
ED8	0.762	0.7	Valid
PB1	0.766	0.7	Valid
PB2	0.768	0.7	Valid
PB3	0.722	0.7	Valid
PB4	0.709	0.7	Valid
PB5	0.733	0.7	Valid
PB6	0.843	0.7	Valid

Indicator	Outer Loading	Cut of Value	Note
PB7	0.796	0.7	Valid
PB8	0.726	0.7	Valid
PB9	0.828	0.7	Valid
SS1	0.797	0.7	Valid
SS2	0.748	0.7	Valid
SS3	0.783	0.7	Valid
SS4	0.857	0.7	Valid
SS5	0.783	0.7	Valid
SS7	0.853	0.7	Valid
SS8	0.866	0.7	Valid
SS9	0.791	0.7	Valid
SS10	0.755	0.7	Valid
SS12	0.835	0.7	Valid

Source: (Data processed 2024)

Table 3 shows that *the outer loading value* on each variable indicator is above 0.7 This means that the indicators on the research variables are declared valid or can be said to meet the assumption of convergent validity so that they can measure the research variables. Several statements were deleted because they did not meet the criteria and their values were less than 0.7, including statements on parental support variables numbers 1 and 2, industrial work practice variables numbers 6 and 12, Career guidance numbers 2,3,4 and 6, self-efficacy variables number 9 and *soft skill variables* numbers 6 and 11.

Furthermore, assess *convergent validity,* it can be seen from the *Average Variance Extraced* (AVE) value for each research variable. The results of the AVE value are presented in Table 4 below:

Table 4 AVE Results (Average *Variance Extracted*)

Variables	AVE Value	Cut of Value	Note
Work Readiness	0.598	0.5	Valid
Parental Support	0.663	0.5	Valid
Industrial Work Practice	0.676	0.5	Valid
Career Guidance	0.635	0.5	Valid
Self Efficacy	0.666	0.5	Valid
Learning achievement	0.588	0.5	Valid
Soft Skill	0.653	0.5	Valid

Source: (Prier data processed 2024).

Table 4. shows that the AVE value of each research variable is >0.5. This means that each variable meets *the rule of thumb* AVE >0.5 so that it is stated that the research variable is capable of being a good research construct.

Discriminant Validity

Discriminant Validity is assessed based on *the cross-loading* of measurements with constructs. If the correlation of the construct with the measurement item is greater than the other measures, it indicates that the latent construct predicts the size of the block better than the other blocks (Ghozali, 2014). Based on the SmartPLS *output, the cross-loading* value of the indicator shows a correlation with each research variable. This can be seen from the correlation with the measurement item which is greater than the size of the other constructs. This indicates that the latent construct predicts the size of their block better than the other blocks.

Table 5 *Cronbach Alpha* Research Variables

Variables	*Cranbach's Alpha*	*Cut of Value*	Note
Work Readiness	0.916	0.7	Reliable
Parental Support	0.915	0.7	Reliable
Industrial Work Practice	0.946	0.7	Reliable
Career Guidance	0.942	0.7	Reliable
Self Efficacy	0.928	0.7	Reliable
Learning achievement	0.912	0.7	Reliable
Soft Skill	0.940	0.7	Reliable

Source: (Primary Data processed 2024)

Table 5 shows the Cronbach's alpha value for each variable with a value of >0.7 so it can be concluded that each variable is declared reliable and can be used as a research variable.

The goodness of fit test

The goodness of fit test is needed to obtain a model that is appropriate or compatible with the sample data. The results of *the goodness of fit test* can be seen in Table 6 below:

Inner Model Evaluation

Table 6 Goodness *Of Fit Test*

Model	Mark	Information
SRMR	0.071	Good fit
Chi-Square	4413,958	Good fit
NFI	0.555	Marginal fit

Source; (Primary Data processed, 2024)

Table 6 shows the results of the SRMR model fit test producing a value of 0.071, which indicates a good fit result because the value is <0.08. Furthermore, based on the chi-square model, the value is 4413.958, which indicates a good fit result because the value is >0.05. Meanwhile, based on the NFI model, it produces 0.555, which indicates a marginal fit result because the value is <90.

R Square Test

The R Square test is used to measure the level of variation in changes in exogenous variables to endogenous ones. If the R^2 value is higher, the prediction model and research model are used. An R Square value >0.67 is interpreted as good, while an R Square value >0.33 is interpreted as moderate. While *an R Square* value <0.19 means weak (Ghozali, 2014). The results of *the R Square test* can be seen in Table 7 below:

Table 7 *R Square Test*

Variables	R Square	Adjusted R Square
Work Readiness	0.698	0.680
Soft Skill	0.901	0.897

Source: (processed primary data, 2024)

Table 7 shows the magnitude of R2 ^{of} the work readiness variable of 0.698. This means that the percentage of the magnitude of work readiness explained by other constructs outside the research model is 30.2% so it can be said that R2 ^{in} the work readiness construct is considered moderate because it is> 0.33

The magnitude of R2 ^{on} the *soft skill* usage variable is 0.901. This means that the percentage of *soft skills* explained by other constructs outside the research model is 0.99%, so it can be said that the R2 value ^{on} the *soft skill construct* is considered moderate because it has a value of >0.33.

Effect size (f^2)

Partially, changes in the R-Square value can be measured by looking at the effect size value $^{(}$ f2 $)$ *The* interpretation of effect size ($f2$) has several meanings, including 0.02 has a small effect, 0.15 has a moderate effect, and 0.35 has a large effect on the structure (Ghozali, 2014). *The effect size value* on the construct is shown in Table 8 below:

Table 8 *Effect Size* On Construct

	KK	DOT	PKI	BK	ED	PB	SS
KK							
DOT	0.352						0.005
PKI	0.034						0.254
BK	0.026						0.009
ED	0.004						0.015
PB	0.010						0.610
SS	0.026						

Source: (processed primary data, 2024).

Based on Table 8 the value of f^2 on the variable of parental support of 0.352 which has a large influence, while influenced by industrial work practices of 0.034, counseling guidance of 0.026, self-efficacy of 0.004, learning achievement of 0.010, and *soft skills* of 0.026 which have a small influence. *Soft skills* are influenced by parental support of 0.005, career guidance of 0.009, and self-efficacy of 0.015 which have a small influence. While influenced by industrial work practices of 0.245 and learning achievement of 0.610 which have a large influence.

Predictive relevance (^{Q2})

^{Q2} value measures how well the observation values are generated by the model and also its parameter estimates. If the $^{Q2\ value}$ >0 indicates that the model has good predictive relevance, and vice versa if the Q2 value $^<$ 0 has a poor *predictive relevance value. The predictive relevance value* of the variables is shown in the following table 9:

Table 9 *Predictive Relevance* Test

Variables	SSO	SSE	Q ^{2}
Work Readiness	1008.000	607,000	0.398
Parental Support	784,000	784,000	
Industrial Work Practice	1120,000	1120,000	

Variables	SSO	SSE	Q ^{2}
Career Guidance	1232,000	1232,000	
Self Efficacy	896,000	896,000	
Learning achievement	1008.000	1008.000	
Soft Skill	1120,000	485,958	0.566

Source: (processed primary data, 2024)

Based on Table 9, it is known that the Q2 value ᵒᶠ the work readiness variable is 0.398 and *the soft skills variable* is 0.566. The ^{Q2} value for the work readiness and *soft skills variables* shows a Q2 value ᵍ 0, which means that this model has good *predictive relevance.*

Hypothesis Testing

The path coefficient test is used to test the hypothesis. Based on *the output* results

SmartPLS hypothesis testing is presented in Table 10 below:

Table 10 Results of the Direct Influence Test

Variables	Original Sample (O)	P-Value	Hypothesis	Note
Parental Support – Work Readiness	0.699	0.000	HI1	Accepted
Industrial Internship- Job Readiness	-0.156	0.283	HI2	Rejected
Career Guidance – Industrial Internship	0.189	0.190	HI3	Rejected
Career Guidance – *Soft Skills*	-0.068	0.485	HI4	Rejected
Parental Support – *Soft Skills*	-0.047	0.539	HI5	Rejected
Industrial Work Practice – *Soft Skills*	0.358	0.000	HI6	Accepted
Self-Efficacy – *Soft Skills*	0.106	0.245	HI7	Rejected
Learning Achievement – *Soft Skills*	0.634	0.000	HI8	Accepted
Soft Skills – Job Readiness	0.283	0.132	HI9	Rejected

Source: (processed primary data, 2024)

Table 11 *Specific Indirect Effect*

Variables	Sample Original (O)	*P-Value*	Hypothesis	Note
Industrial Internship - *Soft Skills* - Job Readiness	0.101	0.174	HI10	Rejected
Career Guidance - *Soft Skills* - Job Readiness	-0.019	0.593	HI11	Rejected
Parental Support – *Soft Skills* – Job Readiness	-0.013	0.616	H12	Rejected
Self-Efficacy – *Soft Skills* – Job Readiness	0.030	0.414	HI15	Rejected
Academic Achievement – *Soft Skills* – Work Readiness	0.180	0.158	HI16	Rejected

Source: (processed primary data, 2024)

Based on the results of the study, show that parental support has a positive and significant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is by the Competence Theory of parental support, including in the characteristics of motives where the more parental support is given, the child will be happy and certainly want to give something in return in the form of enthusiasm in following the learning process, if students pay attention to the learning process in the

classroom properly, what is obtained is knowledge, where this knowledge will be applied after graduating from school and it is easy to get a job. Based on the results of this study, it is in line with research conducted by Muthoharoh and Rahmaningtyas (2019) and research conducted by Mastur & Pramusinto (2020) that parental support has a positive effect on work readiness. The greater and more frequent parental support given to their children, the better the impact that will be produced by students, especially in determining their career paths. Based on the results of the study, show that industrial work practices have a negative and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is by Competency Theory, Industrial work practices include knowledge characteristics where industrial work practices are carried out to measure a person's knowledge, training is closely related to a person's ability to do a job. So if industrial work practices are carried out properly, they will get work experience as provisions when entering the world of work and vice versa.

Based on the results of this study, supports the research conducted by Fatimah & Murwaningsih (2022) that industrial work practices do not have a significant effect on work readiness. The results of industrial work practices in the form of learning and experience have not been able to make students more ready to enter the world of work directly.

Based on the results of the study, show that career guidance has a positive and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is by Competency Theory, Career guidance is included in the characteristics of motives where career guidance is carried out so that students recognize self-concepts related to interests, talents, and abilities to recognize career positions that will be chosen later, it can be concluded that career guidance can also help students in preparing for work readiness. Based on the results of the study, it supports the research conducted by Muthoharoh and Rahmaningtyas

(2019) which states that career guidance has a positive and insignificant effect. Career guidance provided by schools is only intended to provide direction that students might choose in the future. The rest is the students who choose and prepare themselves for their future. It is not uncommon for career guidance to direct students to continue to a higher level. So counseling guidance is not able to influence students' work readiness.

Based on the results of the study, show that career guidance has a negative and insignificant effect on *the soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. *Spencer's* Competency Theory (1993) career guidance is a characteristic of a motive that is consistently thought or used by people and results in actions, motives that encourage, direct, and choose behavior towards certain actions or directions, where career guidance provided by BK teachers will direct students in choosing certain behaviors. Based on the results of the study, supporting the research conducted by Bhadaswara (2020) with the results that *soft skills* do not affect work readiness. then in this study, it can be explained that *soft skills* increase not only because of career guidance factors but other factors influence them. *Soft skills* can be obtained and developed by students through active participation and student experience in various extracurricular activities or organizations that students participate in.

Based on the results of the study, show that parental support has a negative and insignificant effect on *the soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. *Spencer's* Competency Theory (1993) parental support is a characteristic of motives, motives to encourage, direct, and choose behavior towards certain actions or directions, where parental support is given by parents to their children to determine career direction. Based on this study, supports research conducted by Setyawati (2018) which shows that parental support does not have a significant effect on work readiness. This is because parents are more supportive of their children learning something visible, both academically such as studying economics, mathematics, and other

materials, or non-academic such as soccer training, martial arts, or other sports. They only focus on academic grades or non-academic achievements that students get. So, parents cannot influence students' *soft skills*.

Based on the results of the study, show that industrial work practices have a positive and significant effect on *the soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. *Spencer's* Competency Theory (1993) industrial work practices are characteristics of knowledge, where industrial work practices will help develop *soft skills* possessed by students through direct practice in the world of work with the provision of material provided during the learning process in the classroom. Based on the results of the study, in line with research conducted by Amelia & Fitriani (2022) with the results that industrial work practices and *soft skills* have a positive and significant relationship to work readiness. It can be understood that industrial work practices that are carried out properly will help students hone their skills directly.

Based on the results of the study showed that self-efficacy has a positive and insignificant effect on *the soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. *Spencer's* Competence Theory (1993) industrial work practices are characteristics of self-concept which are attitudes, values, or self-image of a person. However, from this study, self-efficacy has not been able to develop a career because there are obstacles within students such as interest, relevance, and patience. Based on the research results, in line with the research conducted by Merida (2021) with the results that self-efficacy has a positive but insignificant effect on work readiness. Vocational high school students still feel less confident in themselves. This lack of confidence is what makes them unable to achieve their goals, in this case, they are less able to master their soft skills.

Based on the research results, show that learning achievement has a positive and significant effect on *the soft skills* of class XII students majoring in Office Management and Business Services at vocational schools in Kendal Regency.

Competency Theory *Spenser* (1993) learning achievement is a characteristic of knowledge about information that people have in a specific field, knowledge is a complex competence. Based on the results of the study in line with research conducted by Aslam & Muslim (2023) the results that there is a relationship between learning achievement, *soft skills,* and work readiness. Student learning achievement is greatly influenced by intelligence so students who excel will find it easier to form their *soft skills,* students who excel will tend to involve themselves in various activities such as competitions or organizations. Where when students participate in these activities their *soft skills* will be formed together with their *hard skills.*

Based on the results of the study, show that *soft skills* have a positive and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. In Competency Theory, *Soft skills* are included in the characteristics of skills where in doing work, of course, they will encounter various problems, but this can be overcome by relying on *the soft skills* they have. Based on the results of this study, it is in line with the research conducted by Wahyuni (2018) with the results that *soft skills* do not have a significant effect on work readiness. This is because SMK students feel that *the soft skills* they train and obtain at SMK are still lacking to enter the world of work. So SMK students assume that they have to hone their *soft skills* again by entering a higher level of education.

Based on the results of the study, shows that industrial work practices have a positive and insignificant effect on work readiness through the *soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is not by *Spencer's* Competency Theory (1993). *Soft skills* are not able to be a mediator between industrial work practices and work readiness. This is because when carrying out industrial work practices, students are required to be able to master existing skills, especially *soft skills*. Students feel that industrial work practices that are carried out in a short time do not provide enough skills, so students are not

ready to enter the world of work. Therefore, to fulfill and increase their *soft skills,* students prefer to continue their education to a higher level.

Based on the results of the study, show that career guidance has a negative and insignificant effect on work readiness through the *soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is not by *Spencer's* Competency Theory (1993). Counseling guidance cannot form students' *soft skills* directly. Counseling guidance can only help students find skills that they may have mastered. The rest of the development of *soft skills* is left to students to choose how to develop them.

Based on the results of the study, show that parental support has a negative and insignificant effect on work readiness through the *soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is not by *Spencer's* Competency Theory (1993). This is because the results of the study show that parental support has a negative and insignificant effect on work readiness through *soft skills.* This happens because parental support is completely unable to develop *the soft skills* possessed by children in preparing for work readiness. After all, there are still many parents who only provide facilities but are reluctant to pay attention to children's activities, such as paying attention to children's learning activities.

Based on the results of the study, shows that self-efficacy has a positive and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. In Competency Theory, Self-efficacy is a characteristic of self-concept related to the evaluation of individual abilities for the work to be done. Based on the results of this study, it is supported by research conducted by Novita (2019) with research results stating that self-efficacy does not have a significant effect on work readiness. SMK students still feel less confident in themselves. This lack of confidence is what makes

them unable to achieve their goals and, in this case, less able to master their *soft skills*.

Based on the results of the study, show that learning achievement has a positive and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. In Competency Theory, Learning achievement is included in the characteristics of knowledge where learning achievement is in the form of abilities possessed by students after they receive their learning experiences. Based on the results of the study, in line with the research conducted by Seftia (2023) the results of the study state that learning achievement does not have a significant effect on work readiness. In general, the career choices available to SMK graduates only revolve around *low-skilled* jobs, which require hard work that takes a lot of time and energy to climb a higher career ladder. Therefore, the achievements possessed by students will tend to encourage them to continue to a higher level of education rather than increasing their work readiness.

Based on the results of the study, show that self-efficacy has a positive and insignificant effect on work readiness through the *soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is not by *Spencer's* Competency Theory (1993). This happens because self-efficacy cannot be fully used to evaluate the abilities possessed by students to prepare for work readiness. It is felt that there are still many students who are not sure about their abilities so they do not know how to develop them this makes students less prepared for their career levels.

Based on the results of the study, show that learning achievement has a positive and insignificant effect on work readiness through the *soft skills* of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency. Referring to the results of the study, it can be said that this study is not by *Spencer's* Competence Theory (1993). This shows that although students have high learning achievement, it will facilitate students in determining their careers after graduating because

they are equipped with the learning achievements they have, but in reality, they prefer to continue to a higher level of study rather than graduate and work directly, they will think about developing their abilities to get a much better job.

CONCLUSION

Based on the results of the study, show that career guidance has a positive and insignificant effect on the work readiness of class XII students majoring in Office Management and Business Services at SMK in Kendal Regency, career guidance has a negative and insignificant effect on *the soft skills.* parental support has a negative and insignificant effect on *the soft skills* of class XII students majoring in Office Management and Business Services. Industrial work practices have a positive and significant effect on *the soft skills.* self-efficacy has a positive and insignificant effect on *the soft skills.* learning achievement has a positive and significant effect on *the soft skills. soft skills* have a positive and insignificant effect on the work readiness. industrial work practices have a positive and insignificant effect on work readiness through the *soft skills.* career guidance has a negative and insignificant effect on work readiness through the *soft skills.* parental support has a negative and insignificant effect on work readiness through the *soft skills.* self-efficacy has a positive and insignificant effect on the work readiness. learning achievement has a positive and insignificant effect on the work readiness. self-efficacy has a positive and insignificant effect on work readiness through the *soft skills.* learning achievement has a positive and insignificant effect on work readiness through the *soft skills* .

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