The Relationship Between Learning Achievement and Family Environment on Job Readiness

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Article Info	Abstract
	Work readiness is the ability of individuals to be ready to work immediately without requiring long adjustments. The aim of this study was to analyze the effect of academic achievement and family environment on work readiness with self-efficacy as mediation and work motivation as moderation. The population of class XII students in the Field of Business and Management Skills at the Temanggung Regency Vocational High School in 2023/2024 is 744 students, samples taken by technique *proportional random sampling* obtained 88 respondent. Data collection techniques using a questionnaire. Data analysis techniques used descriptive statistical analysis, path analysis, and moderated regression analysis. The results showed that learning achievement did not affect work readiness, family environment and self-efficacy had an effect on work readiness, learning achievement had no effect on self-efficacy, family environment had an effect on self-efficacy, self-efficacy could not mediate the effect of learning achievement on work readiness, self-efficacy can mediate the influence of the family environment on work readiness, work motivation cannot strengthen the effect of learning achievement on work readiness, and work motivation can strengthen the influence of the family environment and self-efficacy on work readiness.

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INTRODUCTION

Indonesia is the fourth most populous country in the world with a population of more than 281,000,000 people (worldmeters.info). Rapid population growth causes an increase in the number of labor force. However, the increase in the number of the labor force was not matched by the expansion of employment opportunities, so that the increase in the number of the labor force could not be fully absorbed in the world of work. This will result in a higher number of unemployed. Based on information from the Central Statistics Agency (BPS), the total workforce in February 2023 was 146,621,786 people, an increase of 2.6 million people compared to February 2022 of 144,014,048 people (BPS, 2023).

According to BPS, the open unemployment rate is the rate of not/never attended school/not finished & graduated from elementary school in 2020 of 3.61% and in 2021 it will be the same, while in 2022 it will decrease to 3.59%. Then the open unemployment rate at the junior high school level in 2020 was 6.46%, decreased in 2021 to 6.45 and decreased again in 2022 to 5.95%. Meanwhile, the open unemployment rate at the general high school level in 2020 was 9.86%, decreased in 2021 by 9.09% and in 2022 by 8.57%. Then the open unemployment rate at the Vocational High School level in 2020 is 13.55%, decreasing in 2021 to 11.13% and in 2022 to 9.42%.

Whereas for Diploma I/II/III level in 2020 it was 8.08%, decreased in 2021 by 5.87%

and in 2022 it was 4.59%. Furthermore, for the University level in 2020 it will be 7.35%, decreasing in 2021 by 5.98% and in 2022 it will be 4.80%. So, based on this table, throughout 2020-2022 the open unemployment rate at the Vocational High School level has always been the highest.

Chairman of the Indonesian Chamber of Commerce (Kadin) Arsjad Rasjid said that there are still many SMK graduates who are still not ready to enter the labor market in Indonesia. Even though SMK itself is a vocational education institution that should be able to work immediately. Through the use of demographics that will be accepted by Indonesia, Indonesia can become the 4th largest economy in the world as long as it has qualified human resources. So along with the increase in population does not lead to an increase in unemployment.

Based on BPS data, the open unemployment rate (TPT) for Temanggung Regency in 2020 has increased by 0.87% compared to 2019, while in 2021 it has decreased by 1.21%. The decline in TPT can be caused by the creation of jobs that are able to absorb labor. This means that there is an increase in employment in Temanggung Regency which is able to absorb labor work. The increase or decrease in TPT can be caused by various factors, one of which is the number of industrial companies that have recently opened branches in Temanggung Regency. However, with the arrival of these industrial companies, not a few SMK students joined

them and it was not in accordance with the fields occupied while studying at SMK.

Based on initial observations made, teachers from each school stated that graduates from business and management expertise from year to year have not been fully absorbed in the world of work. Not being fully absorbed in the world of work does not mean being completely unemployed, only a few students, however, there are some graduates who are already working, entrepreneurship, continuing their studies at university, married and so on. This is in line with one student who said that he was not ready to enter the world of work when he graduated from Vocational High School because competitors to apply for jobs did not only come from Vocational High School graduates but also undergraduates and it was very difficult to find work according to their area of expertise with only a Vocational High School diploma. Then, the same opinion was also conveyed that students were ready but not yet fully. It is said that the reason is because it is difficult to find job opportunities that match his skills. The other reasons are because the criteria needed in the world of work cannot be met, demands for job skills that have not been met and students lack confidence in their knowledge and skills in their vocational field.

Based on tracer study data for students graduating in 2021/2022 in the Field of Business

and Management Skills in Temanggung Regency, it shows that the percentage of alumni of SMK N 2 Temanggung graduates in 2022 who are working is 29%,

studying 22%, entrepreneurship 4%, and not yet working or in a waiting period by 44%. While the percentage of alumni of SMK Swadaya Temanggung graduates in 2022 who are working is 20%, studying 10%, 10% entrepreneurship, and not yet working or in the waiting period is 61%. Then the percentage of alumni of SMK 17 Temanggung graduates in 2022 who are working is 55%, entrepreneurs are 27%, and have not worked or are in a waiting period of 18%. Furthermore, the percentage of alumni of SMK 17 Parakan graduates in 2022 who are working is 40%, studying 15%, and not yet working or in a waiting period of 45%.

In the initial observations of the study, it was also found that the work readiness of class XII students in the Vocational School for Business and Management Skills in Temanggung Regency for the 2023/2024 academic year was 47% ready to work and 53% not ready to work. The percentage of students in the unready to work category is quite large, namely 53%. On average, the reason why students are not ready to work is the lack of competence that students have so that they are not able to support student work readiness.

There are many factors that affect work readiness, the first is learning achievement. Learning achievement is the result of someone's achievements that have been carried out through the teaching and learning process (Chhinzer & Russo, 2018). According to Gunawan et al. (2020) learning

achievement has three aspects, namely cognitive, psychomotor, and affective. In addition, after the learning process a person can experience changes in knowledge, attitudes, and skills. The indicators used by researchers to measure learning achievement refer to the indicators used by Chhinzer and Russo (2018) who use documented data in the form of scores to measure student achievement. Measured using school grade measurement standards that refer to student assessment guidelines based on classification forms (very good, good, enough, less, fail/ do not pass)

The second factor is the family environment. The family environment is the first place that educates and teaches commendable values and attitudes to life for the community and can encourage and support one's growth and development so that one can increase competence and be ready to face the challenges of work after graduation. The family environment has an important role for a child's growth, supports growth and development, shapes attitudes and personality so that it can help improve competence and be ready to face challenges in the world of work and the community environment. The indicators used by researchers to measure family environment refer to the indicators used by Fok et al. (2014) namely the relationship between families which includes cohesion, expression, and conflict.

The third factor is self-efficacy. Self-efficacy is a person's self-confidence or ability to perform tasks optimally in accordance with the competencies they have so that they can

adjust expectations and achieve the goals that have been set. The self-efficacy that a person has is different, this can be seen according to the indicator of self-efficacy which has an important role in a person's behavior. In this study, indicators of self-efficacy variables used indicators according to Chen et al. (2001) namely magnitude (level of difficulty), strength, and generality.

The fourth factor is work motivation, an urge for someone to carry out a certain activity that takes place consciously and leads to a goal to be achieved, namely to enter the world of work. The indicators used in this study refer to the indicators used by Tremblay et al.(2009) namely (1) intrinsic motivation; (2) integrated regulation; (3) identified regulation; (4) introjected regulation; (5) external regulation (external regulation).

The results of research conducted by Gunawan et al. (2020) concerning learning achievement which influences work readiness, found a positive influence. In line with the results of research conducted by Choi and Kim (2013) who concluded that learning achievement has a positive effect on work readiness. High learning achievement will increase work readiness for students. Unlike the results of Andika et al. (2018) learning achievement has no effect on work

readiness. It is also different from the research by Junaidi et al. (2018) learning achievement has no effect on work readiness. Strengthened by the results of Nur'Aini and Nikmah's research (2020) that learning achievement does not

affect work readiness. In addition, research by Kassymoya et.

The results of research conducted by Lee et al. (2015) regarding the family environment work readiness, indicating that the results of a positive influence. Another study conducted by Hirschi et al. (2011) showed that the family environment has a positive effect on work readiness. In line with Mastur and Pramusinto (2020) who concluded that the family environment influences work readiness. In contrast to the results of Eliyani et al. (2016) family environment variables have no effect on work readiness. In line with Nurussyifa and Listiadi's research (2021), which shows that the family environment has no effect on work readiness.

The results of research conducted by Wiharja et al. (2020) showed that self-efficacy has a significant effect on work readiness. In line with the research by Gunawan et al. (2020) showed that there is a significant influence between self-efficacy and work readiness. Another study conducted by Paharyani and Kusmuriyanto (2019) shows that there is an influence between self-efficacy and work readiness. Research conducted by Mastur and Pramusinto (2020) shows that there is a positive effect of self-efficacy on work readiness. Research conducted by Nurhayati and Kusmuriyanto (2019) concluded that there is a significant influence related to self-efficacy on work readiness. Unlike the research conducted by Dudhat et al.(2022)which shows that self-efficacy has no effect on work readiness. In

addition, research conducted by Khairani et al.(2019)also shows that self-efficacy has no effect on work readiness. Likewise the research conducted by Osly and Rizaldy (2021) showing self-efficacy has no effect on work readiness. Then Usman and Nuraini's research(2022)also concluded that self-efficacy has no effect on work readiness.

The purpose of this research is analyzing the effect of learning achievement on work readiness, analyzing the influence of the family environment on work readiness, analyzing the effect of self-efficacy on work readiness, analyzing the effect of learning achievement on self-efficacy, analyzing the influence of the family environment on self-efficacy, analyzing self-efficacy can mediate the effect of learning achievement on work readiness, analyzing self-efficacy can mediate the influence of the family environment on work readiness, analyzing work motivation can strengthen the effect of learning achievement on work readiness, analyzing work motivation can strengthen the influence of the family environment on work readiness, and analyzing work motivation can strengthen the effect of self-efficacy on work readiness.

RESEARCH METHODS

This study uses a quantitative approach, this study uses a hypothesis testing study design, with the aim of analyzing and obtaining empirical evidence pattern of relationship between variables. The population in this study were students of class XII in the field of Business and Management

Skills at SMK Temanggung Regency, totaling 744 students and taking samples using a proportional random sampling technique using the Slovin formula obtained a sample of 88 respondents. Data analysis used is descriptive statistical analysis, path analysis, and Moderated Regression Analysis (MRA).In this study, there are three structural equations for path analysis.

1) First equation

$$Y = \rho_1 X_1 + \rho_2 X_2 + \rho_3 X_3 + e_2$$

2) Second equation

$$Y = \rho_1 X_1 + \rho_2 X_2 + e_1$$

3) Total influence

To find out the total effect of the indirect relationship from the independent variable to the dependent variable, namely through the mediating variable, use the following formula.

a) The total effect of the relationship between learning achievement and work readiness through self-efficacy = $)\rho_1 + (\rho_4 \rho_3$

b) The total effect of family environment relationships on work readiness through self-efficacy = $)\rho_2 + (\rho_5 \rho_3$

Information:

Y = Job Readiness

ρ1 = effect of learning achievement on work readiness

ρ2 = the effect of the family environment on work readiness

ρ3 = the effect of self-efficacy on work readiness

ρ4 = effect of learning achievement on self-efficacy

ρ5 = the influence of the family environment on self-efficacy

X1 = learning achievement

X2 = family environment

e_1 = *variances* which is not explained by independent variables (learning achievement and family environment) and mediating variables (self-efficacy).

e_2 = *variances* dependent variable (work readiness) which is not explained by independent variables (learning achievement and family environment) and mediating variables (self-efficacy).
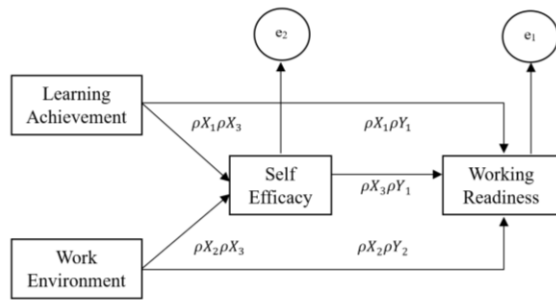

Figure 1. Path Analysis Model

The regression model equation in the Moderated Regression Analysis (MRA) study is as follows.

Y = a + b1X1 + e

Y = a + b1X1 + b2Z + e

Y = a + b1X1 + b2Z + b3(X1Z1) + e

Information:

Y: Job Readiness

α: Constant

b: Regression Coefficient

X: Independent Variables (Studying Achievement, Family Environment, Self-Efficacy)
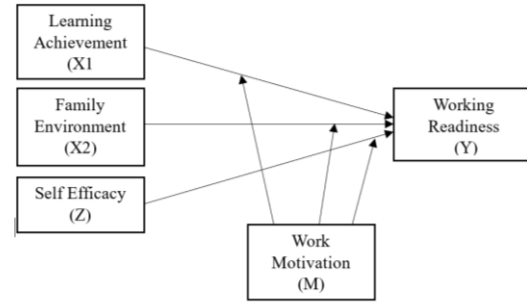
Z: Work Motivation

e: error items

Figure 2. Moderated Regression Analysis Model.

RESULTS AND DISCUSSION

Data that have been obtained from the respondents were analyzed using descriptive statistical analysis. The variables analyzed by descriptive statistics are Job Readiness (Y), Learning Achievement (X1), Family Environment (X2), Self-Efficacy (Z) and Work Motivation (M). The results of the descriptive statistical analysis in this study are as follows:

Table 1. Descriptive Analysis Results

Descriptive Statistics					
	N	Min	Max	Means	std. Deviation
Y	87	20	64	45,20	7,922
X1	87	67	92	82.48	4,272
X2	87	19	48	34.99	5,806
Z	87	16	40	29,15	5,146
M	87	22	59	47,34	7,574
Valid N (listwise)	87				

Source: Processed primary data, 2023

Based on the results of the descriptive statistical test for the work readiness variable, the highest value is 60, while the lowest value is 25. The mean or average score of work readiness is 45.20 in the high category. Thus the

work readiness of class XII students in the Business and Management Skills of SMK Temanggung Regency is high.

Test results descriptive statistics for the learning achievement variable show the highest score is 92, while the lowest score is 67. The mean or average score of learning achievement is 82.48 in the good category. Thus the learning achievement of class XII students in the Business and Management Skills of SMK Temanggung Regency is good.

Test results descriptive statistics for the family environment variable show the highest value is 48, while the lowest value is 19. The mean or average score of the family environment is 34.99 in the good category. Thus the family environment for class XII students in the Business and Management Skills of SMK Temanggung Regency is good.

Test results descriptive statistics of the variable self-efficacy shows the highest value is 40, while the lowest value is 16. The mean or average score of self-efficacy is 29.15 in the high category. Thus the self-efficacy of class XII students in the Business and Management Skills of SMK Temanggung Regency is high.

Test resultsDescriptive statistics for the work motivation variable show the highest value is 59, while the lowest value is 22. The mean or average score of work motivation is 47.34 in the high category. Thus the work motivation of class XII students in the Business and Management Skills of SMK Temanggung Regency is high.

The coefficient of determination is carried out to find out how much the regression model is capable of explaining the variation of the dependent variable. The results of the test for the coefficient of determination are as follows:

Table 2. Results of the Simultaneous Determination Coefficient of Work Readiness as the Dependent Variable

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.749a	.561	.528	5,443

a. Predictors: (Constant), Self-Efficacy, Learning Achievement, Family Environment, Learning Achievement* Work Motivation, Self Efficacy* Work Motivation, Family Environment* Work Motivation

Source: Processed primary data, 2023

Simultaneous test results show that the value of Adjusted R^2= 0.528 or 52.8%. This shows that learning achievement, family environment, self-efficacy, the interaction variable between learning achievement and work motivation, the interaction variable between family environment and work motivation, and the interaction variable between self-efficacy and work motivation simultaneously influence work readiness by 52.8%

and the rest is influenced by other variables outside of this study.

Table 3. Results of the Coefficient of Determination of Simultaneous Self-Efficacy as the Dependent Variable

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.524a	.275	.258	4,434

a. Predictors: (Constant), Family Environment, Learning Achievement

Source: Processed primary data, 2023

Simultaneous test results show that the value of Adjusted R^2= 0.258 or 25.8%. This shows that learning achievement and family environment simultaneously influence self-

efficacy by 25.8% and the rest is influenced by other variables outside of this study.

Path analysis is used to examine the direct effect exerted by the independent (independent) variable on the dependent (dependent) variable and the indirect effect exerted by the independent (independent) variable through the mediating variable on the dependent variable. Meanwhile, Moderated Regression Analysis is used to examine the influence of the moderating variable (Z) in the relationship between the independent variable (X) and the dependent variable (Y). The MRA technique used is to maintain the integrity of the sample as a basis for controlling the influence of the moderator variable. This integrity can be seen from the use of the value of the interaction variable obtained from the multiplication between the independent variable and the moderating variable. The moderating variable can be said to moderate the relationship of the independent variable to the dependent variable if the interaction variable between the standardized independent variables and the hypothesized variable as the standardized moderating variable is of significant value. Following are the results of the regression analysis in this study.

Table 4. Results of Regression Analysis of Job Readiness as the Dependent Variable

Model	Standardized Coefficients B	Standardized Coefficients std. Error	Betas	t	Sig.
1 (Constant)	4,470	12,857		.348	.729
X1	.126	.138	068	.911	.365

Model	Standardized Coefficients B	Standardized Coefficients std. Error	Betas	t	Sig.
X2	.415	.119	.304	3,481	001
Z	.801	.134	.521	5,992	.000
X1*M	-.002	002	-.163	-.999	.321
X2*M	006	003	.361	2,366	.020
Z*M	010	003	.523	3,236	002

a. Dependent Variable: Job Readiness

Source: Processed primary data, 2023

Information:

Y   =Working readiness
X1   =Learning achievement
X2   =Family environment
Z   =Self Efficacy
M   =Work motivation

	B	std. Error	Betas		
1(Constant)	11,247	9,388		1,198	.234
X1	.021	.113	.017	.186	.853
X2	.462	083	.522	5,562	.000

a. Dependent Variable: Self-Efficacy

Source: Processed primary data, 2023

Information:

Y   =Self Efficacy
X1   =Learning achievement
X2   =Family environment

Table 6. Sobel Test Results

Variable	Unstandardized Coefficients B	std. Error
X1 against Z	0.021	0.113
X2 against Z	0.462	0.083
Z against Y	0.801	0.134

Source: Processed primary data, 2023

Information:

Y   =Working readiness
X1   =Learning achievement
X2   =Family environment
Z   =Self Efficacy

So that the research model of the path analysis and MRA results is shown in the following figure:
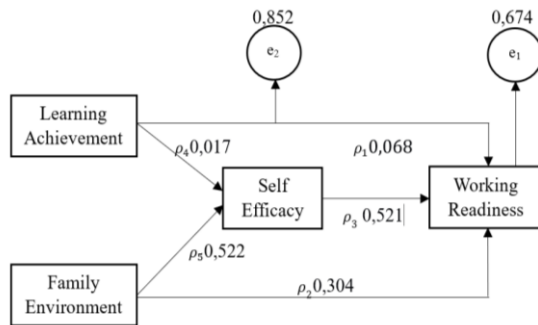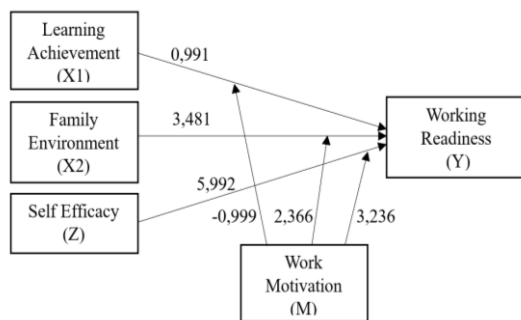

Figure 3. Path Analysis Model

Figure 4. Moderated Regression Analysis Model

Table 5. Results of Self-Efficacy Regression Analysis as the Dependent Variable

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

Discussion

Effect of Learning Achievement on Job Readiness

The results of the study show that learning achievement has no significant effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.068 and a significance value of 0.365 so that H1 which states there is a positive and significant influence of learning achievement on work readiness is rejected. This can be interpreted that student achievement has not been able to contribute to student work readiness.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good academic achievements. Based on the results of the

descriptive analysis, it shows that the final average value of student reports is included in the good category. This can be interpreted that

students who have good academic achievement do not necessarily have good job readiness either.

The results of the partial determination test show that the magnitude of the influence of learning achievement on student work readiness is 1%. This is not in line with the theory of Social Cognitive Career Theory (SCCT) by Lent et al. (1994) which explains that one aspect of career development is about how academic and career success is obtained. Academic success can be seen from the learning achievements obtained. This theory also explains that academic achievement influences the expectations and goals of career choice (Dickinson et al., 2016). So the academic success obtained can increase the work readiness of students.

Learning achievement is the output or result that has been achieved by students regarding the material that has been studied and expressed in the average final score in student report cards (Chhinzer and Russo, 2018). According to Junaidi, et al., (2018) high student learning achievement is expected to be able to make it easier for students to compete in the world of work in the future because in fact the value of a diploma is a consideration in entering the world of work. So it can be concluded that good learning outcomes are expected to influence one's career preparation. In line with research conducted by Choi and Kim (2013)

which states that learning achievement has a positive effect on work readiness.

However, in this study, learning achievement did not have an influence on the work readiness of class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year. The results of this study are in line with previous research conducted by Andika et al. (2018); Junaidi et al. (2018); Nur'Aini and Nikmah (2020); and Kassymoya et. al (2021) which shows that learning achievement has no effect on work readiness. This explains that academic success is an aspect that plays an important role in Social Cognitive Career Theory (SCCT), but academic success has not fully contributed to someone being ready to work. In the observation of researchers, the competence and skills possessed by students are still quite low. So, This can be interpreted that

there are still many other aspects or factors that influence student work readiness. That way, in addition to good learning achievement students also need to develop other potentials from within students. That is, high or low learning achievement does not necessarily increase student work readiness, but must be balanced with the competencies and skills possessed.

Based on the results of previous research, theory and research that have been described, it can be concluded that learning achievement has no positive and significant

effect on work readiness in class XII students of SMK in Business and Management Expertise in Temanggung Regency in the 2023/2024 academic year.

The Influence of Family Environment on Job Readiness

The results showed that the family environment had a significant positive effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.304 and a significance value of 0.001 so that H2 which states there is a positive and significant influence of the family environment on work readiness is accepted. This can be interpreted that class XII students of SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year have a good family environment so as to be able to increase student work readiness.

The results of the descriptive analysis show that class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have a good family environment. Based on the results of the descriptive analysis, it shows that the cohesion indicator (relationship) is included in the good category

with an average value of 20.36 which means that students have good harmony and togetherness among family members. The expression indicator is included in the good category with an average value of 10.66 which means that students have openness and ease in starting discussions between family members.

The conflict indicator is included in the low category with an average value of 3.98 which means that debates and fights between family members do not occur frequently. This can be interpreted that a good family environment for students, the work readiness of students will also be higher.

The family environment is a place where a person gets supervision and support from parents so that they are able to provide trust and experience that can have an impact on a child's life goals (Fok et al., 2014). The family environment is one of the important roles that can shape a child's personality so that with a good personality it will influence a person's readiness to become a member of society and enter the world of work (Mastur and Pramusinto, 2020). So, the better the relationship between family members students have, the better the work readiness of students.

The results of the partial determination test show that the influence of the family environment on student work readiness is 12.75%. The results of this study are in line with the Social Cognitive Career Theory (SCCT) by Lent et al. (1994) which explains that individual actions, choices, and goals are influenced by factors of self-efficacy, environment, mental state, and individual behavior. This theory explains that choices and goals are influenced by environmental factors, one of them is from the family environment which is able to play a role in shaping one's personality. Personality that is formed from the family environment will

affect a person's work readiness because good relationships between family members will also form a good personality so that it will affect the readiness of one's career choices and goals.

The results of this study are consistent with previous research conducted by Lee et al. (2015); Hirsch et al. (2011); Mastur and Pramusinto (2020); Paharyani and Kusmuriyanto(2019); Nurhayati and Kusmuriyanto (2019) show that the family environment influences work readiness. Based on the results of previous studies, theories, and research that have been described, it can be concluded that the family environment has a positive and significant effect on work readiness in class XII students of SMK Business and

Management Expertise in Temanggung Regency for the 2023/2024 school year.

The Effect of Self-Efficacy on Job Readiness

The results showed that self-efficacy had a significant positive effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.521 and a significance value of 0.000 so that H4 which states there is an influence positive and significant self-efficacy on work readiness is accepted. This can be interpreted that class XII students of SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year have high self-efficacy so that they are able to increase student work readiness.

The results of the descriptive analysis show that class XII students of the Business and

Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good self-efficacy. Based on the results of the descriptive analysis, it shows that the difficulty level indicator (magnitude) is included in the high category with an average value of 11.23 which means that students have great confidence to carry out a task at different levels of difficulty. The strength indicator is included in the high category with an average value of 10.99 which means that students are not easily swayed or influenced by the constraints they get, and are even motivated to realize the targets to be achieved. On the indicator generalization (generality) included in high category with an average score of 6.93 which means that students have confidence in certain abilities that can be achieved successfully in various situations. This can be interpreted that the high self-efficacy of students, the higher readiness of students to work as well.

Self-efficacy is a belief in one's ability to use cognitive resources and actions necessary to meet the demands of a given situation (Chen et al. 2001). Self-efficacy is a form of implementation of the learning process obtained by students from changes in behavior that can shape student work readiness (Paharyani and Kusmuriyanto, 2019). So, the higher the student's self-efficacy, the higher the student's work readiness.

The results of the partial determination test show that the magnitude of the influence

of self-efficacy on student work readiness is 30.25%. The results of this study are in accordance with the Social Cognitive Career Theory (SCCT) by Dickinson et al. (2016) which explains that environmental and background factors influence self-efficacy and outcome expectations from the learning experience gained, through self-efficacy and outcome expectations then contribute to academic formation and interest in careers which will ultimately affect the development of relevant choice goals. and the final performance. Confidence that someone has will be able to support one's work readiness.

The results of this study are consistent with previous research conducted by Gunawan et al. (2020); Lee et al. (2015); Mastur and Pramusinto (2020); Eliyani et al. (2016); Nurussyifa and Listiadi (2021); Wiharja et al. (2020); Paharyani and Kusmuriyanto(2019); Nurhayati and Kusmuriyanto (2019) show that self-efficacy has a positive and significant effect on work readiness. Based on the results of previous research, theory, and research that have been described, it can be concluded that self-efficacy has a positive and significant effect on work readiness in class XII students of SMK in Business and Management Expertise in Temanggung Regency in the 2023/2024 academic year.

Effect of Learning Achievement on Self-Efficacy

The results showed that learning achievement had no significant positive effect on students' self-efficacy. It can be seen from

the results of the hypothesis that shows a path coefficient of 0.077 and a significance value of 0.853 so that H4 states that there is a positive and significant effect of learning achievement on self-efficacy rejected. This can be interpreted that the higher student achievement is not able to lead to high self-efficacy as well.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good academic achievements. Based on the results

Descriptive analysis shows that the average final grade of student report cards is included in the good category. This can be interpreted that students who have good learning achievement do not necessarily have good self-efficacy as well.

The results of the partial determination test show that the magnitude of the effect of learning achievement on student self-efficacy is 0.04%. The results of this study are not in line with the Social Cognitive Career Theory (SCCT) by Dickinson et al. (2016) who explained that a person's background influences self-efficacy and outcome expectations then contributes to academic formation which ultimately influences the development of goals and final performance. This theory explains that there is a relationship between learning achievement and self-efficacy, where good achievement will form

high self-efficacy so that it can develop its performance to achieve goals in the future.

However, in this study, learning achievement did not have an influence on the self-efficacy of class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year. The results of this study are in line with previous research conducted by Anggraeni et al. (2020); Kumalasari and Kasidi (2021) show that learning achievement has no effect on self-efficacy. This explains that academic success is an aspect that plays an important role in Social Cognitive Career Theory (SCCT), but academic success has not fully contributed to someone having self-efficacy and readiness to work. This can be caused by the gap between learning achievement and the competence of students. From the observations of researchers, high learning achievement does not necessarily have high competence either so that it is not able to increase one's self-efficacy. That way, good learning achievement with minimal competence has not been able to develop one's work readiness to achieve goals in the future.

Based on the results of the research, theory, and previous research that has been described, it can be concluded that learning achievement has no positive and significant effect on self-efficacy in class XII students of SMK in Business and

Management Expertise in Temanggung Regency for the 2023/2024 academic year.

The Effect of Family Environment on Self-Efficacy

The results showed that the family environment had a significant positive effect on students' self-efficacy. This can be seen from the results of the hypothesis which shows a path coefficient of 0.522 and a significance value of 0.000 so that H6 which states there is a positive influence and significant family environment on self-efficacy is accepted. This can be interpreted that class XII students of SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year have a good family environment so as to be able to increase student self-efficacy.

The results of the descriptive analysis show that class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have a good family environment. Based on the results of the descriptive analysis, it shows that the cohesion indicator (relationship) is included in the good category with an average value of 20.36 which means that students have good harmony and togetherness among family members. The expression indicator is included in the good category with an average value of 10.66 which means that students have openness and ease in starting discussions between family members. The conflict indicator is included in the low category with an average value of 3.98 which means that debates and fights between family members do not occur frequently.

The results of the partial determination test show that the magnitude of the influence of the family environment on students' self-efficacy is 26.94%%. Results this study is in line with the Social Cognitive Career Theory (SCCT) by Lent et al. (1994) which explains that self-efficacy, goals, and results are related to other people, contextual and learning experiences. Individuals who have good relationships with other people, one of which is in their family environment, will be able to form high self-efficacy as well. In the family environment there is a relationship between family

members where this will form a person's personality to be able to use cognitive resources and actions in various situations.

The results of this study are consistent with previous research conducted by Nurhayati and Kusmuriyanto (2019); Nurussyifa and Listiadi (2021) which show that the family environment influences self-efficacy. Based on the results of previous research, theory and research that have been described, it can be concluded that the family environment has a positive and significant effect on self-efficacy in class XII students of SMK in Business and Management Expertise in Temanggung Regency in the 2023/2024 academic year.

Self-Efficacy Mediates the Effect of Learning Achievement on Job Readiness

The results of the study show the sixth hypothesis (H6) which states that there is an effect of learning achievement on work readiness through self-efficacy of class XII students of SMK in Business and Management

Expertise in Temanggung Regency in teaching 2023/2024 rejected. This can be seen from the results of the Sobel test obtained from a two-tailed probability value of 0.853 which indicates a significance of >0.05. Based on the results of the Sobel test, it can be seen that self-efficacy cannot mediate the effect of learning achievement on work readiness.

The results showed that learning achievement directly or indirectly with the variable self-efficacy as a mediator was not able to influence students' work readiness. Based on the calculation results, it is known that the direct effect is 0.068 or 6.8% while the indirect effect is 0.0089 or 0.89%. So that the total effect is 0.077 or 7.7%. Based on the results of the calculations, it is stated that this study shows a full mediation form, which means that the learning achievement variable has not been able to directly influence work readiness. While the learning achievement variable is only able to influence 7.7% on work readiness through self-efficacy. This means that learning achievement cannot contribute well to student work readiness through self-efficacy.

The effect of learning achievement on work readiness through self-efficacy is based on the Social Cognitive Career Theory (SCCT) by Lent et al. (1994) who explained that there is an influence between cognitive and motivation that has been extended to study many functions, including performance academic, behavioral, and organizational development. In addition, in SCCT vocational

outcomes are influenced by self-efficacy, expectations, and personal goals (Thompson et al. 2016). In this theory, cognitive factors become factors for the formation of one's motivation to achieve predetermined personal goals. Student academic achievement is included in academic performance which is one part of personal goals to be able to have good achievement results. So that with self-efficacy it can increase one's confidence to develop cognitive abilities that are able to determine better behavior to be ready to face various different situations and conditions.

The results of this study indicate that self-efficacy has not been able to mediate the effect of learning achievement on work readiness in a positive and significant way. Students with good learning achievement are not necessarily able to form self-confidence or self-efficacy. This can be caused by the gap between learning achievement and the competence of students. So, it can be concluded that the more. The high learning achievement of students is not necessarily capable of increasing self-efficacy and student work readiness.

Self-Efficacy Mediates the Influence of Family Environment on Job Readiness

The results of the study show the seventh hypothesis (H7) which states that there is an influence from the family environment towards work readiness through self-efficacy students of class XII SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year are accepted. This can be seen from the results of

the Sobel test obtained from a two-tailed probability value of 0.000 which indicates a significance of <0.05. Based on the results of the Sobel test, it can be seen that self-efficacy can

mediate the influence of the family environment on work readiness.

The results showed that the family environment directly or indirectly with the variable self-efficacy as a mediator was able to influence student work readiness. Based on the calculation results, it is known that the direct effect is 0.304 or 30.4% while the indirect effect is 0.272 or 27.2%. So that the total effect is 0.576 or 57.6%. Based on the results of the calculations, it is stated that this research shows a form of partial mediation

means that family environment variables are able to influence directly or indirectly on work readiness through self-efficacy. This means that the family environment contributes well and is considered important for student work readiness.

The influence of the family environment on work readiness through self-efficacy is based on the Social Cognitive Career Theory (SCCT) by Schaub and Tokar (2005) which explained that the influence of personality and environment has an influence on interest indirectly on self-efficacy. In this theory the environment becomes a factor for the formation of one's personality, especially from the family environment. Good relationships between family members will also make a person's personality good so that self-efficacy can help increase one's confidence to carry out

various tasks optimally in various conditions and situations. Thus, a person will be better prepared both in society and to compete in the world of work.

The results of this study indicate that self-efficacy mediates the influence of the family environment on work readiness in a positive and significant way. Students with a good family environment tend to find it easier to form self-confidence or self-efficacy. This means that the better the family environment owned by students will be matched by increased student self-efficacy and accompanied by increased work readiness.

Work Motivation Strengthens the Effect of Learning Achievement on Job Readiness

The results of the study show the eighth hypothesis (H8) which states that work motivation strengthens the effect of learning achievement on the work readiness of class XII students in the field

of Business and Management Expertise in Temanggung Regency the 2023/2024 academic year was rejected.

The results showed that the interaction variable between learning achievement and work motivation had no significant effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of -0.163 and a significance value of 0.321 so that H8 which states work motivation can strengthen the effect of learning achievement on work readiness is rejected. This can be interpreted that work motivation has not been able to moderate and strengthen the effect

of learning achievement on student work readiness.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good learning achievements and high learning motivation. Based on the results of the descriptive analysis, it shows that the final average value of student reports is included in the good category and high work motivation. This can be interpreted that students who have good learning achievement and high work motivation do not necessarily have good work readiness either.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between learning achievement and work motivation on student work readiness is 1.19%. This is not in line with the ERG theory of motivation (Alderfer, 2972) which explains that motivation can be obtained from existence, it can be shown by student achievement because the basic needs of students to be ready to work, one of which is to have good learning achievement, then for relatedness factors which are interpreted as social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization One form is self-efficacy which means a belief or belief in one's own abilities. In this study it was explained that good student learning achievement and academic success can be

seen from the learning achievement obtained and will increase student motivation.

The results of this study indicate that work motivation has not been able to moderate the effect of learning achievement on work readiness. Students with good learning achievement are not necessarily able to shape their work motivation to be good too. This can be caused by the gap between learning achievement and the competencies possessed by students which makes students feel insecure and reduces their motivation to work. So, it can be concluded that the higher the learning achievement of students is not necessarily able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that work motivation has not been able to strengthen the effect of learning achievement on work readiness in students of class XII SMK in the Field of Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

Work Motivation Strengthens the Influence of the Family Environment on Job Readiness

The results of the study show that the ninth hypothesis (H9) which states that work motivation strengthens the influence of the family environment on the work readiness of class XII students of SMK in Business and Management Expertise in Temanggung Regency is accepted for the 2023/2024 academic year.

The results showed that the interaction variable between family environment and work motivation had a significant effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.361 and a significance value of 0.020 so that H9 which states work motivation can strengthen the influence of the family environment acceptance of work readiness. This can be interpreted that work motivation is able to moderate and strengthen the influence of the family environment on student work readiness.

The results of the descriptive analysis show that class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have a good family environment and high learning motivation. This can be interpreted that students who have a good family environment and motivation High employment will support high work readiness as well.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between the family environment and work motivation on student work readiness is 6.3%. This is in line with the theory of ERG motivation (Alderfer, 2972) which explains that motivation can be obtained from existence which can be shown by student achievement because the basic needs of students to be ready to work one of which is to have good learning achievement, then for relatedness factors which are

interpreted as Social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization, one form of which is self-efficacy which means a belief or belief in one's own abilities.

The results of this study indicate that work motivation is able to moderate the influence of the family environment on work readiness. Students with a good family environment are able to shape their work motivation to be good too. So, it can be concluded that the better the family environment owned by students will be able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that motivation work can strengthen the effect of learning achievement on work readiness in class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

Work Motivation Strengthens the Effect of Self-Efficacy on Job Readiness

The results of the study show that the tenth hypothesis (H10) which states that work

motivation strengthens the effect of self-efficacy on work readiness of class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year is accepted.

The results showed that the interaction variable between self-efficacy and work motivation had a significant effect on students'

work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.523 and a significance value of 0.002 so that H10 which states work motivation can strengthen the effect of self-efficacy on work readiness is accepted. This can be interpreted that work motivation is able to moderate and strengthen the effect of self-efficacy on student work readiness.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have high self-efficacy and high learning motivation. This can be interpreted that students who have efficacy high self-esteem and high work motivation will also support high work readiness.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between self-efficacy and work motivation on student work readiness is 11.22%. This is in line with the theory of ERG motivation (Alderfer, 2972) which explains that motivation can be obtained from existence which can be shown by student achievement because the basic needs of students to be ready to work one of which is to have good learning achievement, then for relatedness factors which are interpreted as Social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization, one form of which is self efficacy which means a belief or belief in

one's own abilities.

The results of this study indicate that work motivation is able to moderate the effect of self-efficacy on work readiness. Students with high self-efficacy are able to form high work motivation as well. So, it can be concluded that the higher self-

efficacy will be able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that work motivation can strengthen the influence of self-efficacy towards work readiness in class XII students of Vocational Schools in the Field of Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

CONCLUSION

Based on the results of research and discussion, it can be concluded that learning achievement does not affect work readiness, there is a positive and significant influence of the family environment on work readiness, there is a positive and significant influence of self-efficacy on work readiness, learning achievement has no effect on self-efficacy, there is a positive and significant influence of the family environment on self-efficacy, Self-efficacy has not been able to mediate the influence of learning achievement on job readiness, self-efficacy can significantly mediate the influence of the family environment

on work readiness, work motivation has not been able to moderate the influence of learning achievement on work readiness, work motivation has been able to moderate and strengthen the influence of the family environment on work readiness, and work motivation has been able to moderate and strengthen the influence of self-efficacy on work readiness.

The suggestion from the results of this study is that family members should be able to maintain or improve good relationships between family members, be more open or expressive and be able to avoid conflict, Self-efficacy can be improved by believing that everyone can face the level of the difficulty is that everyone also has strength in themselves, and everyone is also able to act in general or reasonably and even believe that they can perform better. Work motivation can be increased by increasing intrinsic motivation (coming from within), integrated regulation (rules that exist within the self), identified regulation (rules adapted to the environment), introjection

regulation (rules of attitudes or ideas that enter into a person unconsciously), and external regulation (rules from outside).

The limitations of this study lie in the variables and location and sample of the study. For this reason, future research is expected to develop or add other independent variables that can be used as mediation or moderation variables that are thought to affect work readiness. For example, variables of leadership style, managerial ability, industrial work practices, learning creativity, soft skills, world of work information, career guidance,

mastery of technology, self-exploration, career planning, training subject knowledge, student competence, professional maturity, problem-solving skills, continuous learning and so on and can change the location and research sample.

REFERENCES
(2019); Nurhayati and Kusmuriyanto (2019) show that self-efficacy has a positive and significant effect on work readiness. Based on the results of previous research, theory, and research that have been described, it can be concluded that self-efficacy has a positive and significant effect on work readiness in class XII students of SMK in Business and Management Expertise in Temanggung Regency in the 2023/2024 academic year.

Effect of Learning Achievement on Self-Efficacy

The results showed that learning achievement had no significant positive effect on students' self-efficacy. It can be seen from

the results of the hypothesis that shows a path coefficient of 0.077 and a significance value of 0.853 so that H4 states that there is a positive and significant effect of learning achievement on self-efficacy rejected. This can be interpreted that the higher student achievement is not able to lead to high self-efficacy as well.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good academic achievements. Based on the results

Descriptive analysis shows that the average final grade of student report cards is included in the good category. This can be interpreted that students who have good learning achievement do not necessarily have good self-efficacy as well.

The results of the partial determination test show that the magnitude of the effect of learning achievement on student self-efficacy is 0.04%. The results of this study are not in line with the Social Cognitive Career Theory

(SCCT) by Dickinson et al. (2016) who explained that a person's background influences self-efficacy and outcome expectations then contributes to academic formation which ultimately influences the development of goals and final performance. This theory explains that there is a relationship between learning achievement and self-efficacy, where good achievement will form high self-efficacy so that it can develop its performance to achieve goals in the future.

However, in this study, learning achievement did not have an influence on the self-efficacy of class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year. The results of this study are in line with previous research conducted by Anggraeni et al. (2020); Kumalasari and Kasidi (2021) show that learning achievement has no effect on self-efficacy. This explains that academic success is an aspect that plays an important role in Social Cognitive Career Theory (SCCT), but academic success has not fully contributed to someone having self-efficacy and readiness to work. This can be caused by the gap between learning achievement and the competence of students. From the observations of researchers, high learning achievement does not necessarily have high competence either so that it is not able to increase one's self-efficacy. That way, good learning achievement with minimal competence has not been able to develop one's work readiness to achieve goals in the future.

Based on the results of the research, theory, and previous research that has been described, it can be concluded that learning achievement has no positive and significant effect on self-efficacy in class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

The Effect of Family Environment on Self-Efficacy

The results showed that the family environment had a significant positive effect on students' self-efficacy. This can be seen from the results of the hypothesis which shows a path coefficient of 0.522 and a significance value of 0.000 so that H6 which states there is a positive influence and significant family environment on self-efficacy is accepted. This can be interpreted that class XII students of SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year have a good family environment so as to be able to increase student self-efficacy.

The results of the descriptive analysis show that class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have a good family environment. Based on the results of the descriptive analysis, it shows that the cohesion indicator

(relationship) is included in the good category with an average value of 20.36 which means that students have good harmony and togetherness among family members. The expression indicator is included in the good category with an average value of 10.66 which means that students have openness and ease in starting discussions between family members. The conflict indicator is included in the low category with an average value of 3.98 which means that debates and fights between family members do not occur frequently.

The results of the partial determination test show that the magnitude of the influence of the family environment on students' self-efficacy is 26.94%%. Results this study is in line with the Social Cognitive Career Theory (SCCT) by Lent et al. (1994) which explains that self-efficacy, goals, and results are related to other people, contextual and learning experiences. Individuals who have good relationships with other people, one of which is in their family environment, will be able to form high self-efficacy as well. In the family environment there is a relationship between family members where this will form a person's personality to be able to use cognitive resources and actions in various situations.

The results of this study are consistent with previous research conducted by Nurhayati and Kusmuriyanto (2019); Nurussyifa and Listiadi (2021) which show that the family environment influences self-efficacy. Based on the results of previous research, theory and research that have been described, it can be concluded that the family environment has a positive and significant effect on self-efficacy in class XII students of SMK in Business and Management Expertise in Temanggung Regency in the 2023/2024 academic year.

Self-Efficacy Mediates the Effect of Learning Achievement on Job Readiness

The results of the study show the sixth hypothesis (H6) which states that there is an effect of learning achievement on work readiness through self-efficacy of class XII students of SMK in Business and Management Expertise in Temanggung Regency in teaching 2023/2024 rejected. This can be seen from the results of the Sobel test obtained from a two-tailed probability value of 0.853 which indicates a significance of >0.05. Based on the results of the Sobel test, it can be seen that self-efficacy cannot mediate the effect of learning achievement on work readiness.

The results showed that learning achievement directly or indirectly with the variable self-efficacy as a mediator was not able to influence students' work readiness. Based on the calculation results, it is known that the direct effect is 0.068 or 6.8% while the indirect effect is 0.0089 or 0.89%. So that the total effect is 0.077 or 7.7%. Based on the results of the calculations, it is stated that this study shows a full mediation form, which means that the

learning achievement variable has not been able to directly influence work readiness. While the learning achievement variable is only able to influence 7.7% on work readiness through self-efficacy. This means that learning achievement cannot contribute well to student work readiness through self-efficacy.

The effect of learning achievement on work readiness through self-efficacy is based on the Social Cognitive Career Theory (SCCT) by Lent et al. (1994) who explained that there is an influence between cognitive and motivation that has been extended to study many functions, including performance academic, behavioral, and organizational development. In addition, in SCCT vocational

outcomes are influenced by self-efficacy, expectations, and personal goals (Thompson et al. 2016). In this theory, cognitive factors become factors for the formation of one's motivation to achieve predetermined personal goals. Student academic achievement is included in academic performance which is one part of personal goals to be able to have good achievement results. So that with self-efficacy it can increase one's confidence to develop cognitive abilities that are able to determine better behavior to be ready to face various different situations and conditions.

The results of this study indicate that self-efficacy has not been able to mediate the effect of learning achievement on work readiness in a positive and significant way. Students with good learning achievement are not necessarily able to form self-confidence or self-efficacy. This can be caused by the gap between learning achievement and the competence of students. So, it can be concluded that the more. The high learning achievement of students is not necessarily capable of increasing self-efficacy and student work readiness.

Self-Efficacy Mediates the Influence of Family Environment on Job Readiness

The results of the study show the seventh hypothesis (H7) which states that there is an influence from the family environment towards work readiness through self-efficacy students of class XII SMK in the Business and Management Skills Field in Temanggung Regency for the 2023/2024 academic year are accepted. This can be seen from the results of

the Sobel test obtained from a two-tailed probability value of 0.000 which indicates a significance of <0.05. Based on the results of the Sobel test, it can be seen that self-efficacy can mediate the influence of the family environment on work readiness.

The results showed that the family environment directly or indirectly with the variable self-efficacy as a mediator was able to influence student work readiness. Based on the calculation results, it is known that the direct effect is 0.304 or 30.4% while the indirect effect is 0.272 or

27.2%. So that the total effect is 0.576 or 57.6%. Based on the results of the calculations, it is stated that this research shows a form of partial mediation

means that family environment variables are able to influence directly or indirectly on work readiness through self-efficacy. This means that the family environment contributes well and is considered important for student work readiness.

The influence of the family environment on work readiness through self-efficacy is based on the Social Cognitive Career Theory (SCCT) by Schaub and Tokar (2005) which explained that the influence of personality and environment has an influence on interest indirectly on self-efficacy. In this theory the environment becomes a factor for the formation of one's personality, especially from the family environment. Good relationships between family members will also make a person's personality good so that self-efficacy can help increase one's confidence to carry out

various tasks optimally in various conditions and situations. Thus, a person will be better prepared both in society and to compete in the world of work.

The results of this study indicate that self-efficacy mediates the influence of the family environment on work readiness in a positive and significant way. Students with a good family environment tend to find it easier to form self-confidence or self-efficacy. This means that the better the family environment owned by students will be matched by increased student self-efficacy and accompanied by increased work readiness.

Work Motivation Strengthens the Effect of Learning Achievement on Job Readiness

The results of the study show the eighth hypothesis (H8) which states that work motivation strengthens the effect of learning achievement on the work readiness of class XII students in the field of Business and Management Expertise in Temanggung Regency the 2023/2024 academic year was rejected.

The results showed that the interaction variable between learning achievement and work motivation had no significant effect on students' work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of -0.163 and a significance value of 0.321 so that H8 which states work motivation can strengthen the effect of learning achievement on work readiness is rejected. This can be interpreted that work motivation has not been able to moderate and strengthen the effect

of learning achievement on student work readiness.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have good learning achievements and high learning motivation. Based on

the results of the descriptive analysis, it shows that the final average value of student reports is included in the good category and high work motivation. This can be interpreted that students who have good learning achievement and high work motivation do not necessarily have good work readiness either.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between learning achievement and work motivation on student work readiness is 1.19%. This is not in line with the ERG theory of motivation (Alderfer, 2972) which explains that motivation can be obtained from existence, it can be shown by student achievement because the basic needs of students to be ready to work, one of which is to have good learning achievement, then for relatedness factors which are interpreted as social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization One form is self-efficacy which means a belief or belief in one's own abilities. In this study it was explained that good student learning achievement and academic success can be

seen from the learning achievement obtained and will increase student motivation.

The results of this study indicate that work motivation has not been able to moderate the effect of learning achievement on work readiness. Students with good learning achievement are not necessarily able to shape their work motivation to be good too. This can be caused by the gap between learning achievement and the competencies possessed by students which makes students feel insecure and reduces their motivation to work. So, it can be concluded that the higher the learning achievement of students is not necessarily able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that work motivation has not been able to strengthen the effect of learning achievement on work readiness in students of class XII SMK in the Field of Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

Work Motivation Strengthens the Influence of the Family Environment on Job Readiness

The results of the study show that the ninth hypothesis (H9) which states that work motivation strengthens the influence of the family environment on the work readiness of class XII students of SMK in Business and Management Expertise in Temanggung Regency is accepted for the 2023/2024 academic year.

The results showed that the interaction variable between family environment and work motivation had a significant effect on students' work readiness. This can

be seen from the results of the hypothesis which shows a path coefficient of 0.361 and a significance value of 0.020 so that H9 which states work motivation can strengthen the influence of the family environment acceptance of work readiness. This can be interpreted that work motivation is able to moderate and strengthen the influence of the family environment on student work readiness.

The results of the descriptive analysis show that class XII students in the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have a good family environment and high learning motivation. This can be interpreted that students who have a good family environment and motivation High employment will support high work readiness as well.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between the family environment and work motivation on student work readiness is 6.3%. This is in line with the theory of ERG motivation (Alderfer, 2972) which explains that motivation can be obtained from existence which can be shown by student achievement because the basic needs of students to be ready to work one of which is to have good learning achievement, then for relatedness factors which are

interpreted as Social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization, one form of which is self-efficacy which means a belief or belief in one's own abilities.

The results of this study indicate that work motivation is able to moderate the influence of the family environment on work readiness. Students with a good family environment are able to shape their work motivation to be good too. So, it can be concluded that the better the family environment owned by students will be able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that motivation work can strengthen the effect of learning achievement on work readiness in class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

Work Motivation Strengthens the Effect of Self-Efficacy on Job Readiness

The results of the study show that the tenth hypothesis (H10) which states that work motivation strengthens the effect of self-efficacy on work readiness of class XII students of SMK in Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year is accepted.

The results showed that the interaction variable between self-efficacy and work motivation had a significant effect on students'
work readiness. This can be seen from the results of the hypothesis which shows a path coefficient of 0.523 and a significance value of 0.002 so that H10 which states work motivation can strengthen the effect of self-efficacy on work readiness is accepted. This can be interpreted that work motivation is able to moderate and strengthen the effect of self-efficacy on student work readiness.

The results of the descriptive analysis show that class XII students of the Business and Management Skills Vocational School in Temanggung Regency for the 2023/2024 academic year have high self-efficacy and high learning motivation. This can be interpreted that students who have efficacy high self-esteem and high work motivation will also support high work readiness.

The results of the partial determination test show that the magnitude of the influence of the interaction variable between self-efficacy and work motivation on student work readiness is 11.22%. This is in line with the theory of ERG motivation (Alderfer, 2972) which explains that motivation can be obtained from existence which can be shown by student achievement because the basic needs of students to be ready to work one of which is to have good learning achievement, then for relatedness factors which are interpreted as Social needs can be represented one of them by the family environment and growth can be interpreted by self-actualization, one form of which is self efficacy which means a belief or belief in
one's own abilities.

The results of this study indicate that work motivation is able to moderate the effect of self-efficacy on work readiness. Students with high self-efficacy are able to form high work motivation as well. So, it can be concluded that the higher self-efficacy will be able to increase work motivation and work readiness of students.

Based on the results of the research and its relation to the theory that has been explained, it can be concluded that work motivation can strengthen the influence of self-efficacy towards work readiness in class XII students of Vocational Schools in the Field of Business and Management Expertise in Temanggung Regency for the 2023/2024 academic year.

CONCLUSION

Based on the results of research and discussion, it can be concluded that learning achievement does not affect work readiness, there is a positive and significant influence of the family environment on work readiness, there is a positive and significant influence of self-efficacy on work readiness, learning achievement has no effect on self-efficacy, there is a positive and significant

influence of the family environment on self-efficacy, Self-efficacy has not been able to mediate the influence of learning achievement on job readiness, self-efficacy can significantly mediate the influence of the family environment
on work readiness, work motivation has not been able to moderate the influence of learning achievement on work readiness, work motivation has been able to moderate and strengthen the influence of the family environment on work readiness, and work motivation has been able to moderate and strengthen the influence of self-efficacy on work readiness.

The suggestion from the results of this study is that family members should be able to maintain or improve good relationships between family members, be more open or expressive and be able to avoid conflict, Self-efficacy can be improved by believing that everyone can face the level of the difficulty is that everyone also has strength in themselves, and everyone is also able to act in general or reasonably and even believe that they can perform better. Work motivation can be increased by increasing intrinsic motivation (coming from within), integrated regulation (rules that exist within the self), identified regulation (rules adapted to the environment), introjection regulation (rules of attitudes or ideas that enter into a person unconsciously), and external regulation (rules from outside).

The limitations of this study lie in the variables and location and sample of the study. For this reason, future research is expected to develop or add other independent variables that can be used as mediation or moderation variables that are thought to affect work readiness. For example, variables of leadership style, managerial ability, industrial work practices, learning creativity, soft skills, world of work information, career guidance,
mastery of technology, self-exploration, career planning, training subject knowledge, student competence, professional maturity, problem-solving skills, continuous learning and so on and can change the location and research sample.

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