



Work Readiness of Business and Management Program State Vocational High School Students in Semarang

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Abstract

Vocational high schools are formal educational institutions that aim to produce graduates who are skilled, independent, and able to compete in the world of work. Vocational high school students have important work readiness to enter the world of work. The purpose of this study was to analyze the influence of industrial work practices, career guidance, and family environment both directly and indirectly through self-efficacy on vocational students' job readiness. This type of research is quantitative with a correlational approach. The study population was 619 students with a total sample of 161 students. The data collection technique used a questionnaire that was tested for validity, reliability test and classical assumption. The analysis technique uses path analysis and sobel test. The results showed that there was an effect of industrial work practice, career guidance, family environment and self-efficacy on work readiness. Sobel test results, self-efficacy can mediate the effect of industrial work practice, career guidance and family environment on work readiness.

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INTRODUCTION

Vocational high schools (*Sekolah Menengah Kejuruan* or *SMK*) are formal educational institutions that aim to prepare its graduates to be ready, skilled and independent workers, as well as to be able to compete in the job market. Vocational schools do not only provide students with theoretical learning, but they are also equipped with soft skills so they are prepared to dive directly into the industrial world, that they gain real experience and are in accordance with their abilities.

Work readiness is important for students as a provision to enter the world of work. Vocational school students' work readiness is an ability that includes knowledge, skills and work attitudes that must be possessed by students to carry out an activity in accordance with established standards or commonly known as work competence. Kardimin (2004) states that there are two factors that affect work readiness, namely internal and external factors. Internal factors that affect students' work readiness include: interest, talent, intelligence, independence, motivation and knowledge. External factors affecting work readiness include: family environment, community roles, school facilities and infrastructure, information on the world of work and work experience. In this study, factors that are thought to affect work readiness include industrial work practices, career guidance, family environment and self-efficacy.

Industrial work practice is one of the curriculum in *SMK*. This activities are carried out through a collaborative relationship between schools and the business / industrial which aims to provide direct work experience to students, so that students can improve their skills and expertise. The experience that students get during this work practice can encourage students to be better prepared to enter the world of work.

The next factor that affects work readiness is career guidance. Career guidance is a service provided to students in order to help them gain an understanding of the world of work and be able to determine work options according to their abilities, talents, and interests. Career guidance is said to be successful when students are able to plan their own future without being affected by

others. In addition, decisions taken are decisions based on their interests and potential, so that students can become professional workers.

A good family environment will form children who are smart, independent and mature according to their development stage. Therefore, family environment has a role for children to form work readiness. The family environment has an important role in children's work readiness, because in that environment children can communicate about careers and parents can direct and guide them through the process.

The last factor affecting work readiness is self-efficacy. Self-efficacy refers to one's self-confidence regarding one's own abilities. Students who have high self-confidence in their abilities, become more motivated to achieve the desired goals and ideals in this case is work. Based on the above background, the purpose of this study was to determine the direct effect of industrial work practice, career guidance, family environment and self-efficacy on work readiness, as well as to determine the indirect effect of industrial work practice, career guidance and family environment on work readiness through vocational students' self-efficacy.

METHODS

The research design used in this study was a quantitative type of research using a correlational approach. The population in this study was 619 students with a total sample of 161 students. The data were collected using questionnaires that had been tested for its validity, reliability and classical assumption. The validity and reliability tests showed that all items in the questionnaire were valid and reliable. The classical assumption test consists of normality test, multicollinearity test, heteros-drasticity test, and linearity test. The classical assumption test results showed that the regression model was normally distributed, multicollinearity did not occur, hetero-plasticity did not occur, and there was a linear relationship between the independent variables and the dependent variable. The data analysis method being used was path analysis.

RESULT AND DISCUSSION

The results of descriptive statistical analysis of work readiness obtained a mean score of 80.4286 which was located at intervals of 69 - 84 in the good category. Then, industrial work practice obtained a mean score of 61.2795 which was located at intervals of 52 - 63 in the good category. Next, the mean score of career guidance was 73.6273 which was located at intervals of 62 - 76 in the good category. Family environment obtained a mean score of 70,000 and was located at intervals of 62 - 76 in the good category. Self-efficacy descriptive statistics obtained a mean or an average score of 36.3789 which was located at the interval 32 - 38 in the good category.

This study used path analysis to determine whether there was a direct and indirect effect of industrial work practice, career guidance and family environment variables on work readiness through self-efficacy. In this path analysis, there were two regression equations.

The 1st regression equation was a test to determine the direct effect of the Industrial work practice, career guidance and family environment variables on self-efficacy, the following equation was obtained:

Equation 1:

$$X_4 = 0,193X_1 + 0,483 X_2 + 0,176 X_3 + 0,628$$

The 2nd regression equation was a test to determine the effect of Industrial work practice, career guidance, family environment and direct self-efficacy on self-efficacy, the following equation was obtained:

Equation 2:

$$Y = 0,180X_1 + 0,522X_2 + 0,117X_3 + 0,635X_4 + 0,707$$

From the two regression equations above, the path analysis model was described as follows:

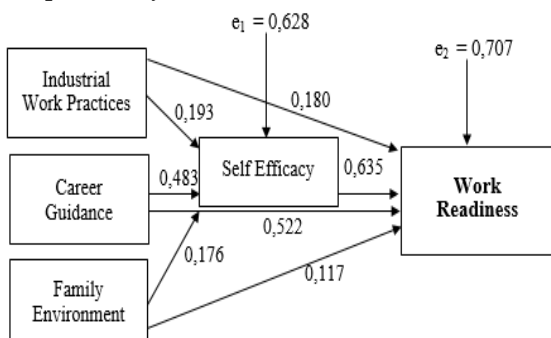


Figure 1. Path Analysis Model

The sobel test results were used to determine the indirect effect of Industrial work

practice, career guidance and family environment on work readiness by mediating self-efficacy. The results of the sobel test calculation can be seen in the following figure:

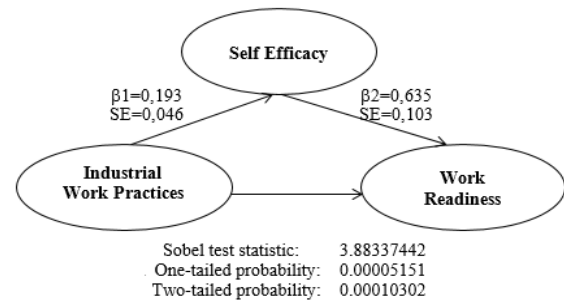


Figure 2. Sobel Test of the Effect of Industrial work practice on Work Readiness through Self-Efficacy

From Figure 2, the value of direct effect < direct effect, so it can be concluded that self-efficacy was the mediation of the effect of Industrial work practice on work readiness.



Figure 3. Sobel Test of the Effect of Career Guidance on Work Readiness through Self-Efficacy

From Figure 3, the value of direct effect < direct effect, so it can be concluded that self-efficacy was the mediation of the effect of career guidance on work readiness.

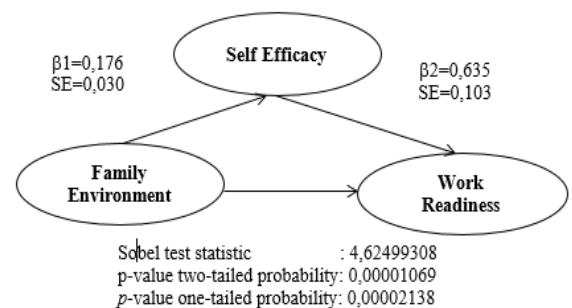


Figure 4. Sobel Test of the Effect of Family Environment to Work Readiness through Self-Efficacy

From Figure 4, the value of direct effect < direct effect, so it can be concluded that self-efficacy was the mediation of the effect of the family environment on work readiness.

The conclusion of the hypothesis test result can be seen in the table:

Table 1. Hypothesis Testing Result

Hypothesis	Hypothesis Test Result		Test Result Decision
	T Statistic	Sig.	
The positive and significant effect of the industrial work practice on self-efficacy	2.656 > 1.645	0.011 < 0.05	Accepted
The positive and significant effect of career guidance on self-efficacy	6.564 > 1.645	0.000 < 0.05	Accepted
The positive and significant effect of family environment on self-efficacy	2.818 > 1.645	0.005 < 0.05	Accepted
The positive and significant effect of the industrial work practice on work readiness through self-efficacy	2.356 > 1.645	0.000 < 0.05	Accepted
The positive and significant effect of career guidance on work readiness through self-efficacy	7.011 > 1.645	0.000 < 0.05	Accepted
The positive and significant effect of family environment on work readiness through self-efficacy	2.139 > 1.645	0.021 < 0.05	Accepted
The positive and significant effect of self-efficacy on work readiness	10.373 > 1.645	0.000 < 0.05	Accepted

Source: Data Processing Result, 2020

The Effect of Industrial work practice on Self-Efficacy

The results of the analysis with multiple regression showed that there was a positive effect of Industrial work practice on self-efficacy which was 3.73%. The results of the analysis also prove significant, which can be seen from the significance value (Sig) of 0.011 < from 0.05.

Industrial work practices (industrial work practice) are important for vocational students to gain practical knowledge in the world of work which can be a provision as a preparation to work in a challenging world of work. In the implementation of industrial work practice, students will be placed in work units in accordance with their educational competencies pursued at *SMK*. After the implementation of the industrial work practice, students will have the knowledge and skills as their main provisions for future work.

The findings of this study are in line with research conducted by Dalyono (2005) which states that experience can influence the physiology of individual development. The individual development stage is one of the development principles of vocational school students' readiness in preparing themselves to enter the world of

work. Research by Eliyani et al (2016); Gunawan (2011) which shows that internship has a positive and significant effect on self-efficacy.

The Effect of Career Guidance on Self-Efficacy

Based on the multiple regression results, it can be seen that there was a positive effect of career guidance on student self-efficacy which was equal to 48.3%. The results of the analysis also proved dsignificant, which can be seen from the significance value (Sig) = 0.000 < from 0.05. This condition illustrates in accordance with the desired theory, that career guidance is an important thing in interacting, guiding, fostering, and educating students in their life in determining their career and readiness to work.

The research findings of the effect of career guidance on self-efficacy were positive and significant. A positive sign means that the better the career development for vocational students, the self-efficacy will increase in the same direction. The effect of career guidance on self-efficacy was a direct effect. In this model there was a change in self-efficacy due to changes in career guidance received and felt by vocational students during their study at school.

This finding is in accordance with the research of Cahyaningrum and Martono (2018) which states that self-efficacy can give confidence to students to plan careers and understand their talents through career guidance provided by teachers in schools. Students who are able to plan and determine future careers will also increase their work readiness. Career guidance can also affect student work readiness through self-efficacy. Students who have been able to find their talents and expertise after carrying out career guidance will be more confident in planning and determining careers that match their talents and expertise.

The Effect of Family Environment on Self Efficacy

The results of the analysis with path analysis showed that there was a positive effect of family environment on students' self-efficacy which was 3.11%. The analysis results also proved significant, which can be seen from the significance (Sig) = 0.005 < from 0.05. This condition is in line with the desired theory, namely that the family environment is the main environment that provides support and motivation to students in preparing to enter the world of work.

The family environment is the first and foremost educational environment in a child. Early education and guidance obtained by children comes from the family environment. The family environment is the basis for placing values and norms on a child so that it affects their attitudes and behavior. A good family environment will form children who behave well according to the level of growth and development. Therefore, the family environment plays a role in shaping work readiness in children. The research findings of the effect of the family environment on self-efficacy were positive and had a significant effect. A positive sign means that the better the family environment for vocational students, the self-efficacy will increase in the same direction. The effect of the family environment on self-efficacy was a direct effect. In this model there was a change in self-efficacy due to changes in the family environment of vocational students.

This finding is in accordance with Saputri and Sukirman (2016) research which states that

there is an influence of the family environment on the self-efficacy of class XII students of the accounting program. The findings of this study are in line with the research of Nurhayati and Kusmuriyanto (2019) which states that there is a positive effect of the family environment on self-efficacy by 4.7%. Family environment has an effect on self-efficacy, meaning that the condition of the family has an effect on the formation of self-efficacy. Self-efficacy is formed from the belief in students' abilities. The family environment as an environment that interacts greatly with a child is expected to provide both moral and material support and inculcate good attitudes and behavior from an early age.

The Effect of Industrial Work Practice on Work Readiness through Self-Efficacy

The effect of industrial work practice on work readiness was a direct effect of 3.24%, while the effect of industrial work practices on work readiness indirectly through self-efficacy was 12.26%. Thus the effect of industrial work practices on work readiness in total was 15.50%. The results of the analysis also proved significant, the results of the analysis which can be seen from the help of the computational output obtained significance (Sig) = 0.000 < 0.05.

Industrial work practice through self-efficacy have an effect on work readiness because students know that their industrial work practice company can recruit students after graduating from school. However, this will happen if it is supported by the abilities and skills that students have mastered according to the needs of the workplace. This will increase students' self confidence to enter work in accordance with their field of expertise.

The findings of this study are in accordance with the results of research by Ambarwati and Rusdarti (2020) which state that self-efficacy is a mediating variable of the effect of industrial work practice on work readiness with an indirect effect of 11.8% and a direct effect of 2.16% so that the total effect is 13.99%. The results of this study are also in accordance with Melyana's (2015) research which states that self-efficacy is the independent variable with the greatest effect on work readiness and is able to strengthen other independent variables. This is because industrial work practice

alone has not been able to foster self-confidence in students to enter the world of work. Another research that strengthens the results of research by Noviana (2016), self-efficacy significantly mediates the effect of industrial work practice on work readiness by 21.7%. The findings of this study are supported by the results of research conducted by Firdaus (2012); Pujiyono (2016); and Wye (2012) and strengthened by the social cognitive theory which states that self-efficacy is formed from experiences of personal mastery. Experiences of personal power are experiences of power, social modeling, and social influence, physical and emotional conditions.

The Effect of Career Guidance on Work Readiness through Self-Efficacy

The effect of career guidance on work readiness was a direct influence as for the effect, which was 27.25%, while the effect of career guidance on work readiness indirectly through self-efficacy was 30.67%. Thus the effect of career guidance on work readiness in total is 57.92%. The analysis results also proved significant, the results of the analysis which can be seen from the help of the computational output obtained a significance value of $(Sig) = 0.000 < 0.05$.

Career guidance is being carried out by providing work planning training, significantly it can increase work readiness. Career guidance will help students identify their abilities, talents and interests. Furthermore, career guidance facilitates students to analyze the suitability of potential, talents, interests and work opportunities according to the educational competencies pursued and adjusted to opportunities and obstacles in the world of work. The successful implementation of career guidance in increasing self-efficacy will increase student work readiness.

The findings of this study support Setyowati's (2015) research which states that career guidance plays a role in increasing students' self-efficacy which will affect the level of work readiness. The findings of this study are supported by the results of research conducted by Cahyaningrum & Martono (2018) which states that self-efficacy can give students confidence to plan careers and understand their talents through career guidance provided by teachers in schools. Students who are able to plan and determine

future careers will also increase student work readiness. Career guidance can also affect student work readiness through self-efficacy. Students who have been able to find their talents and expertise after doing career guidance will be more confident in planning and determining careers that are in accordance with their talents and expertise.

The Effect of Family Environment on Work Readiness through Self Efficacy

The effect of the family environment on work readiness was a direct effect as for the effect of 1.40%, while the effect of the family environment on work readiness indirectly through self-efficacy was 11.18%. Thus, the effect of the family environment on work readiness in total was 12.58%. The analysis results also prove significant, the results of the analysis which can be seen from the help of the computational output obtained a significance value of $(Sig) = 0.021 < 0.05$.

In this study, the family environment has the greatest influence on work readiness, either directly or indirectly through the self-efficacy variable. The family environment can affect students' work readiness directly or indirectly through self-efficacy as a mediating variable. Self-efficacy can mediate the effect of the family environment. Bandura (1994) states that the family is a source of individual initial self-efficacy. A family environment that provides support and facilities for children, will increase self-confidence in children. Self-efficacy with self-confidence will increase students' motivation in achieving their goals and ideals, namely work readiness. Belief in one's own abilities can help students stay afloat and have strong confidence in overcoming any work obstacles. Therefore, the family environment can increase student work readiness through self-efficacy as an intervening variable. The results of this study are in accordance with the research of Nurhayati & Kusmuriyanto (2019) which results the family environment has a positive effect on work readiness through self-efficacy.

The Effect of Self-Efficacy on Work Readiness

Based on the results of the path analysis, it can be explained that there was a positive effect of self-efficacy on work readiness, namely 40.32%. The results of the analysis also prove significant,

the results of the analysis which can be seen from the help of the computational output obtained by the significance value of (Sig) = 0.000 < 0.05.

The level of self-efficacy will affect the ability to face the world of work. Low self-efficacy will make individuals feel pessimistic about their future, so that they are not confident in their abilities. High self-efficacy will be the basis for thought patterns, feelings and drive from within to optimize all abilities. This condition illustrates that self-efficacy greatly affects individual confidence in the ability to do a work well so that it affects work readiness.

The findings of this study on the effect of self-efficacy on work readiness are in accordance with Adityagana (2018) which states that there is a positive relationship between self-efficacy and work readiness. The higher the student's self-efficacy, the higher the readiness for work, and vice versa. Self-Efficacy will increase students' ability to work and the ability to adapt to the work environment more easily. This is because self-efficacy can affect the learning process which can affect behavior so that it can shape student work readiness.

CONCLUSION

Based on the results of research and discussion, it can be concluded that industrial work practice, career guidance, and family environment directly affect self-efficacy. Industrial work practices, career guidance and family environment have an effect on work readiness through self-efficacy, so it is evident that self-efficacy is a mediating variable. To increase work readiness it requires the role of the family environment to provide support and motivation so that students will be ready to enter the world of work.

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