



The Effect of Industrial Work Practices, Career Guidance, and Family Environment on Working Readiness through Soft Skills

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Abstract

Vocational High School (*SMK*) is a formal education which provides a special training pattern to direct their students become the graduates who are ready to enter participate professionally in the business world or even companies. Consequently, the vocational school required to be able to produce graduates with the standard competencies expected by the working world. The aim of this study is to analyze the influence of industrial work practice, career guidance and family environment on working readiness by soft skills. Method of the study used was a quantitative study. The population in this study was all of the students on grade 12th of *SMK Negeri 2* and *SMK Negeri 9* in Semarang which were 634 students with 139 students as the sample of the study. Data collection technique was questionnaires. The data analysis technique used was a descriptive percentage statistics, path analysis and Sobel test. Results of the study showed that there is an influence of industrial work practice, career guidance, family environment, and soft skills on working readiness. Based on the sobel test result, soft skills can mediate the influence of industrial work practice, career guidance and family environment on working readiness.

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INTRODUCTION

Vocational High School (*SMK*) is a formal education that has a special training pattern to direct students to become graduates who are ready to enter professionally and work in the business world or companies. The existence of *SMK* in preparing skilled middle-level workers still needs to be improved. Vocational students are expected to have the working readiness so that they will be easily absorbed in the world of work in various existing industrial sectors. In other words, students who have high work readiness will be more easily absorbed in the world of work after graduating from school. However, this expectation has not been fulfilled properly, it can be seen that unemployment is open for *SMK* graduates.

Based on data from the Central Bureau of Statistics (*BPS*) the open unemployment rate (*TPT*) of the population aged 15 years and over according to the level of education completed in August 2018 - August 2020, it can be seen that in August 2018 it was 0.82 million people, August 2019 was 0.82 million people and August 2020 by 1.21 million people. Based on this data, it shows that the unemployment of the population aged 15 years and over has increased. This means that more and more graduates aged 15 years and over are not absorbed in the world of work. This phenomenon is one of the causes of students' unpreparedness to face the working world.

Main Data of the Directorate of Vocational High School Development in 2021, Semarang is the city with the most Vocational High Schools in Central Java with a total of 87 Vocational High Schools, while 40.23% of the total Vocational Schools in Semarang are areas of business and management expertise. Based on tracking data, graduates of *SMK Negeri 2* and *SMK Negeri 9 Semarang* in 2019 and 2020 are not ideal. Samsudi in Daryono (2014) states that ideally, 80-85% of vocational school graduates nationally can directly enter the world of work, while 15-20% of graduates are allowed to continue their studies to universities. However, in reality, seen from the tracking data of graduates at the time of observation at *SMK Negeri 2 Semarang*, the Business and Management Program, the percentage of graduates who continue their studies to higher education is 36 in 2019 and 24 in

2020. While for *SMK Negeri 9 Semarang*, the percentage of Business and Management Programs graduates who continue their studies to college is for 28 in 2019 and 20 in 2020. The reason why graduates continue to college is that they are not ready to work and want to improve their competencies and skills and will eventually get a more established job.

There are two factors that affect work readiness, namely internal and external factors (Sukardi in History, 2020). External factors include family environment, social status, educational environment and career guidance. Meanwhile, internal factors include interest, motivation, talent, creativity, learning achievement, knowledge of the world of work, work experience, intelligence abilities, skills and life skills (soft skills). In this study, the factors that are estimated to affect job readiness are industrial work practices, career guidance, family environment and soft skills.

Based on the phenomena and observations made by the author at the Semarang of Business and Management Program in Vocational School, the author found the fact that the condition of the absorption of graduates at the Semarang Business and Management Vocational School is still not optimal, apart from the very tight competition factor in the world of work, usually agencies and companies offer job vacancies with criteria that are sometimes not in accordance with the student's area of expertise. This makes the writer interested in conducting research in the form of a thesis, with the title "The Influence of Industrial Work Practices, Career Guidance and Family Environment on Work Readiness through Soft Skills of Students of *SMK Negeri Semarang* of Business and Management Program".

The purpose of this study is to analyze the effect of industrial work practices, career guidance and family environment on job readiness through soft skills of students at *SMK Negeri Semarang* of Business and Management Program.

RESEARCH METHODS

This study uses quantitative research methods. The population is all students of 12th grade at *SMK Negeri 2* and *SMK Negeri 9 Semarang* with a total of 634 students. Sampling technique in this study used proportional random sampling

technique, and obtained a sample of 139 students of *SMK Negeri Semarang* of Business and Management Program.

This research data collection method uses a questionnaire that has been tested with validity and reliability tests and classical assumption tests. Validity and reliability tests show that all items in the questionnaire are valid and reliable. Classical assumption test consists of normality test, multicollinearity test, heteroscedasticity test and linearity test. The results of the classical assumption test show that the regression model is normally distributed, there is no multicollinearity, there is no heteroscedasticity and there is a linear relationship between the independent variable and the dependent variable. The data analysis method used is descriptive percentage analysis, path analysis and Sobel test.

RESULTS AND DISCUSSION

The results of the descriptive statistical analysis of work readiness obtained a mean of

80.32% which lies at the interval of 68.01-84% in the ready category. The industrial work practice variable obtained a mean of 81.61% which lies at the interval of 68.01-84% in the good category. Career guidance variable obtained a mean of 85.81% which lies in the interval 84.01-100% in the very good category. The family environment variable obtained a mean of 83.11% which lies in the 68.01–84% interval in the good category. Soft skills variable obtained a mean of 83.02% which lies in the interval 68.01-84% in the good category. Path analysis in this study is used to analyze the role of soft skills in mediating the influence of industrial work practices, career guidance and family environment on job readiness. The following are the results of path analysis using SPSS, through two regression stages:

1. Regression of the industrial work practices, career guidance and family environment towards soft skills:

$$Z = a1X1 + a2X2 + a3X3 + e1$$

Based on the results of the regression analysis obtained using SPSS, the following results were obtained:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 ^a	.517	.506	4.65422

a. Predictors: (Constant), Lingkungan Keluarga, Bimbingan Karir, Praktik Kerja Industri

b. Dependent Variable: Soft Skill

Coefficients^b

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.615	4.084		2.355	.020
	<u>Praktik Kerja Industri</u>	.209	.063	.295	3.320	.001
	<u>Bimbingan Karir</u>	.366	.085	.358	4.282	.000
	<u>Lingkungan Keluarga</u>	.113	.045	.182	2.493	.014

a. Dependent Variable: Soft Skill

Sumber: Data Primer diolah tahun 2021

Based on the multiple linear test above, the following regression equation is obtained:

$$Z = 0.295X1 + 0.358X2 + 0.182X3 + e1 = 0.69$$

So that the regression equation is obtained:

$$Z = 0.295X1 + 0.358X2 + 0.182X3 + 0.69$$

The value of e₁ of 0.69 is the variance of the soft skills variable that cannot be explained by the variables of industrial work practices, career guidance and family environment. The results of

multiple regression analysis in this analysis use Standardized Coefficients Beta.

$$Y = a_1X_1 + a_2X_2 + a_3X_3 + a_4Z + e_2$$

Based on the results of the regression analysis obtained using SPSS, the following results were obtained:

- Regression of industrial work practices, career guidance, family environment and soft skills towards soft skills:

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.746	.738	4.39793

a. Predictors: (Constant), Soft Skill, Lingkungan Keluarga, Bimbingan Karir, Praktik Kerja Industri

b. Dependent Variable: Kesiapan Kerja

Sumber: Data primer diolah tahun 2021

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.776	3.937		2.229	.027
	Praktik Kerja Industri	.166	.062	.181	2.684	.008
	Bimbingan Karir	.399	.086	.301	4.637	.000
	Lingkungan Keluarga	.127	.044	.157	2.884	.005
	Soft Skill	.496	.081	.382	6.094	.000

a. Dependent Variable: Kesiapan Kerja

Sumber: Data primer diolah tahun 2021

Based on the results of the multiple linear test above, the following regression equation is obtained:

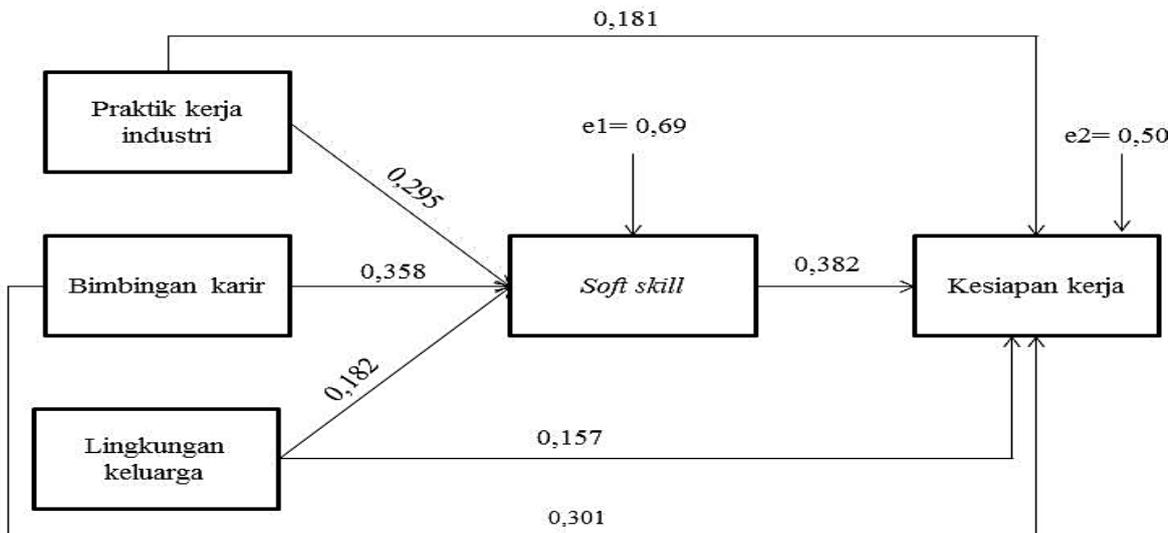
$$Y = 0.181 X_1 + 0.301 X_2 + 0.157 X_3 + 0.382Z + e_2 = 0.50$$

So that the regression equation is obtained:

$$Y = 0.181 X_1 + 0.301 X_2 + 0.157 X_3 + 0.382Z + 0.50$$

The e_2 value of 0.50 is the variance of the work readiness variable that cannot be explained by the variables of industrial work practice, career guidance, family environment and soft skills. The results of multiple regression analysis in this analysis use Standardized Coefficients Beta.

the path analysis model is described as follows:



The Sobel test in this study was used to analyze the role of soft skills in mediating the influence of industrial work practices, career guidance and family environment on job readiness. Based on the Sobel test in this study, it shows that there is a positive and significant effect of industrial work practices on job readiness through soft skills as indicated by the t count (3.14789) > t table (1.97).

There is a positive and significant effect of career guidance on job readiness through soft skills of t count (3.23260) > t table (1.97). There is a positive and significant influence of the family environment on work readiness through soft skills of t count (2.65444) > t table (1.97). Based on the analysis and hypothesis testing, it can be briefly seen in the following table:

Tabel 1 Summary of Hypothesis

Hypothesis	Statement	%			Sig	Result
		L	TL	Total		
H ₁	There is a positive and significant influence of industrial work practices on students' work readiness.	3,2761	-	3,2761	0,008	Accepted
H ₂	There is a positive and significant effect of career guidance on students' work readiness.	9,0601	-	9,0601	0,000	Accepted
H ₃	There is a positive and significant influence of the family environment on students' work readiness.	2,4649	-	2,4649	0,005	Accepted
H ₄	There is a positive and significant effect of soft skills on student work readiness.	14,5924	-	14,5924	0,000	Accepted
H ₅	There is a positive and significant influence of industrial work practices on soft skills.	8,7025	-	8,7025	0,001	Accepted
H ₆	There is a positive and significant influence of career guidance on soft skills.	12,8164	-	12,8164	0,000	Accepted
H ₇	There is a positive and significant influence of the family environment on soft skills.	3,31234	-	3,31234	0,014	Accepted
H ₈	There is a positive and significant influence of industrial work practices on job readiness through soft skills.	3,2761	11,269	14,5451	0,008	Accepted
H ₉	There is a positive and significant influence on career guidance on job readiness through soft skills.	9,0601	13,6756	22,7357	0,000	Accepted
H ₁₀	There is a positive and significant influence of the family environment on work readiness through soft skills.	2,4649	6,952	9,4173	0,014	Accepted

information: L (Direct Effect), TL (Indirect Effect)

The Influence of Industrial Work Practice on Work Readiness

Based on the results of the study, it is known that industrial work practices have a positive and significant effect on work readiness by 3.28%. The results of the analysis also prove significant, which can be seen from the t-count value of 2.684 with sig = 0.008 < 0.05. This means that there is a positive and significant influence of industrial work practices on the work readiness of students of *SMK Negeri Semarang* of Business and Management Program, so that H_1 is accepted. The better the student's industrial work practices, the job readiness will increase in the same direction.

Industrial work practice activities are expected to provide students with valuable experience in the real world of work. This study is relevant to the findings of research conducted by Heni Tri Wahyuni (2016) which states that there is an influence of industrial work practices (prakerin), academic achievement in accounting productive education and training and the use of mini banks on the work readiness of students of *SMK Yos Sudarso* Rembang by 72.5%. In industrial work practices affect work readiness by 55.8%. Furthermore, the results of this study are in line with Research by Ambarwati & Rusdarti (2020) which states that industrial work practices have a direct effect on work readiness by 2.16%.

The Influence of Career Guidance on Working Readiness

Based on the results of the study, it is known that career guidance has a positive and significant effect on job readiness by 9.06%. The results of the analysis also prove significant, which can be seen from the t-count value of 4.637 with sig. = 0.000 < 0.05. This means that there is a positive and significant influence of career guidance on the job readiness of students at the State Vocational School of Business and Management in Semarang, so that H_2 is accepted.

Career guidance is a program designed by schools as a companion for students to gain an overview and insight into the world of work. Career guidance will help students identify their abilities and interests. This is in line with Supatmi's (2014) research that the importance of career guidance in helping students' work readiness so as

not to experience difficulties in making the right career decisions.

The better career guidance to students, the readiness of students' work will increase in the same direction. The effect of career guidance on job readiness is a direct influence. The change in job readiness in this model is due to a change in the career guidance received and felt by students in their overall study at school.

This study is relevant to the findings of research conducted by Nindya Purnama (2019) which states that simultaneously prakerin (industrial work practice), career guidance, and information on the world of work have a positive and significant effect on job readiness by 46.6%. While partially for career guidance has an effect of 11.35%. The research above is also reinforced by the findings of research conducted by Arum Kartika Wulandari (2017) which states that there is an effect of career guidance on job readiness of 12.96%.

The Influence of Family Environment on Working Readiness

Based on the results of the research, it is known that the family environment has a positive and significant effect on work readiness by 2.46%. The results of the analysis also prove significant, which can be seen from the t-count value of 2.884 with sig. = 0.005 < 0.05. This means that there is a positive and significant influence of the family environment on the work readiness of students at the State Vocational School of Business and Management in Semarang, so that H_3 is accepted.

The family environment is the first and foremost educational environment for a child. The initial education and guidance that children receive comes from the family environment. The family environment becomes the basis for laying the value of norms in a child so that it affects his attitudes and behavior. A good family environment will shape children to behave well according to their level of growth and development. Therefore, the environment, the family environment plays a role in shaping work readiness in children.

This study is relevant to the findings of research conducted by Handayani & Setiyani (2015) which states that there is an effect of 34.3% of the academic achievement of productive

accounting, industrial work practices and family environment on the work readiness of *SMK Negeri 1 Kebumen* students. While the family environment has an effect of 9.86%. This research is in line with the research of Mastur & Pramusinto (2020) which states that there is an influence of the family environment on work readiness of 1.658%.

The Influence of Soft Skills on Working Readiness

Based on the results of the study, it is known that soft skills have a positive and significant effect on work readiness by 14.59%. The results of the analysis also prove significant, which can be seen from the t-count value of 6.094 with sig.= 0.000 < 0.05. This means that there is a positive and significant influence of soft skills on the work readiness of students at the State Vocational School of Business and Management in Semarang, so that H_4 is accepted.

This finding is in accordance with the research of Yulianti and Khafid (2015) which states that the higher the soft skills ability possessed by an individual, the higher the level of work readiness and vice versa, the lower the soft skills ability possessed, the lower the job readiness. This shows that soft skills play a role in improving students' self-ability in preparing to enter the world of work, so that they are ready to work when they graduate from vocational school. Therefore, the ability of soft skills needs to be considered so that the level of work readiness that is owned is getting better.

The results of this study are relevant to research conducted by Yulianti and Khafid (2015) which states that soft skills partially affect the level of work readiness of students in class XII accounting at SMK Negeri 2 Semarang, which is 30.36%, while simultaneously there is an influence between soft skills skills on the level of work readiness of students of class XII accounting competence at SMK Negeri 2 Semarang in the academic year 2014/2015 simultaneously amounted to 71.5%. The research above is also strengthened by the findings of research conducted by Ariyanto & Agus (2020) which states that there is a positive and significant effect of soft skills on the work readiness of students majoring in accounting at SMK in all districts. Tegal by 29.3%

The Influence of Industrial Work Practice on Soft Skills

Based on the results of the study, it is known that industrial work practices have a positive effect on soft skills by 8.70%. The results of the analysis also prove significant, which can be seen from the t-count value of 3.320 with sig.= 0.001 < 0.05. This means that there is a positive and significant influence of industrial work practices on the soft skills of students of *SMK Negeri Semarang* of Business and Management Program, so H_5 is accepted. This shows that the better industrial work practices, the soft skills of students will increase in the same direction. Industrial work experience is expected to increase students' work readiness for work. Industrial practice activities provide training, experience and communication skills that are getting better at work. The provision of experience and skills gained during industrial work practices is expected to improve students' soft skills.

This research is relevant to the research conducted by Savi'I (2019) which states that industrial work practices have a positive influence on improving soft skills for Automotive Engineering Education Students, University of Muhammadiyah Purworejo. It is proven that t count (6.166) > t table (1.697) and a significance of 0.000 < 0.05. This research is supported by research by Muayati & Margunani (2014) which states that there is an influence of industrial work practices (prakerin) on students' work readiness. This is evidenced by a significance value < 0.05. This means that the experience students gain during industrial work practices will make students more confident in facing job challenges. The competencies needed by students in industrial work practices are not only competencies but also students' skills in interacting with fellow friends, subordinates, superiors, conveying messages and orders and other work-related matters that are not taught in school.

The Influence of Career Guidance on Soft Skills

Based on the research results, it is known that career guidance has a positive and significant effect on soft skills by 12.82%. The results of the analysis also prove significant, which can be seen from the t-count value of 4.282 with sig. = 0.000 < 0.05. This means that there is a positive influence of career guidance on the soft skills of students in

the State Vocational School of Business and Management in Semarang, so that H_6 is accepted. The better the career guidance given to students, the soft skills of students will increase in the same direction. Career guidance is expected to increase students' work readiness in work. Career guidance that students get at school is expected to help students in making career choices. Career guidance is needed so that students do not experience difficulties in making the right career decisions. Career guidance carried out in schools aims to enable students to develop attitudes and values in dealing with job choices and in preparation for entering them.

This study is relevant to research conducted by Alfian (2014) which states that career guidance can have a direct effect on students' work readiness and can also have an indirect effect. Furthermore, the results of this study are in line with research conducted by Zuhri (2019) based on hypothesis testing showing that career guidance has a positive and significant influence on student work readiness. This means that the higher the career guidance of students, the readiness to enter the world of work also increases. Students who are ready to work will have soft skills and good career guidance. Soft skills and high career guidance will lead to high job readiness.

The Influence of Family Environment on Soft Skills

Based on the results of the study, it is known that the family environment has a positive and significant effect on soft skills by 3.31%. The results of the analysis also prove significant, which can be seen from the t-count value of 2.493 with $\text{sig.} = 0.014 < 0.05$. This means that there is a positive and significant influence of the family environment on the soft skills of the students of *SMK Negeri Semarang* of Business and Management Program, so H_7 is accepted.

The better the family environment felt by students, the soft skills will increase in the same direction. The family environment influences the formation of one's soft skills, because the family is the first environment for children to form character and attitudes. So that the family environment is expected to improve students' work readiness at work.

This research is relevant to the research conducted by Ikarari (2019) which states that the family environment has a positive value for soft skills. This can be seen from the significance value of the influence of the family environment on soft skills is 0.030 which means less than 0.05 and the calculated F value is 5.908. This study is relevant to Hidayati's (2015) research which states that the family environment or family informal education affects soft skills. Parents play a very big role in their children in the family environment. So that a good family environment will educate their children to have good character and attitude and make a child's soft skills become good too.

The Influence of Industrial Work Practice on Working Readiness by Soft Skills

Based on the results of the study, it is known that industrial work practices have a positive and significant effect on job readiness through soft skills. The influence of industrial work practices on work readiness is a direct influence, while the effect is 3.28%. This means that the direct influence of industrial work practices on job readiness is 3.28%. The results of the analysis also prove significant, the results of the analysis that can be seen from the SPSS output obtained a t-count value of 2.684 with $\text{sig} = 0.008 < 0.05$. This shows that H_8 is accepted and is in accordance with the theory which states that the better the experience of industrial work practices, the higher the student's work readiness.

The influence of industrial work practices on work readiness of 3.28% is a direct influence, while the influence of industrial work practices on work readiness indirectly through soft skills is 11.27%. Thus the effect of industrial work practices on job readiness in total is $(3.28+11.27=14.55\%)$. This shows that the better the experience of industrial work practices, the higher the job readiness, and vice versa.

This research is relevant to the research of Umaimah & Tusyanah (2020) which states that internship has a positive effect on job readiness through soft skills with a p-value of $0.025 < 0.05$ with a significance level of 5%. The original sample value is 0.189, which means that there is a positive influence from *prakerin* of 18.9% on work readiness through soft skills. The *prakerin* variable partially has an influence either directly or

indirectly through soft skills on students' work readiness.

The results of this study are supported by research conducted by Cahyaningrum and Martono (2018) which states that *prakerin* has a positive effect on job readiness through soft skills as mediation. Experience has a positive influence on readiness. Experience is obtained because of the interaction between the individual and his environment. One of the experiences gained by vocational school students is through internship activities. Students will interact with the real world of work for a certain period of time. In addition to knowledge about the world of work, students will also learn the soft skills needed in the working world.

The Influence of Career Guidance on Working Readiness by Soft Skills

Based on the research results, it is known that career guidance has a positive and significant effect on job readiness through soft skills. The influence of career guidance on job readiness is a direct influence while the effect is 9.06%. This means that the direct influence of career guidance on job readiness is 9.06%. The results of the analysis also prove significant, the results of the analysis that can be seen from the SPSS output obtained a t-count value of 4.637 with sig = 0.000 < 0.05. This shows that H_9 is accepted and is in accordance with the theory which states that the better the career guidance given to students, the higher the student's job readiness.

The effect of career guidance on work readiness of 9.06% is a direct influence, while the effect of career guidance on work readiness indirectly through soft skills is 13.68%. Thus the effect of career guidance on job readiness in total is (9.06 + 13.68 = 22.74%).

The better career guidance students receive, the better the students' work readiness, and vice versa.

This study is relevant to the research of Afriani & Setiyani (2015) which states that career maturity partially has a positive effect on work readiness of class XII Accounting students at *SMK Negeri 2 Magelang* in 2014/2015. The magnitude of the influence of career maturity partially has a positive effect on the work readiness of students of

class XII Accounting by 9.8%. This means that career maturity has a contribution to student work readiness. The results of this study are supported by research conducted by Cahyaningrum & Martono (2018) which states that there is a partial positive effect of career guidance on the readiness of monkeys in class XI office administration at *SMK PL Tarcisius Semarang*. This is in line with research by Talib and Aun (2009) which shows that students with high academics but low in knowledge of career and vocational information means that they have not been able to determine their career, or in other words, if a person does not have career maturity, then he also cannot determine his career. So, if someone has career maturity, it will support his/her work readiness according to the planned career.

The Influence of Family Environment on Working Readiness by Soft Skills

Based on the results of the study, it is known that the family environment has a positive and significant effect on work readiness through soft skills. The influence of the family environment on work readiness is a direct influence while the effect is 2.46%. This means that the direct influence of the family environment on work readiness is 2.46%. The results of the analysis also prove significant, the results of the analysis that can be seen from the SPSS output obtained a t-count value of 2.493 with sig = 0.014 < 0.05. This shows that H_{10} is accepted and is in accordance with the theory which states that the better the student's family environment, the higher the job readiness.

The influence of the family environment on work readiness of 2.46% is a direct influence, while the influence of the family environment on work readiness is indirectly through soft skills of 6.95%. Thus the influence of the family environment on work readiness in total is (2.46 + 6.95 = 9.41%). The better the family environment, the higher the student's work readiness, and vice versa.

This research is relevant to the research of Muthoharoh & Rahmaningtyas (2019) which states that the family environment has a positive and significant influence on the work readiness of class XI students majoring in office administration at *SMK Batik Sakti 1 Kebumen*. This can be seen based on the partial hypothesis test, the t value for

the family environment variable is 3.732. The significance value shown is 0.000 <0.05 which means that the family environment has a positive and significant effect. This research is in line with research conducted by Prabowo & Setiyani (2019) which shows that the family environment affects work readiness by 0.175%.

Furthermore, Rochmah's research (2020) shows that the family environment has a positive and significant effect on work readiness by 1.30%. This research is supported by research by Mustaghfiroh & Setiyani (2016) which shows that the family environment has a positive and significant effect on work readiness by 17.4%. This means that a good and supportive family environment will improve job readiness. Students who are ready to work will have soft skills and a good family environment. Soft skills and a high family environment will lead to high job readiness.

CONCLUSION

Based on the results of research and discussion, it can be concluded that industrial work practices, career guidance, family environment and soft skills affect work readiness both directly and indirectly. Industrial work practices, career guidance and family environment affect work readiness through soft skills. This proves that the soft skills variable is a mediating variable. To improve work readiness, the role of various parties is needed, both from oneself, the family environment, schools and places of practice.

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